Waco Independent School District

**English Learners Department
Procedural Manual for Registrars, PEIMS Clerks,
and School Counselors
2021-2022**

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."
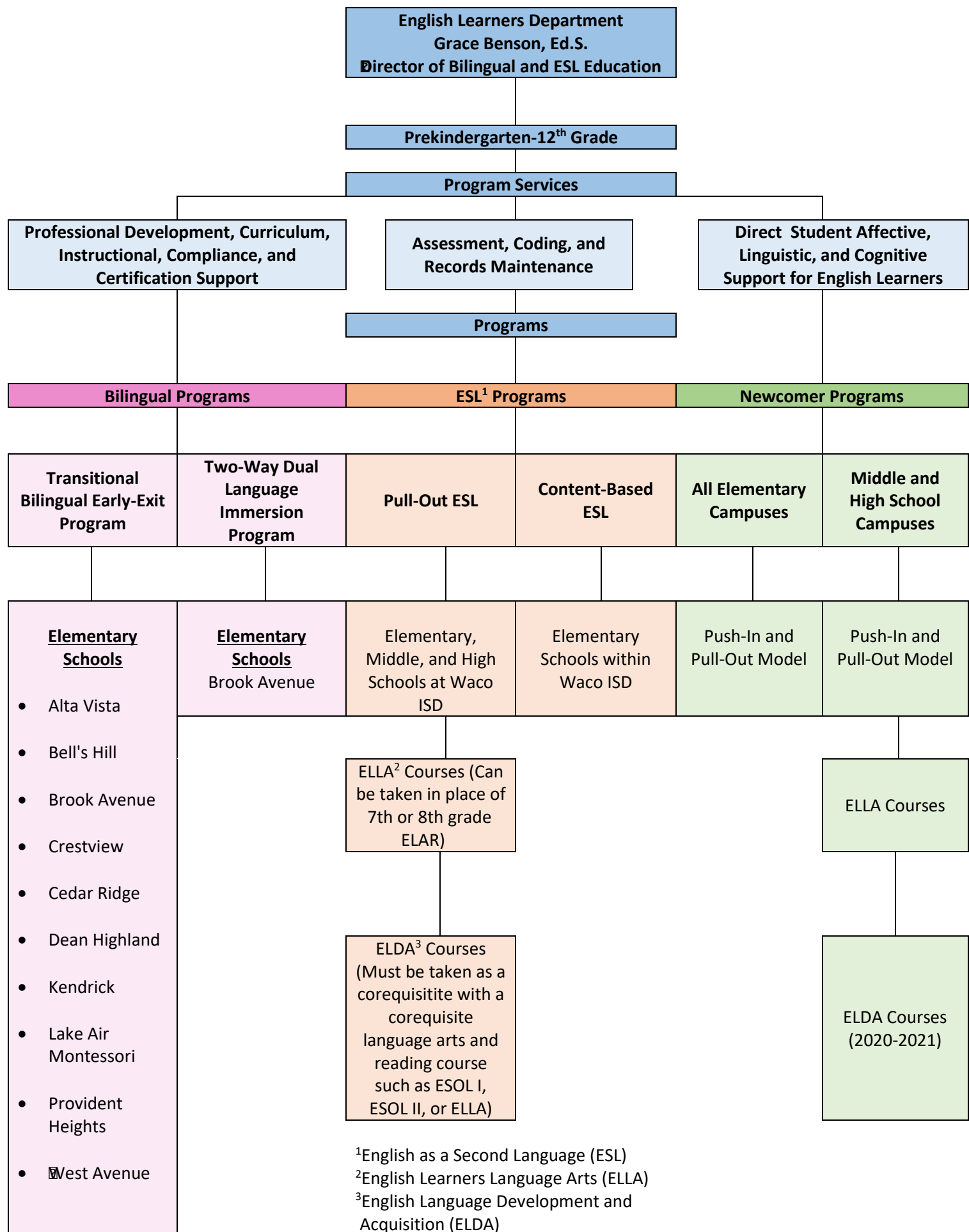
Nelson Mandela

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Grace Benson, Ed.S.
Director of Bilingual and ESL Education**

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ELLA Courses

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Registration and Enrollment

Fact Sheet: Information on the Rights of All Children to Enroll in School

All children in the United States are entitled to equal access to a basic public elementary and secondary education regardless of their actual or perceived race, color, national origin, citizenship, immigration status, or the status of their parents/guardians. School districts that either prohibit or discourage, or maintain policies that have the effect of prohibiting or discouraging, children from enrolling in schools because they or their parents/guardians are not U.S. citizens or are undocumented may be in violation of Federal law.

Below are some examples of acceptable enrollment policies, such as requesting proof of residency in the school district, as well as policies that may <u>not</u> be used by schools to deny enrollment to your child.

Proof of Residency in the School District.

- School officials <u>may</u> request proof that you live within the boundaries of the school district. School districts typically accept a variety of documents for this purpose, such as copies of phone and water bills, lease agreements, affidavits, or other documents. A school district's requirements to establish residency must be applied in the same way for all children.

- A school district <u>may not</u> ask about your or your child's citizenship or immigration status to establish residency within the district, nor may a school district deny a homeless child (including a homeless child who is undocumented) enrollment because he or she cannot provide the required documents to establish residency.

- While a school district may choose to include a parent's state-issued identification or driver's license among the documents that can be used to establish residency, a school district <u>may not</u> require such documentation to establish residency or for other purposes where such a requirement would unlawfully bar a student whose parents are undocumented from enrolling in school.

Proof of Age.

- School officials <u>may</u> request documentation to show that a student falls within the school district's minimum and maximum age requirements. School districts typically accept a variety of documents for this purpose, such as a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; or previously verified school records.

- Although a school district might request documents such as those listed above to verify your child's age, a school district <u>may not</u> prevent or discourage your child from enrolling in or attending school because he or she lacks a birth certificate or has records that indicate a foreign place of birth, such as a foreign birth certificate.

Social Security Numbers.

- Some school districts request a student's social security number during enrollment to use as a student identification number. If a school district requests a student's social security number, it must: (1) inform you and your child that providing it is voluntary and that refusing to provide it will not bar your child from enrolling in or attending school, and (2) explain for what purpose the number will be used.

- A school district may not prevent your child from enrolling in or attending school if you choose not to provide your child's social security number.

- A school district may not require you to provide your own social security number in order for your child to enroll in or attend school.

Race or Ethnicity Data.

- School districts have some Federal and state obligations to report race and ethnicity data about the students in their schools. A school district may request that you provide your child's race or ethnicity for this purpose.

- However, a school district may not bar your child from enrolling if you choose not to provide your child's race or ethnicity.

If you want to learn more about your rights and the rights of your child when enrolling in public school, or if you believe that a school district is violating Federal law, you may contact the following government agencies:

- Department of Justice, Civil Rights Division, Educational Opportunities Section
  Telephone: (877) 292-3804 (toll-free)
  Fax: (202) 514-8337
  Email: education@usdoj.gov

- Department of Education, Office for Civil Rights
  Telephone: (800) 421-3481 (toll-free)
  Email: ocr@ed.gov
  If you wish to fill out a complaint form online with the Department of Education, you may do so at
  http://www.ed.gov/ocr/complaintintro.html

- Department of Education, Office of the General Counsel
  Telephone: (202) 401-6000
  Fax: (202) 205-2689

Registration and Enrollment of English Learners:
Essentials for PEIMS Clerks, Registrars, and School Counselors

ENGLISH LEARNERS: REGISTRATION PROCEDURES

Grace Benson, Ed.S.
Director of ESL and Bilingual Education, Waco ISD

What is Essential?

We need the following documents for each student that registers:

1. **Home Language Survey** (included in registration packet)-kindly see below from TEA*
2. **Student Background Information Form*** (included in registration packet)
3. **Birth certificate***
4. **Family Surveys*** (included in registration packet)
5. **Parent/guardian contact information** (included in registration packet)

◦ *Names, Dates, and signatures (when applicable need to be on all forms).

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Very Important

Parents need to choose <u>one language per response</u> of the two questions on the Home Language Survey. If a home language survey shows two languages on one line, the Registrar or PEIMS Specialist needs to contact/follow-up with the parent.

Kindly see below from TEA regarding Home Language Surveys:

☐ Verify that the Home Language Survey (HLS) indicates ***only one language per response of the two questions.*** It is the responsibility of the district to contact the parent and seek parental clarification if more than one language is indicated in each response prior to assessing for English language proficiency."

Very Important

◦ Please <u>do not turn a family away due to lack of English language proficiency</u>. Some families lack transportation, take days off work to register their children, and may not be able to come back to register until they can find someone to take them back to the school.

◦ Please call the English Learners Department if you need help with interpreting.
  ◦ Office number: 254-755-9525

Student Registration

Bilingual and ESL Scheduling/Placements

Can a student be placed in a bilingual education or ESL program while English learner identification is pending?

Yes. Generally, TAC 89.1220 (j) allows for identified English learners who are awaiting parental approval to be temporarily placed in a bilingual education or ESL program. During periods of school closures or intermittent breaks due to the coronavirus pandemic, LEAs may similarly provide temporary instructional support for potential English learners to ensure prompt access to program services when the identification process is delayed.

Bilingual and ESL Scheduling/Placements

◦ Potential English learners include those *for whom the Home Language Survey indicates a language other than English* is used either in the home or by the student most of the time, but the identification assessment has not yet been administered.

◦ Additional anecdotal data may be collected on the potential English learner to determine instructional supports, such as informal analysis of English proficiency using the ELPS Proficiency Level Descriptors, educational history from student and/or family interview/survey, *analysis of previous school records from another state or country, etc.*

◦ A student cannot be formally placed in program services (by indicating in TSDS – PEIMS) and cannot generate Bilingual Education Allotment (BEA) funds as an English learner until he/she has been identified as an English learner by the LPAC and parental approval for program services has been received. Funding for program participation as an English learner begins on the date of parental approval for program services.

PK and English Learners: Recent Guidance from TEA

If a student's prekindergarten placement is dependent upon English learner eligibility, can the student be placed in prekindergarten while English learner identification is pending?

"Yes. If the student does not meet any other prekindergarten eligibility criteria, the student may temporarily participate in prekindergarten until English learner identification is completed. Parents/families must be informed that continued prekindergarten participation is pending based on English learner eligibility."

Enrollment of English Learners (Elementary)

◦ Important: Upon registration and enrollment of an English Learner, based on student records, transcripts, HLS, and other relevant paperwork, all efforts should be made by the campus to place the student in a classroom that is taught by an ESL or Bilingual certified teacher (depending on the student's language program).

◦ Departmentalized grade levels: For students in an ESL program, English Learners need to be placed with an ESL certified ELAR teacher at their grade level. In addition, if the campus also employs other core area teachers in Math, Science, and Social Studies (at the student's grade level) that are ESL certified, all efforts should be made by the campus to place English Learners with these teachers as well.

◦ **Assessment/Screening of Newcomers:**
Upon enrollment, *all Newcomers* are to be assessed/screened using the STAR Renaissance Assessment in the student's first language (L1) *upon enrollment* in order to provide the campus, LPAC, and teachers with valuable information about the student's academic skills.

◦ If the campus is not able to place the student with an ESL or Bilingual certified teacher (depending on the student's program), please contact the English Learners Department at (254) 755-9525.

◦ **Failure to place an English Learner with an appropriately certified ESL or Bilingual teacher at their grade level (depending on the student's program) will result in the campus being out of local and Federal compliance. Please contact the English Learners Department at (254)-755-9525 if you have any questions.**

Enrollment of English Learners (Secondary Level):

○ Important: Upon registration and enrollment, based on student records, transcripts, HLS, and other relevant paperwork, all efforts should be made by the campus to place the English Learner student in an ELAR class at the student's grade level that is taught by an ESL certified teacher. **Newcomers at the Middle School Level need to be placed in an ELLA class if in grades 7 or 8. High School Newcomers/ immigrant students <u>need to be placed in an ELDA class which is taken concurrently with an ESOL ELAR class.</u>** If the campus is not able to place the student with an ESL certified ELAR teacher, please contact the English Learners Department at (254) 755-9525.

○ In addition, if the campus also employs other core area teachers such as Math, Science, and Social Studies (at the student's grade level) that are ESL certified, all efforts should be made by the campus to place an English Learner with these teachers as well.

○ **Assessment/Screening of Newcomers:**
Upon enrollment, **all Newcomers are to be assessed/screened using the STAR Renaissance Assessment in the student's first language (L1)** in order to provide the campus, LPAC, and teachers with valuable information about the student's academic skills.

○ <u>Failure to place an English Learner with an appropriately certified ESL teacher at their grade level will result in the campus being out of local and Federal compliance. Please contact the English Learners Department at (254)-755-9525 if you have any questions.</u>

Parent Letters

Parent Letters for tentative scheduling/ placement pending English learner identification are provided in the Resources Section of this manual. Please use the letters as needed for possible English Learners that are pending identification, assessment, and placement.

Family Surveys

◦ Please ensure that you are sending Family Surveys to Grace Benson and Cris Leary.

◦ These surveys will then be sent directly to Region 12.

◦ Please note that students who qualify for Migrant Services can be but **are not always Limited English Proficient (LEP)**. *Migrant* and *immigrant* are also **two different terms** and coded differently in PEIMS. For example, a student can be coded *immigrant* and not meet the criteria to qualify as *migrant*.

MIGRANT EDUCATION

Important Reminders:

*Fact Sheet: Information on the Rights of All Children to Enroll in School-**Please review***

U.S. Department of Education and Office of Civil Rights

Direct Link to Fact Sheet (included in manual):

https://drive.google.com/file/d/1BTfpUKJc9HJdSCqrv5UnMe_hqB4MMvqe/view?usp=sharing

Enrollment Procedures Dear Colleague Letter from the Office of Civil Rights-Please review

U.S. Department of Education and Office of Civil Rights

Direct Link to Dear Colleague Letter (also included in manual):

https://drive.google.com/file/d/1n8SV-7DOFuopD-SG8qvc_S73q23OzEeV/view?usp=sharing

Registration and Enrollment: Identifying English Learners

Bilingual/ESL Procedures

Identifying English Learners (ELs)

Upon enrollment:

Home Language Survey (HLS) – Front office gives the Registration Packet, which includes the HLS, to the parent to complete. The HLS needs to be filled out completely with home language responses, signed, and dated. If anything other than English is noted *anywhere* on the HLS, the campus staff will email or fax the following to the English Learners Department:

- HLS (included in the registration packet)
- Registration Form with student information
- Student Background Information for Grades PK-12 Form (included in the registration packet)
- Birth Certificate
- Student's transcripts or other pertinent school records from the previous school
- Parent/guardian contact information pages from the registration packet

§89.1226. Testing and Classification of Students: Beginning with School Year 2019-2020.

"(a) Beginning with school year 2019-2020, the provisions of this subsection supersede the provisions in §89.1225 of this title (relating to Testing and Classification of Students).

(b) Within *four weeks* of initial enrollment in a Texas public school, a student with a language other than English indicated on the home language survey shall be administered the required oral language proficiency test in prekindergarten through Grade 12 and norm-referenced standardized achievement instrument in Grades 2-12 as described in subsection (c) of this section and shall be identified as an English learner and placed in the required bilingual education or English as a second language (ESL) program in accordance with the criteria listed in subsection (f) of this section.

(c) For identifying English learners, school districts shall administer to each student who has a language other than English as identified on the home language survey:

(1) in prekindergarten through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification; and

(2) in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

(d) School districts that provide a bilingual education program at the elementary grades shall administer a language proficiency test in the primary language of the student who

is eligible to be served in the bilingual education program. If the primary language of the student is Spanish, the school district shall administer the Spanish version of the state-approved language proficiency test for identification. If a state-approved language proficiency test for identification is not available in the primary language of the student, the school district shall determine the student's level of proficiency using informal oral language assessment measures.

(e) All of the language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher.

(f) For entry into a bilingual education or ESL program, a student shall be identified as an English learner using the following criteria.

> (1) In prekindergarten through Grade 1, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.

> (2) In Grades 2-12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.

(g) A student shall be identified as an English learner if the student's ability in English is so limited that the English language proficiency assessment described in subsection (c) of this section cannot be administered."

As funding is effective from the date the parent gives written consent on the Parent Permission Form (or in accordance with §89.1220(m)), Parent Permission forms that are submitted to the English Learners Department must be **signed** and **dated** or **contain the criteria described below by §89.1220(m)** or they will be returned to campuses as incomplete.

"(m) A school district may identify, exit, or place a student in a program without written approval of the student's parent or guardian if:

> *(1) the student is 18 years of age or has had the disabilities of minority removed;*

> *(2) the parent or legal guardian provides approval through a phone conversation or e-mail that is documented in writing and retained; or*

> *(3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student."*

A data integrity letter and updated coding document with Parent Permission, Program, and LEP codes is provided for reference purposes in this manual. Please use the coding document provided by the English Learners Department when completing data integrity checks each six-weeks. *Coding for English Learners is completed by the English Learners Department*. The English Learners Department **will not code students** unless paperwork meets the guidelines provided by TEA under the Student Attendance Handbook and TAC §89.1240. Parental Authority and Responsibility.

Please note that **by not submitting paperwork for English Learners in a timely manner and within the four week** window set forth by TEA, *the campus is delaying funding and affecting the integrity of snapshot data*. Thus, it is critical that the LPAC work with parents and the English Learners Department to stay within compliance of the four week window for testing and classification of students as outlined in §89.1226. Testing and Classification of Students:

> *(b) "Within four weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the home language survey shall be administered the state-approved English language proficiency test for identification as described in subsection (c) of this section and shall be identified as English learners and placed into the required bilingual education or ESL program in accordance with the criteria listed in subsection (f) of this section."*

Student Enrollment Changes

Student enrollment changes

The campus is responsible for informing the English Learners Department when an EL student withdraws from school, has transferred to another school, or has been sent to an Alternative school.

Student entering from another state or country who has/has not had ESL services:
- Same procedure as stated above is followed.

Student entering from another district in Texas or from another school within WISD:

- Bilingual/ESL records are examined for proper placement.

Reclassified Students:

Note: After the first two years of monitoring of reclassified students, the LPAC will continue to coordinate with PEIMS for an additional two years of monitoring, as required by federal statute. During this time, the LEP/EL indicator codes of 3 and 4 are used to reflect the third and fourth years of monitoring (SAAH p. 178).

All documents are processed so that the English Learners Department receives a copy of all documents and originals are filed in the student's blue folder within the cumulative folder.

EL folders contain confidential student information and must be stored in a safe location on campus.

If a student meets the criteria to exit from a Bilingual or ESL program, *a parent signature must be obtained for the student to exit the program*.

An English Learner is no longer classified as "at risk" once they have met reclassification criteria and classified as English proficient. Campuses do not have to wait until the monitoring process to be completed. Please note that the student may still be considered at-risk under other criteria (e.g. homeless).

Elementary Implications

<u>Elementary Implications:</u>

Important Chapter 89. Adaptations for Special Populations Update:

In order to be in compliance with the new guidelines from TEA under *Chapter 89. Adaptations for Special Populations,* the following guidance from TEA must be implemented when providing services to English Learners through an **ESL Pull-Out Program Model in Elementary and Secondary Levels**:

"An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction ***<u>provided by an appropriately certified ESL teacher under the TEC, §29.061</u>***<u>(c), *through English language arts and reading*</u>*."* Note: Students at the Elementary Level are served by both Content-Based and Pull-Out ESL Models.

*"The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. **<u>Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model."</u>***

Enrollment of English Learners (Elementary):
Important: Upon registration and enrollment of an English Learner, based on student records, transcripts, HLS, and other relevant paperwork, all efforts should be made by the campus to place the student in a classroom that is taught by an ESL or Bilingual certified teacher (depending on the student's language program).

Departmentalized grade levels: For English Learners in an ESL program, students should be placed with an ESL certified ELAR teacher at their grade level. In addition, if the campus also employs other core area teachers for Math, Science, and Social Studies (at the students' grade levels) that are ESL certified, all efforts should be made by the campus to place English Learners with these teachers as well.

Upon enrollment, **all Newcomers are to be assessed with STAR Renaissance in their first language (L1)** in order to provide the campus, LPAC, and teachers with valuable information about the student's academic skills.

If the campus is not able to place the child with an ESL or Bilingual certified teacher (depending on the student's program), please contact the English Learners Department at (254) 755-9525.

<u>Failure to place an English Learner with an appropriately certified ESL or Bilingual teacher at their grade level (depending on the student's program) will result in the campus being out of local and Federal compliance. Please contact the English Learners Department at (254-755-9525 if you have any questions.</u>

Please note: Students in an ESL Program <u>cannot be placed</u> in a Bilingual classroom. These are two different programs and English Learners need to be placed with an appropriately certified teacher for their specific language program. Further guidance from the TEA is below.

"III. A-3. Can students served in bilingual education and ESL programs be combined in the same class? Can English proficient students be combined in the bilingual education program classroom?

<u>Students served through bilingual education and ESL programs cannot be combined in the same general education classroom</u><u>. The LPAC makes a recommendation for participation in one program or the other based on the individual student's needs.</u> The goals, as well as teacher certification requirements, of each program are different. T<u>herefore, bilingual education and ESL program models cannot be implemented with fidelity within the same classroom.</u> Additional factors that would impede the joining of bilingual and ESL programs include students participating in ESL with a primary language other than the language of the bilingual program and students participating in ESL with a parental denial of the bilingual program that have accepted ESL program placement. The bilingual education program model designed for English proficient student participation is the two-way dual language immersion program model. It is the district's discretion (and should be elaborated in district policy) to allow an English proficient student to participate in any other bilingual education or ESL program model with parental approval. While it is common and appropriate for English learners in an ESL program to receive program services alongside English proficient students in the same general education classroom, English proficient student participation in a bilingual education program must be part of an intentional instructional design to align with bilingual education program model goals, including dual-language instruction."

Bilingual Programming and New Students

<u>Bilingual Programming:</u>
The LPAC should make all efforts to communicate the benefits of Bilingual instruction for English Learners. Waco ISD provides Bilingual Programs in grades Pre-K through 5.

- English Learners at Waco ISD have the option to participate in the Bilingual or ESL Programs per LPAC recommendations.

- If a child is placed in a Bilingual Program and the Bilingual program is full or not available at the student's resident campus, with parent approval, the campus should submit a *Student Placement Form* (included in this manual). The English Learners Department will work with other campuses that offer a Bilingual program to place the students. Please note that Student Placement Forms are time stamped upon receipt and will be processed in the order received. The LPAC **should make its recommendation based on the best program for the student**, not the program's location.

- Transportation will be provided at no cost to the student to and from the receiving campus.

Further guidance from TEA is below:

IV.B-5. What is the appropriate procedure for a student who registers at his/her zoned campus(home campus), is identified as an English learner (EL), and is eligible for placement in the district's bilingual education program, but the bilingual program is located on another campus?

The LPAC at the home campus
- includes (at a minimum) the LPAC administrator, an ESL certified teacher, and an LPAC parent. It is not necessary to include a bilingual certified teacher if one is not present on the home campus.
- should be able to explain the benefits of the bilingual program and why it is recommended for the student. Parents must be fully aware of access to and benefits of the bilingual program in order to make an informed decision.
- should not hesitate to recommend the bilingual education program even though it is not offered on the home campus. There should be a district procedure for connecting the family to the appropriate bilingual campus (clear communication between the two campuses, busing information, knowledge about exact location of bilingual campus, etc.).
- should not present both the bilingual education and ESL program simultaneously to the parents, especially when both programs are not available on the home campus, because bilingual and ESL program placement is an LPAC recommendation. The LPAC should make its recommendation based on the best program for the student, not the program's location.

If parents

- accept bilingual program placement, the home campus should ensure a smooth transition between the home and bilingual campus.

- deny bilingual program placement, denial of program services paperwork should be signed. Then the home campus should explain the benefits of the ESL program provided on the home campus and offer parents the opportunity for ESL program participation.

Enrollment in a language program (e.g. Bilingual, Dual-Language, and ESL) is voluntary. Thus, parents may decline enrollment, through the LPAC, in the Bilingual or Dual-Language Program and choose ESL Services. Waco ISD provides both Content-Based and Pull-Out ESL Service Models for English Learners. Parents also have the right to deny language services or programming (e.g. Bilingual, Dual-Language, and ESL) for their child.

Newcomers/Immigrant Students

I'm New Here

Anne Sibley O'Brien
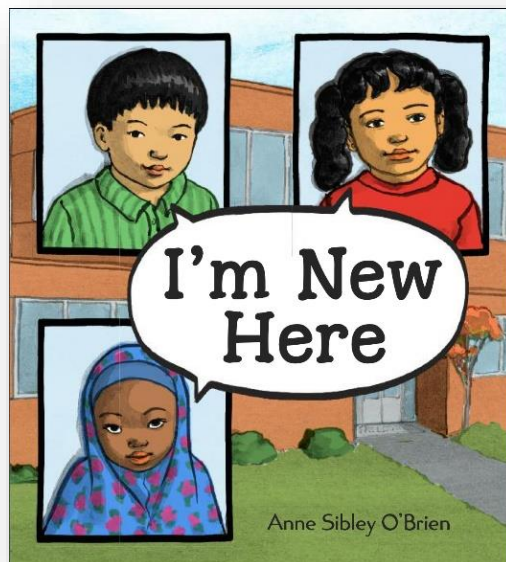
Newcomers

According to the U.S. Department of Education, *"the term "**newcomers**" refers to any foreign-born students and their families who have recently arrived in the United States. Throughout our country's history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them. The United States is, to a great extent, a nation of immigrants. Newcomers play an important role in weaving our nation's social and economic fabric, and U.S. schools play an important role in helping newcomers adapt and contribute as they integrate into American society."*

For Newcomers and ELs with very limited English proficiency in ESL programs or those whose parents deny placement in a bilingual program, a Newcomer Specialist from the EL Department is assigned to the student for supplemental instructional support. The Newcomer Specialist provides accelerated instruction via a pull-out model utilizing specialized linguistic and academic interventions for Newcomers and ELs with very limited English speaking skills. ***This supplemental support does not replace/ supplant the linguistic support*** <ins>***required by at the campus level by an ESL or Bilingual certified teacher***</ins>***.***

Please see below for specific guidance from TEA regarding Newcomers:

IV. A-5. Are there grading exemptions for newcomer English learners who have recently enrolled in U.S. schools? No. Grading exemptions for newcomer ELs are not appropriate. The focus should be on instructional and classroom assessment practices for newcomer ELs that facilitate access to the curriculum and opportunities for varied methods for demonstrating content knowledge for grading purposes. Limited language proficiency in English should not be a basis for failure or retention. Resource: *The United States Department of Education (USDE) provides a Newcomer Toolkit resource for programmatic and instructional support for newcomer English learners.*

IV. A-6. How are the grade levels, course schedules, and English learner program placement handled for newcomer ELs, particularly those at the secondary level with little prior schooling documentation and limited proficiency in English? Grade placement of any student is a local decision. Districts and charters should NOT factor in English language proficiency when placing a student into an appropriate grade placement, as determined by age or prior school setting. However, there are several important factors to consider when determining grade placement for newcomer ELs:
- Prior schooling documentation from their home country that demonstrates grade completion,
- Current age of the student and estimated age of graduation (students can be enrolled in high school through age 21 as described in the Student Attendance Accounting Handbook in section 3.2.3 on Age Eligibility),
- Social-emotional factors associated with appropriate age placement.

Newcomer ELs *should have equitable access to the same grade level courses as their peers* without restrictive requirements for prerequisite courses that do not

generate credits toward graduation. Furthermore, the interests of the student should be taken into consideration in order to provide opportunities for course participation that ignites intrinsic motivation.

Language program placement for newcomer ELs should maximize the services provided through the ESL program, or the bilingual education program as available at the secondary level. In grades *three through twelve*, ELs at a beginning or intermediate English language proficiency level should receive focused, targeted, and systematic language instruction (TAC 74.4 (b)(4)). This means that LEAs should strategically place ELs at these levels with more robust services than their EL peers. The USDE resource listed below provides further information on language services for newcomer ELs.

Resource: *The United States Department of Education (USDE) provides a Newcomer Toolkit resource for programmatic and instructional support for newcomer English learners.*

Some Newcomers may also be undocumented students. Per the U.S. Department of Education, Office of Civil Rights in the Dear Colleague letter dates on May 8, 2014:

- "Under Federal law, State and local educational agencies (hereinafter "districts") are required to provide all children with equal access to public education at the elementary and secondary level."

- "Additionally, the United States Supreme Court held in the case of Plyler v. Doe, 457 U.S. 202 (1982), that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise."

- "In order to ensure that its educational services are enjoyed only by residents of the district, a district may require students or their parents to provide proof of residency within the district. See, e.g., Martinez v. Bynum, 461 U.S. 321, 328 (1983).1 For example, a district may require copies of phone and water bills or lease agreements to establish residency. *While a district may restrict attendance to district residents,* inquiring into students' citizenship or immigration status, or that of their parents or guardians would not be relevant *to establishing residency within the district.* A district should review the list of documents that can be used to establish residency and ensure that any required documents would not unlawfully bar or discourage a student who is undocumented or whose parents are undocumented from enrolling in or attending school.

- Furthermore, "a school district may not bar a student from enrolling in its schools *because he or she lacks a birth certificate* or has records that indicate a foreign place of birth, such as a foreign birth certificate."

- "In all instances of information collection and review, it is essential that any request *be uniformly applied to all students* and *not applied in a selective manner to specific groups of students*."

- "Districts cannot use the acquired data to discriminate against students; nor should a parent's or guardian's refusal to respond to a request for this data lead to a denial of his or her child's enrollment."

Please note: The full ***Dear Colleague Letter: School Enrollment*** can be found under the resources section of this manual.

Grade Placement of Newcomers:
Automatically placing a Newcomer in grades below where the student would be based on his or her age, previous grade level, and transcripts, is inappropriate and all efforts should be made to place Newcomers with similar or same age peers. Placement below the student's grade level should only be done under extreme circumstances and with approval from the campus Grade Placement Committee in conjunction with the student's LPAC committee, and documented in the student's cumulative record folder.

Assessment/Screening of Newcomers:
All Newcomers are to be assessed/screened using the STAR Renaissance Assessment in the student's first language (L1) upon enrollment in order to provide the campus, LPAC, and teachers with valuable information about the student's academic skills.

Immigrant Students:

Some Newcomers also qualify as immigrant students. Students who meet the following three-prong criteria are coded as immigrant students per the PEIMS data standards:

1) is aged 3 through 21;
2) was not born in any state in the United States, Puerto Rico, or the District of Columbia;
3) has not been attending school in the United States for more than three full academic years.

The Waco ISD English Learners Department gathers important information about students from their families and campus staff to determine whether a Newcomer meets immigrant student criteria. Thus, it is important that campuses collect and send the following to the English Learners Department:

- Home Language Survey (in registration packet)
- Birth Certificate
- Any school records or transcripts the family or student can provide
- Student Background Information (in registration packet)

Please <u>do not only</u> provide the Student Background History Form to foreign born students as this would not follow the guidance from the U.S. Department of Education's **Dear Colleague Letter: School Enrollment**: "In all instances of information collection and review, it is essential that any request be uniformly applied to all students and not applied in a selective manner to specific groups of students."

Upon receipt of these documents, if a language other than English is noted anywhere on the Home Language Survey, the Newcomer student will be assessed for English Learner identification purposes as per the guidelines under *§89.1226. Testing and Classification of Students, Beginning with School Year 2019-2020*.

The term *immigrant* is not to be confused with *migrant*. Per PEIMS data standards, a migrant student "is one who is a migratory agricultural worker (or whose parent, spouse, or guardian is a migratory agricultural worker) and who, in the preceding 36 months, in order to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: 1) has moved from one school district to another, or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence in order to engage in a fishing activity." *Please note that a migrant student does not necessary have to be a LEP student.*

Coding for Immigrant students is done in the English Learners Department and students must meet the criteria described below to qualify as an immigrant.

Guidance Related to Immigrant Indicator Code:

Please note: "*<u>You cannot ask directly about immigration status</u>, but here are three questions based on guidance from the *PEIMS Data Standards* that you are allowed to ask:"
1) *Are you aged 3–21 years?*
2) *Were you born outside of the US?*
3) *Have you attended a US school for 3 full academic years?*
   Note: The 3 years do not need to be consecutive.

If the answer is yes to the first two questions and no to the third question, then the immigrant flag should be turned on. *The English Learners Department turns on the*

immigrant flag for a student based on information provided by the campus. Thus, timely submission of student paperwork is critical.

Excerpt from the *PEIMS Data Standards*:

> **"IMMIGRANT-INDICATOR-CODE (E0797)** indicates whether the student is an identified immigrant under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (See P.L. 107-110 Title III, Part C, § 3301(6).)
>
> Note: The term immigrant has three definitions approved by the Texas Education Agency. Each definition serves a unique purpose. The NCLB definition serves to identify the recent immigrants for the Title III program. The Student Assessment Division's definition assists in determining the appropriate evaluation of the LEP students in Texas. The English for Speakers of Other Languages (ESOL) I and II definition determines eligibility of the LEP students who may receive high school credit for these two courses."

Secondary Implications

Secondary Implications:

Important Chapter 89. Adaptations for Special Populations Update:

In order to be in compliance with the new guidelines from TEA under *Chapter 89. Adaptations for Special Populations,* the following guidance from TEA must be implemented when providing services to English Learners through an ESL Pull-Out Program Model in Elementary and Secondary Levels:

An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction ***provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.***

The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. ***Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.***

Middle and High School Implications for Newcomers:

Please note: If an English Learner student possesses very limited English proficiency skills (e.g. Newcomer/Immigrant student), the counselors at the Middle and High School campuses should <u>enroll the student in an ELLA course for grades 7 or 8 or in an ELDA course if at the High School level to be taken concurrently with ESOL I or ESOL II</u>.

A Newcomer Specialist or ESL Strategist/Interventionist from the English Learners Department is also assigned to Newcomers for supplemental instructional support. This linguistic and academic support ***is in addition to the ESL support provided by the student's ESL Certified*** *ELAR teacher.* ***The support by the Newcomer Specialist is supplemental*** *and does* ***not take the place of the required ESL support provided the student's ESL*** *certified ELAR teacher.* The Newcomer Specialist or ESL Strategist/Interventionist provides accelerated instruction via a pull-out model utilizing specialized linguistic and academic interventions for Newcomers and ELs with very limited English speaking skills.

The ESL teacher corresponds with other content area teachers about expectations and instructional interventions/strategies for the EL student. The ESL classroom is open for accepting EL students for tutoring and for assistance in test taking/assignment completions. This is done most routinely for the recent arrival ELs.

For speakers of languages other than English – the ESL classroom has dictionaries for other languages and students are allowed linguistic support tools during regular class time. Moreover, effort is made by school personnel to find another high school student who speaks the same language to whom the new student can be introduced.

If the student needs to be placed in classes before the testing can be completed or before ESL records (if applicable) are received, the counselors and the ESL teacher work together to place the student in appropriate classes.

Enrollment of English Learners (Secondary Level):
Important: Upon registration and enrollment, based on student records, transcripts, HLS, and other relevant paperwork, all efforts should be made by the campus to place an English Learner in an ELAR class at the student's grade level that is taught by an ESL certified teacher. If the campus is not able to place the student with an ESL certified ELAR teacher, please contact the English Learners Department at (254) 755-9525.

In addition, if the campus also employs other core area teachers in Math, Science, and Social Studies (at the student's grade level) that are ESL certified, all efforts should be made by the campus to place an English Learner with these teachers as well.

Failure to place an English Learner with an appropriately certified ESL teacher at their grade level will result in the campus being out of local and Federal compliance. Please contact the English Learners Department at (254-755-9525 if you have any questions.

Data Integrity

Data Integrity Checks

Each 6 weeks reports will be sent to campus staff to verify student coding. Corrections will be noted by staff and reviewed by the campus principal, and *coding will be corrected by the English Learners Department*.

A data integrity letter and coding document with Parent Permission, Program, and LEP codes is provided for reference purposes in this manual. Please use the coding document when completing data integrity checks each six-weeks. *Coding for English Learners is completed by the English Learners Department*. The English Learners Department will not code students unless paperwork meets the guidelines provided by TEA under the Student Attendance Handbook and TAC §89.1240. Parental Authority and Responsibility.

LPAC Committees on the campus will be trained to ensure that all meetings and documentation are completed in a timely manner. Deadlines for LPACs are established by Chapter 89 of TAC as a four week window from enrollment of any student with a language other than English, if they qualify for services or if the LPAC has determined that the student does not qualify for services. Deadlines for conducting meetings and submitting paperwork are established and communicated to campus principals and LPAC chairs at the beginning of each school year. The deadlines typically occur within four weeks of the start of school for Beginning of the Year (BOY) LPACs, the last week in January for Middle of the Year (MOY) LPACs, and the last week of May for the End of the Year (EOY) LPACs. Data Integrity Checks also require deadlines to be met, typically 5 per year – at the end of each 6 weeks.

The English Learners Department monitors the accuracy of proper procedures in LPAC meetings (required membership, training of LPAC members, and procedures during meetings), paperwork, student placement, teacher certification, instructional strategies for differentiation, as well as the timeliness of campus submission of documents. Documentation of submission of paperwork, which accounts for all ELs on the campus, will require signatures of the campus principal, LPAC Chair, EL Coordinator, and Director of Bilingual and ESL Education for required documents such as, but not limited to the following:

> **BOY** – 1) Home Language Survey (to initiate testing and identification), 2) Student Background Information Form for Grades PK-12, 3) Testing documents (provided by the English Learners Department), 4) Minutes of Meetings, 5) Initial Review, 6) Parent Permission (due within 20 days of student enrollment and reoccurring throughout the year based on the date of the student's enrollment), 7) Special Exit Criteria documentation (when applicable) that is completed in conjunction with the student's ARD Committee.

> **MOY** – 1) Minutes of Meetings, 2) Linguistic Accommodations (TEA testing forms), and 3) Student History Sheet (documenting 1-3 year immigrants).

EOY – 1) Minutes of Meetings, 2) Annual Review (LEP – including denials and Non-LEP- M1 & M2 – monitored students), 3) Progress Report (LEP – including denials and Non-LEP- M1 & M2 – monitored students) – must be signed by parent to exit the program, 4) Special Exit Criteria documentation which includes determination (if applicable) of whether or not the student met the criteria set in the fall in conjunction with the student's ARD Committee 5) Parent Permission if student changes program (bilingual to ESL in Elementary) or if student meets criteria for reclassification and is able to exit an ESL or Bilingual program.

Data Integrity Checks – 1) LEP list (provided by English Learners Department), 2) LPAC Roster Review Form (provided by campus), 3) 6 Week Monitored Students Form.

Processing of Paperwork:
Copies of all documents must be submitted to the English Learners Department **prior to or upon the deadline**. LPAC and documentation deadlines can have an effect on funding, are tied to time sensitive assessment decisions, and inform important linguistic and academic differentiation decisions for the instruction of ELs; thus, **a request for an extension for a deadline must be requested in writing (e.g. via email) and approved by the English Learners Department Director prior to the deadline.** Submission of paperwork to the English Learners Department must be preceded by filing the original student documents in the blue folder within the cumulative folder.

As PEIMS coding and District funding are tied to these documents, whether entering or exiting (meeting reclassification criteria) the program, timeliness and accuracy are paramount. Campuses will be supported by the English Learners Department to meet these requirements; however, filing of LPAC documents and ensuring that EL folders are stored in a secure location at the campus *is the responsibility of the campus.* One week prior to each deadline, EL Coordinators will contact the campus LPAC chair to assess progress and timeliness of completion of LPACs and documentation.
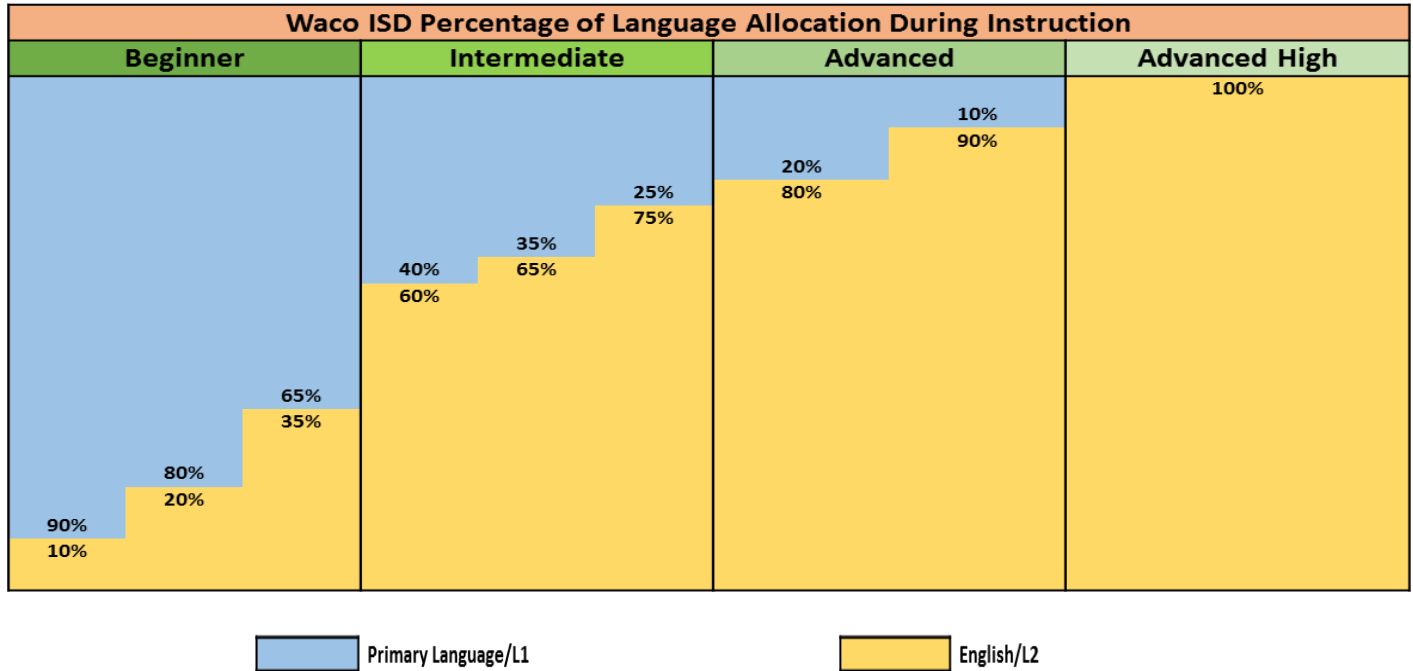
English Learners Department
Bilingual Program Model
&
Acquisition of the English Language
Framework

English Learners Department Bilingual Program Model

Waco Independent School District
Elementary Transitional Early Exit Model Time Allocations for L1 and L2

Waco ISD Percentage of Language Allocation During Instruction			
Beginner	**Intermediate**	**Advanced**	**Advanced High**

Beginner:
- 90% / 10%
- 80% / 20%
- 65% / 35%

Intermediate:
- 60% / 40%
- 65% / 35%
- 75% / 25%

Advanced:
- 80% / 20%
- 90% / 10%

Advanced High:
- 100%

Primary Language/L1   English/L2

"The amount of instruction in each language within the bilingual education program shall be commensurate with the students' <u>level of proficiency</u> in each language and their level of academic achievement. The students' level of language proficiency and academic achievement shall be designated by the language proficiency assessment committee" (19 TAC Chapter 89, Subchapter 89.1210 (b)).   Note: The teacher must differentiate and adjust instruction as students' language proficiency in the L2 progresses.

Acquisition of the English Language Framework

English Language Acquisition Framework		Language Arts *(Simultaneous + LOD)		Social Studies *LOD		Math		Science	
		English	Spanish	English	Spanish	English	Spanish	English	Spanish
PK	Daily	50%	50%	50%	50%	100%	0%	100%	0%

*50:50 Simultaneous Reading instruction in L1 and L2: Students begin reading in both languages simultaneously (*Effective Reading Programs for English Language Learners: A Best Evidence Synthesis*; Slavin and Cheung, 2003).

*LOD: *Language of the Day* will be used for Language Arts and Social Studies instruction to ensure for separation of languages and promote L2 acquisition. Science and Math will be taught in English daily. Many years of research have concluded that separation of the two languages L1 and L2, during literacy instruction helps promote "long-term" academic achievement for ELLs (Crawford, Ovando, Combs, Collier, 2006).

*Student Transition of Language (Critical Transition Period)
The purpose of this model is Early English Language Proficiency as Waco ISD's Bilingual students attend a Transitional (Early-Exit) Bilingual Program

		English	Spanish	English	Spanish	English	Spanish	English	Spanish
*K-1	Daily	50%	50%	50%	50%	100%	0%	100%	0%
2	Daily	75-100%	0-25%	80%	20%	100%	0%	100%	0%
3-5	Daily	90-100%	0-10%	100%	0%	100%	0%	100%	0%

Note: These are recommendations and the LPAC Committee will determine the student's language plan using guidance from 19 TAC Chapter 89, Subchapter 89.1210 (b) and the Waco ISD Elementary Transitional Early Exit Model Time Allocations for L1 and L2 Document. Newcomers will receive additional academic and language support via Waco ISD's Newcomer Program.

CHAPTER 89 COMMISSIONER'S RULES CONCERNING STATE PLAN FOR EDUCATING ENGLISH LANGUAGE LEARNERS
"The goal of bilingual education programs shall be to enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. **Such programs shall emphasize the mastery of English language skills**, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students **to enable English language learners to participate equitably in school" (**§89.1201 (b))**.

English Learners Department
End of Year Procedures Documentation

English Learners Department End of Year Procedures Documentation Form
2021-2022

To be completed by Campus LPAC Chair **no later than last contracted day.**

I, _____, attest that I have completed the following steps and have sent copies of the following to the English Learners Department:

Forms Required for EOY LPAC for English Learners (ELs):

- ❑ **Copy of signed EOY LPAC and minutes** §89.1220. Language Proficiency Assessment Committee
- ❑ **Copy of signed and dated Parent Permission for exited students (if applicable) and the date of reclassification from the program** §89.1220. Language Proficiency Assessment Committee
- ❑ **Copy of Report Card (Fifth six weeks)** §89.1220. Language Proficiency Assessment Committee and §89.1265. Evaluation
- ❑ **Copy of EL Instructional Accommodations (with additional instructional interventions provided to address the specific language needs of the student)** §89.1220. Language Proficiency Assessment Committee
- ❑ **Copy of TELPAS Confidential Student Report (CSR)** §89.1220. Language Proficiency Assessment Committee
- ❑ **Copy of STAAR Confidential Student Report (CSR)** §89.1220. Language Proficiency Assessment Committee
- ❑ **Copy of Progress Report (*Cumulative Folder Report* from ELLevation) sent home to parent** §89.1265. Evaluation
- ❑ **All Documents filed in the student's folder prior to LPAC Chair's last contracted date** (FERPA)(20 U.S.C. § 1232g; 34 CFR Part 99)
- ❑ **All EL folders stored in safe location on campus** (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

Check off each area upon completion, sign and submit completed form upon to Grace Benson, Director of ESL and Bilingual Education.

_____   _____
Signature of LPAC Chair   **Signature of Campus Principal**

_____   _____
Date   **Date**

For English Learners Department Use Only:
Date received by Grace Benson, Director of ESL and Bilingual Education

Date Stamp

Bilingual Inter-District Placement

7.3 **Bilingual Inter-district Placement**

Reference or Contact: Director ESL and Bilingual Education

Please use the procedure outlined below for students who need to be placed in a Bilingual Program and the resident campus does not offer a Bilingual Program or a Bilingual Program is offered at the campus but not at the grade level of the student. The Student Placement Form is provided on the next page.

1. Parents register on campus and student eligibility for bilingual services is verified through prior testing and LPAC decision-making or the campus will initiate testing procedures, as required.
    a. Personnel receiving student Home Language Survey (HLS) indicating a language other than English anywhere on the HLS and Student Background Information for Grades PK-12 (in registration packet), will fax or email copies of the forms/information along with a copy of the student's Birth Certificate to the English Learners Department.
    b. If bilingual services are not available at the receiving campus, a Student Placement Form will be provided to the English Learners Department to begin the student placement request process.

2. The English Learners Department receives the student placement request.
    a. Personnel will enter student's info into the database, and verify student bilingual program eligibility.
    b. The English Learners Department will inquire of campuses with available bilingual services regarding availability of space according to student needs and potential sibling requirements.
    c. Transportation needs will be considered and if busing is required, the English Learners Department will work with the campuses and Goldstar to set up bus transportation. Existing bus routes and available campuses will be considered prior to setting up any new routes.
    d. The Student Placement Form will be faxed to the campus sending the placement request, campus receiving the transfer student, and Goldstar.
    e. The campus will contact the parents to let them know that the placement was approved and when the bus will be available, if appropriate.

Please note: A Bilingual Inter-district Placement request is not synonymous with an Inter-district Transfer request. Therefore, the procedures outlined above apply only to Bilingual Inter-district Placement requests.

Updated 11/2019

Routing procedure:
- *If the student is in the Bilingual program, contact the English Learners Department (Cris Leary).*
- *If a class exceeds the 22:1 ratio in prekindergarten - 4th grades, email the completed placement form to Kim Zettler in Student Services.*

Waco ISD Student Placement Form

Student Name: _____ID# _____ Grade:_____

Parent/Guardian: _____

Address: _____

Phone Number: _____ Previous School Attended: _____

WISD Home Campus: _____

Reason for Placement (circle one):

Bilingual   SPED Self-Contained   Overage in Grade Level (List grade level):_____

Is the parent willing to provide transportation for the student? ____Yes ____No
(Do **NOT** check yes unless the parent/guardian is able to transport the student(s) to and from the newly assigned campus)

If classroom space is not available for all the children listed, is the parent willing to have the children placed at different campuses? ____Yes ____No ____Not Applicable
(Do **NOT** check yes unless the parent/guardian is willing to split up the students.)

Does/Do this/these child(ren) have any special needs?
(If the student(s) is/are receiving special services, please explain the special needs)

ELL   SPED   504   Dyslexia   GT   UIL

Is/Are the student(s) presently enrolled in Disciplinary Alternative Education Program (DAEP)?
____Yes ____No

Please list any siblings:

Student's Name: _____ Grade Level: ____ ID#_____

Student's Name: _____ Grade Level: ____ ID#_____

Student's Name: _____ Grade Level: ____ ID#_____

Student's Name: _____ Grade Level: ____ ID#_____

Student's Name: _____ Grade Level: ____ ID#_____

_____   _____

Signature of person submitting this placement form   Date

Assigned Campus:_____ Approval Date:_____

Approved By:_____

Comment(s):_____

Student Support/Bilingual emailed completed form to:_____(home campus)

Student Support/Bilingual emailed completed form to:_____(newly assigned campus)

Student Support/Bilingual emailed completed form to Operations to request bus transportation ___(date)

         Bus route #_____

Home campus/Bilingual contacts parent to inform of campus placement:_____

                                                        (signature and date)

[*Revised 10/6/2020*]

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Resources Section

Dear Colleague Letter: School Enrollment Procedures

May 8, 2014

Dear Colleague:

Under Federal law, State and local educational agencies (hereinafter "districts") are required to provide all children with equal access to public education at the elementary and secondary level. Recently, we have become aware of student enrollment practices that may chill or discourage the participation, or lead to the exclusion, of students based on their or their parents' or guardians' actual or perceived citizenship or immigration status. These practices contravene Federal law. Both the United States Department of Justice and the United States Department of Education (Departments) write to remind you of the Federal obligation to provide equal educational opportunities to all children residing within your district and to offer our assistance in ensuring that you comply with the law. We are writing to update the previous Dear Colleague Letter on this subject that was issued on May 6, 2011, and to respond to inquiries the Departments received about the May 6 Letter. This letter replaces the May 6 Letter.

The Departments enforce numerous statutes that prohibit discrimination, including Titles IV and VI of the Civil Rights Act of 1964. Title IV prohibits discrimination on the basis of race, color, or national origin, among other factors, by public elementary and secondary schools. 42 U.S.C. § 2000c-6. Title VI prohibits discrimination by recipients of Federal financial assistance on the basis of race, color, or national origin. 42 U.S.C. § 2000d. Title VI regulations, moreover, prohibit districts from unjustifiably utilizing criteria or methods of administration that have the effect of subjecting individuals to discrimination because of their race, color, or national origin, or have the effect of defeating or substantially impairing accomplishment of the objectives of a program for individuals of a particular race, color, or national origin. *See* 28 C.F.R. § 42.104(b)(2) and 34 C.F.R. § 100.3(b)(2).

Additionally, the United States Supreme Court held in the case of *Plyler v. Doe*, 457 U.S. 202 (1982), that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise. Denying "innocent children" access to a public education, the Court explained, "imposes a lifetime hardship on a discrete class of children not accountable for their disabling status. . . . By denying these children a basic education, we deny

them the ability to live within the structure of our civic institutions, and foreclose any realistic possibility that they will contribute in even the smallest way to the progress of our Nation." *Plyler*, 457 U.S. at 223. As *Plyler* makes clear, the undocumented or non-citizen status of a student (or his or her parent or guardian) is irrelevant to that student's entitlement to an elementary and secondary public education.

To comply with these Federal civil rights laws, as well as the mandates of the Supreme Court, you must ensure that you do not discriminate on the basis of race, color, or national origin, and that students are not barred from enrolling in public schools at the elementary and secondary level on the basis of their own citizenship or immigration status or that of their parents or guardians. Moreover, districts may not request information with the purpose or result of denying access to public schools on the basis of race, color, or national origin. To assist you in meeting these obligations, we provide below some examples of permissible enrollment practices, as well as examples of the types of information that may not be used as a basis for denying a student entrance to school.

In order to ensure that its educational services are enjoyed only by residents of the district, a district may require students or their parents to provide proof of residency within the district. *See*, *e.g.*, *Martinez v. Bynum*, 461 U.S. 321, 328 (1983).[1] For example, a district may require copies of phone and water bills or lease agreements to establish residency. While a district may restrict attendance to district residents, inquiring into students' citizenship or immigration status, or that of their parents or guardians would not be relevant to establishing residency within the district. A district should review the list of documents that can be used to establish residency and ensure that any required documents would not unlawfully bar or discourage a student who is undocumented or whose parents are undocumented from enrolling in or attending school.

As with residency requirements, rules vary among States and districts as to what documents students may use to show they fall within State- or district-mandated minimum and maximum age requirements, and jurisdictions typically accept a variety of documents for this purpose. A school district may not bar a student from enrolling in its schools because he or she lacks a birth certificate or has records that indicate a foreign place of birth, such as a foreign birth certificate.

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[1] Homeless children and youth often do not have the documents ordinarily required for school enrollment such as proof of residency or birth certificates. A school selected for a homeless child must immediately enroll the homeless child, even if the child or the child's parent or guardian is unable to produce the records normally required for enrollment. *See* 42 U.S.C. § 11432(g)(3)(C)(1).

Moreover, we recognize that districts have Federal obligations, and in some instances State obligations, to report certain data such as the race and ethnicity of their student population. While the Department of Education requires districts to collect and report such information, districts cannot use the acquired data to discriminate against students; nor should a parent's or guardian's refusal to respond to a request for this data lead to a denial of his or her child's enrollment.

Similarly, we are aware that many districts request a student's social security number at enrollment for use as a student identification number. A district may not deny enrollment to a student if he or she (or his or her parent or guardian) chooses not to provide a social security number. *See* 5 U.S.C. §552a (note).[2] If a district chooses to request a social security number, it shall inform the individual that the disclosure is voluntary, provide the statutory or other basis upon which it is seeking the number, and explain what uses will be made of it. *Id.* In all instances of information collection and review, it is essential that any request be uniformly applied to all students and not applied in a selective manner to specific groups of students.

As the Supreme Court noted in the landmark case of *Brown v. Board of Education*, 347 U.S. 483 (1954), "it is doubtful that any child may reasonably be expected to succeed in life if he [or she] is denied the opportunity of an education." *Id.* at 493. Both Departments are committed to vigorously enforcing the Federal civil rights laws outlined above and to providing any technical assistance that may be helpful to you so that all students are afforded equal educational opportunities. As immediate steps, you first may wish to review the documents your district requires for school enrollment to ensure that the requested documents do not have a chilling effect on a student's enrollment in school. Second, in the process of assessing your compliance with the law, you might review State and district level enrollment data. Precipitous drops in the enrollment of any group of students in a district or school may signal that there are barriers to their attendance that you should further investigate.

We are also attaching frequently asked questions and answers and a fact sheet that should be helpful to you. Please contact us if you have additional questions or if we can provide you with assistance in ensuring that your programs comply with Federal law. You may contact the Department of Justice, Civil Rights Division, Educational Opportunities Section, at (877) 292-3804 or education@usdoj.gov, the Department of Education Office for Civil Rights (OCR) at (800) 421-3481 or ocr@ed.gov or the Department of Education Office of the General Counsel at (202) 401-6000. You may also visit http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the OCR enforcement office that serves

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[2] Federal law provides for certain limited exceptions to this requirement. *See* Pub. L. No. 93-579, § 7(a)(2).

your area. For general information about equal access to public education, please visit our websites at http://www.justice.gov/crt/edo and http://www2.ed.gov/ocr/index.html.

We look forward to working with you. Thank you for your attention to this matter and for taking the necessary steps to ensure that no child is denied a public education.

Sincerely,

/s/

Catherine E. Lhamon
Assistant Secretary
Office for Civil Rights
U.S. Department of Education

/s/

Philip H. Rosenfelt
Deputy General Counsel
Delegated the Authority to
Perform the Functions and
Duties of the General Counsel
U.S. Department of Education

/s/

Jocelyn Samuels
Acting Assistant Attorney General
Civil Rights Division
U.S. Department of Justice

Attachments

Data Integrity Procedures and

PEIMS Codes for English Learners

Dear LPAC Chairs,

Each six weeks **Data Integrity Reports** will be sent to the campus for review. Below are the outlined Data Integrity procedures for this process. Your cooperation and collaboration in ensuring the accuracy of these valuable records is of utmost importance. Please see the attached Data Integrity Report. The English Learners Department is extending support for this procedure. As the English Learner Coordinator assigned to your campus, please email me to set up an appointment if you need help with this procedure.

The most essential components of your feedback include: Exited and Monitored students based on last year's End-of-the-Year LPACs. If an LPAC reflected reclassification and exiting but the campus did not receive parent permission to exit, per state guidelines, the student will show as *reclassified* but not exited from ESL or bilingual services until parental permission is received.

There are many coding changes that have occurred this year. As a result, we have created an updated student, parent permission, and program reference document to assist you. An example of the changes is the *reclassification* status for students. *Reclassification* indicates that the student has met exit criteria and the district is no longer eligible to receive Bilingual Education Allotment (BEA) funding because he/she is no longer classified as LEP/English Learner. However, the student must remain in the current ESL or Bilingual program until parent approval for exit from the program is received.

Data Integrity Procedures:

1) Collaborate with your staff to provide the necessary information.

2) Review the attached student list for **coding accuracy**. Please note this process is very important for **snapshot** and **accountability purposes**.

3) Cross reference this LEP report with all available data to ensure that **all students**, including monitored students, are coded correctly. For example, last year a 6th grader was F (First Year Monitor), this year the student should be coded S (Second Year Monitor). The data source would be last year's LEP list and/or other campus-generated data sources). Please refer to the reference document on the following pages for further clarification. Please do not hesitate to contact me if you need support with this important process.

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4) LPACs must monitor the grades and progress of the 1st and 2nd year monitor students each six weeks. If a monitored student is failing, interventions must be provided. **Please see attached list. NOTE: Please check names carefully to make sure all were included on the list.**

5) Return this form signed by the campus principal to our office by the deadline. We will not accept emails in lieu of a principal's signature.

On behalf of the English Learners Department I want to extend our sincere appreciation for your cooperation and prompt attention to maintaining district data integrity and accuracy in student reporting.

Respectfully,

Waco ISD English Learners Department

LEP Student, Parent Permission, and Program Codes for English Learners
Waco ISD English Learners Department
2020-2021

Code	LEP Indicator Code Definition
0	Not LEP/English Proficient (EP)
1	Identified as LEP/English Learner (EL)
F	Student Reclassified from LEP to non-LEP and is in the first year of monitoring (M1)
S	Second year of monitoring (M2)
3	Third year of monitoring-for accountability only-(M3)
4	Fourth year of monitoring-for accountability only-(M4)
5	Former LEP student / previously identified as LEP, has met reclassification criteria, and **has completed four years of monitoring**. The student continues with this status and coding for the rest of his/her school years in Texas

Parent Permission Codes for ESL Programs	
Code	Parent Permission Code Definition
A	Parent or guardian has denied placement of a LEP student in the *required* Bilingual program, but has approved placement of a LEP/English Learner in the ESL program.

	Please note: Since Waco ISD is required to offer a Bilingual program at the Elementary level because we have more than 20 English Learners who speak Spanish, LPACs must offer this program to students. After offering the program, the parent then either approves or denies placement in the program. If the parent approves placement in the Bilingual program, and we have offered transportation, but ultimately not able to place the student in a program due to the program being full or not having the program at the campus and the parent does not want to place the child in another campus that has room in the Bilingual program we must code **A for Parent Permission**.
K	Parent or guardian has approved placement of a LEP/English Learner student in the ESL program. **Please note:** All secondary LEP students in an ESL program are **coded K** since we do not have a Bilingual program at the Middle or High School levels and a Bilingual program is not required at these levels. However, since a Bilingual program is required at the Elementary level, the only students who should be coded K at the Elementary level are **English Learners who speak any other language other than Spanish** since Waco ISD does not offer a Bilingual program in other languages other than Spanish.
J	Use this code **only** if the parent has provided permission for the placement of the LEP/English Learner in the ESL program **but <u>the student's teacher is not ESL certified and the school district has filed for an ESL Waiver</u>** for the student's teacher for the current school year.
H	Parent or guardian has **requested placement of a non-LEP/English Proficient (EP) student** in an ESL program**.** **Please note:** Use this code only for students **who have never been identified as English Learners** or did not qualify as English Learners and the parent is requesting placement in the ESL program.

Parent Permission Codes for Bilingual Education Programs	
Code	**Parent Permission Code Definition**
D	Parent or guardian has approved placement of a LEP/English Learner in the Bilingual program.

E	Use this code **only** if the parent has provided permission for placement of the LEP/English Learner in the Bilingual program **but <u>the student's teacher is not Bilingual certified and the school district has filed for a Bilingual Education Exemption</u>** for the student's teacher for the current school year.
3	Parent has **requested** placement of a **non-LEP/ English Proficient (EP)** student in the Bilingual program. **Please note:** Use this code only for students **who have never been identified as English Learners** or did not qualify as English Learners and the parent is requesting placement in the Bilingual Education program.

Code	Parent Denial For Any Program (ESL or Bilingual) Definition
C	Parents have **denied placement** of the LEP/English Learner in any and all special language programs (e.g. ESL or Bilingual)

Code	Parent Request For Placement in Any Program (ESL or Bilingual Program) Definition
G	The parent or guardian has approved the placement of a **reclassified** English Proficient (EP) in a **Bilingual or ESL program.** **Please note:** Use this code **only** for students **who were identified as English Learners** and have met exit criteria and parent is approving that they continue in an ESL or Bilingual Education program **or have denied exit** of the student from the ESL or Bilingual Education program.

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	ESL and Bilingual Program Codes for Waco ISD
Code	**ESL Program Code Definition**
0	The student does not participate in the ESL program
2	English as a Second Language (ESL)/Content-Based **Important Note – Please see below:** **Elementary Level:** Use this program code **only** if the English Learner is in a self-contained (not departmentalized classroom) and the student's teacher is ESL certified. If Departmentalized, use this code **only** if the student's core content area teachers (e.g. ELAR, Math, Science, and Social Studies) assigned to the English Learner **are all ESL certified**. **Middle School and High School Level:** Use this program code **only** if the student's core content area (e.g. ELAR, Math, Science, and Social Studies) teachers assigned to the English Learner **are all ESL certified**.
3	English as a Second Language (ESL)/Pull-Out **Important Note – Please see below:** **Elementary, Middle, and High Schools:** Use this program code **only** if the English Learner's **ELAR teacher**, at the student's grade level, is ESL certified and other core content area teachers are not ESL Certified.

Code	**Bilingual Program Code Definition**
0	The student does not participate in the Bilingual Education program
2	Transitional Bilingual/Early Exit
4	Dual Language Immersion/Two-Way

Student Attendance Accounting Handbook

Section 6: Bilingual/English as a Second Language (ESL)

Section 6 Bilingual/English as a Second Language (ESL)

This section addresses unique provisions for bilingual and ESL education programs. These provisions must be applied in conjunction with the general rules in Section 1 Overview, Section 2 Audit Requirements, and Section 3 General Attendance Requirements. If students are served by multiple programs, review and apply the provisions of each applicable program.

The term "limited English proficient (LEP) student" is interchangeable with the terms "English learner (EL)," used in 19 TAC Chapter 89, Subchapter BB, and "student of limited English proficiency," used in the TEC, Chapter 29, Subchapter B. As such, language in the coding of these students will now bridge these terms to be LEP/EL.

The terms "exit," as used in this section, is interchangeable with the term "transfer," used in the TEC, Chapter 29, Subchapter B. A distinction has been made to clarify the difference between the use of the terms "reclassification" and "exit" in alignment with 19 TAC Chapter 89, Subchapter BB. Reclassification is the process for ELs who have met criteria to be identified as non-LEP/English Proficient (EP), and "exit" describes the process for reclassified students to no longer participate in a bilingual or ESL program.

> **Important:** See Section 3 General Attendance Requirements for general attendance requirements that apply to all program areas, including bilingual/ESL.

6.1 Responsibility

> In the following spaces, provide the name and phone number of the district personnel to whom all bilingual and ESL education program coding questions should be directed.
>
> Name: _____
>
> Phone Number: _____

6.2 Identification of English Learners (ELs)/Enrollment Procedures

This subsection explains the procedures for identifying a student as an EL and enrolling the EL in the bilingual or ESL education program for the first time in a Texas public school. This includes students coming in to a Texas school for the first time from another state or country. For students who are transferring from another Texas public school, see 6.2.1 Students Transferring from within Texas.

The procedures below must be completed within the first four weeks of a student's initial enrollment in a Texas public school.

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1. Upon enrollment in a Texas public school, a student's parent completes a home language survey (HLS), indicating the language used in the home most of the time and the language used by the student most of the time (see 6.10.1 Home Language Survey Requirements). Students in grades nine through 12 may complete the home language survey themselves. In cases where a parent indicates more than one language in response to question 1 and or question 2 of the HLS, it is the district's responsibility to contact the parent and explain to the parent that the question is asking which language is used most of the time and seek clarification in a language the parent understands. If the parent is physically present, the parent can document the change on the HLS. If the parent is being contacted via a phone call, a school staff member can document the parent's response on the HLS.

   Parents may request a correction on the HLS only if the child has not yet been assessed for English proficiency.

   If a language other than English is indicated on any portion of the survey, the district must assess the student for English language proficiency. Additionally, if the school district is required to provide a bilingual education program at the elementary grades, a language proficiency assessment in the primary language of the student must be administered for students at the elementary grade levels whose primary language is that of the bilingual education program.

2. District personnel, who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher, assess the student for English language proficiency using the state-approved English language proficiency assessment. Additionally, primary language proficiency is assessed, as appropriate, using the state-approved Spanish language proficiency assessment or informal language assessment measures for languages other than Spanish (19 TAC §89.1226(d)).

   Important: A student will be identified as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment cannot be administered (19 TAC §89.1226(g)).

3. The language proficiency assessment committee (LPAC) convenes to identify the student as an English learner or as English proficient, based on the results of the English language proficiency assessment, and recommends placement of the identified English learner in either the bilingual or ESL education program, in accordance with 19 TAC §89.1205 (a) and (c). However, district personnel **do not yet** assign the student a bilingual or ESL program type code in the attendance accounting system.

4. The LPAC must give written notice to the student's parents informing them that the student has been classified as an EL and requesting documented parental approval to place the student in the required bilingual or ESL education program. The notice must include information about the benefits of the bilingual or ESL education program for which the student has been recommended and state that it is an integral part of the school program (19 TAC §89.1220(h)).

   The parental approval form must contain a space for the parent's or legal guardian's signature and a space for the date the form was signed or documented approval must be obtained in accordance with 19 TAC §89.1220 (m).

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5. Once documented parental approval has been received, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code[162] in the attendance accounting system.

A student may be recorded absent on the effective date of a program change. However, as with all other students who are absent, no bilingual/ESL ADA may be earned by the student for that date.

To be eligible for state bilingual/ESL funding, the district must have all required documentation for each eligible student on file.

6.2.1 Students Transferring from within Texas

This subsection explains the procedures for verifying EL identification status and enrolling a student in the bilingual or ESL education program who has transferred from another Texas public school.

The procedures below must be completed within the first four weeks of a student's transfer to and enrollment in a Texas public school.

1. District personnel shall obtain the student records from the sending district, including the Home Language Survey and supporting LPAC documentation. Multiple attempts to obtain records shall be documented in writing.
2. If the sending district cannot find the original HLS, a new HLS should not be administered if there is sufficient LPAC documentation, such as Texas English Language Proficiency Assessment System (TELPAS) scores and/or TSDS PEIMS data, from the sending district that shows the student was identified as an English learner.
3. The LPAC convenes to analyze the student records from the sending district, determine whether the student was previously identified as an English learner, recommend continuation of program services, as appropriate, and ensure that documented parental approval for program participation has been obtained.
4. Once documented parental approval has been confirmed by the LPAC, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code[163] in the attendance accounting system.

6.3 Program Placement/Eligibility

To be eligible for state funding, a student in the bilingual or ESL education program must meet the following requirements:

- have a language other than English indicated on the home language survey
- be identified as an LEP/EL based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1226(f)):

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[162] To find the appropriate codes to use, consult the program type code tables available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes. Search the C093 code table for parental permission codes.
[163] To find the appropriate codes to use, consult the program type code tables available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes. Search the C093 code table for parental permission codes.

- in pre-K through grade one, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency
- in grades two through 12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency
- be recommended for placement in the program by a language proficiency assessment committee (LPAC)
- have a record of parental approval to place the EL in a bilingual or ESL education program

Each EL must be served according to the following guidelines. On a student's initial enrollment and at the end of each school year, the LPAC must review all pertinent information on the EL. The LPAC must: designate, subject to parental approval, the initial instructional placement of each EL in the required bilingual and ESL program; classify the student's level of English proficiency according to the results of appropriate tests; identify the level of academic achievement of each EL; determine whether reclassification criteria has been met at the end of the year only; and recommend the student's exit from the bilingual or ESL education program, as appropriate, upon reclassification at the end of the year only.[164] Reclassification as English proficient may only occur at the end of the school year, and a student may not be reclassified in pre-K or kindergarten.[165]

6.3.1 Students Who Are Eligible to Be Served in the Bilingual or ESL Education Program but Are Not Eligible for Funding

The following students **may be served** by a district's bilingual or ESL education program with parental approval. However, these students are **not eligible for bilingual or ESL education program funding**.

- Students who do not meet identification criteria to be considered an EL participating in one-way dual language, transitional, or ESL program.
- Students who have met reclassification criteria but will continue in a one-way dual language, transitional, or ESL program.

6.3.2 Parent Denial of Services and Eligibility of Students to Receive Bilingual/ESL Summer School Services

If a student's parent has denied bilingual/ESL education services and the only summer school program available is a bilingual/ESL summer school program, then the student is **not** eligible to generate bilingual/ESL ADA in the summer school program.[166] The student must not participate in the summer school program or earn bilingual/ESL eligible days present (be assigned a bilingual or ESL program type code in the attendance accounting system) in the summer program unless the district has documented parental approval for placement of the student in the bilingual or ESL education program.

6.3.3 Requirement to Serve Eligible Students

A district **must** place a student in a bilingual or ESL education program as soon as the district identifies the student as an EL and the LPAC recommends program placement based on the identification and

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[164] 19 TAC §89.1220(g)
[165] 19 TAC §89.1226(j)
[166] 19 TAC §89.1250(2)(B)

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placement process outlined in 6.3 Program Placement/Eligibility. Recommended program placement still occurs if parental approval is pending; however, the district **may only count the student for bilingual education funding after parental approval has been obtained and all necessary documentation has been received**. If a parent ultimately denies program services, a district must discontinue serving the student. However, the student is assessed annually in the TELPAS until the student meets reclassification criteria. Review parental permission codes for clarification.

6.4 Program Services: Bilingual and ESL Education Services a District Is Required to Provide

Each district is required to offer a bilingual education and/or ESL program for identified English learners, based on the following requirements:

- In the elementary grades (pre-K through fifth or sixth grade when clustered with elementary grades), a bilingual education program must be provided when there are 20 or more identified ELs in the same grade level with the same primary language classification across the district.
- If the district is not required to provide a bilingual education program, an ESL program must be provided in pre-K through twelfth grade, regardless of the number of identified ELs and the grade level and primary language classification of the ELs.
- A district may choose to provide a bilingual education program in grade levels for which the district is not required (beyond the elementary grades) or when the district has not yet met the minimum number of identified ELs to require implementation of a bilingual education program.

Note: ELs who successfully complete English for speakers of other languages (ESOL) I and ESOL II may satisfy the English I and English II graduation requirement(s).

6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding

For a district to claim eligible days present for bilingual education program funding, a district must show that its bilingual education program meets at least one of the three following state requirements.[167]

1. A student is served in a full-time bilingual instructional program by staff members certified to teach bilingual education. The amount of instruction in each language (the student's home language and English) must align with TEA guidelines specific to either transitional bilingual programs (early exit, late exit) or dual language programs (one-way, two-way). The appropriate bilingual program type code should be recorded for each student served in a bilingual program.
2. A student is served in an alternative language program approved by TEA under an exception to the bilingual education program. A TEA-approved exception remains valid for the current year only (the TEC, §29.061; 19 TAC §89.1207). The appropriate alternative language program type code should be recorded for each student served in an alternative language program under a bilingual education exception.
3. A student who is English proficient or a reclassified EL participating in a two-way dual language program.

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[167] 19 TAC §89.1210; 19 TAC §89.1205

For a district to claim eligible days present for ESL program funding, it must show that its ESL program meets one or both of the following state requirements ([19 TAC §89.1205](#)).

1. A student is provided instruction in ESL by staff members certified to teach ESL or bilingual education. In pre-K through grade 12, teachers integrate the English Language Proficiency Standards (ELPS) using second language acquisition methods while delivering content instruction, either via pull-out or content-based ESL models. In high school, the ESL program must be consistent with graduation requirements.[168] The appropriate ESL program type code should be recorded for each student served in an ESL program.

2. A student is served in a program approved by TEA under a waiver to the ESL program. A TEA-approved waiver remains valid for the current year only.[169] The appropriate alternative language program type code should be recorded for each student served in a program under an ESL waiver.

6.6 Program Services: Teacher Certification Requirements

The following charts describe the certification requirements for teachers of bilingual and ESL education programs in pre-K through twelfth grade, per the [TEC, §29.061](#). Funding is generated when a student is identified as an EL and is being served in a bilingual, ESL, or alternative language (ALP) program with parental approval.

Bilingual Education Programs	Teacher Certification Requirement
transitional bilingual/early exit	teacher(s) certified in grade level/content area and in bilingual education
transitional bilingual/late exit	
dual language immersion/one way	teacher(s) certified in grade level/content area and in bilingual education; or the teacher certified in bilingual education (instructing the language other than English component) is paired with a teacher certified in grade level/content area and ESL (instructing the English component)
dual language immersion/two way	

ESL Programs	Teacher Certification Requirement
ESL/content-based	English learners receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by teacher(s) certified in ESL and the appropriate grade level and content area.
ESL/pull-out	English learners receive instruction in English language arts and reading (ELAR) by an ESL certified teacher.

Note: ESOL I and ESOL II **must** be taught by teachers who have an appropriate grade level/content area certification plus an ESL or bilingual certification.

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[168] under [19 TAC Chapter 74](#)
[169] [TEC, §29.061](#); [19 TAC §89.1207](#)

6.7 Program Services: Eligible Days Present

This subsection describes the procedure for reporting bilingual/ESL/ALP eligible days present in the attendance accounting system. District personnel must do the following:

- Identify each student who is being served in the bilingual education, ESL, or ALP program and is eligible for funding, according to 6.3 Program Placement/Eligibility, with the appropriate **bilingual, ESL, or ALP type code**[170] in the attendance accounting system.
- Record the total number of eligible bilingual/ESL days present for each six-week reporting period in the Student Detail Report for every student eligible for the program.
- At the end of each six-week reporting period, compute a Campus Summary Report (see Section 2 Audit Requirements). Personnel must summarize the total eligible bilingual/ESL/ALP days present, for every student in the program, by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in your district. The Campus Summary Report must include the total eligible bilingual/ESL/ALP days present for each grade level on that campus, the total eligible bilingual/ESL/ALP days present for all grades, and the campus bilingual/ESL ADA.
- At the end of each six-week reporting period, compute a District Summary Report (see Section 2 Audit Requirements). Personnel add the information from all Campus Summary Reports for each track in your district to comprise the District Summary Report for each track. This report must include eligible bilingual/ESL/ALP days present for each grade level in your district, the total eligible bilingual/ESL/ALP days present for all grades, and your district's bilingual/ESL/ALP ADA.

6.7.1 Eligible Days Present and Students Placed in a Disciplinary Setting

Bilingual or ESL education program eligible days present must **not** be claimed when a student receiving bilingual or ESL education program services is placed in a disciplinary setting (for example, in-school suspension or DAEP) for more than five consecutive days if the same amount and type of bilingual or ESL education program services are not provided by a bilingual or ESL education program teacher. After five consecutive days without bilingual or ESL education program services being provided, district personnel should remove the student's days from the TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension for bilingual education or ESL program eligible days present effective the first day of placement in the disciplinary setting.

6.8 Reclassification Criteria and Exit Procedures

This subsection explains the criteria for the reclassification of ELs and English proficient and outlines procedures for exiting a student from the bilingual or ESL education program.

1. At the end of the school year, the LPAC will determine whether an EL has met the criteria to be reclassified as English proficient and is able to participate equitably in grade-level content instruction that is delivered with no second language acquisition supports, per the TEC, §29.056(g). The English Learner Reclassification Criteria Chart can be located on the TEA Bilingual and English as a Second Language Education Programs web page.

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[170] To find the appropriate code to use, consult the program type code tables available at the following link: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.

2. Once a student has met the criteria for reclassification as English proficient, a district must notify the student's parent of the student's reclassification as English proficient and obtain parental approval for his or her exit from the bilingual or ESL education program.[171] Due to the nature of a language program's goals, the LPAC may recommend that the English proficient student continue in the language program with parental approval; however, such a student is not eligible to generate bilingual/ESL ADA.

6.8.1 Effective Date of Campus/District Withdrawal

For a student who withdraws from a campus/district, the date the student withdraws is considered the effective date of change. District personnel record the effective date in the attendance accounting system, and eligible bilingual/ESL days are no longer accumulated from that date forward.

For a student who has been classified by the LPAC as English proficient at the end of the school year, the first day of the following school year is considered to be the effective date of change. District personnel record the effective date in the attendance accounting system, and eligible bilingual/ESL days are no longer accumulated from that date forward.

6.8.2 Reclassification Procedures and Criteria for ELs Receiving Special Education Services

Information about the process described in 19 TAC §89.1226(l–m) on reclassifying ELs served through special education and ELs with a significant cognitive disability served through special education is located on the TEA Bilingual and English as a Second Language Education Programs web page.

6.9 Monitoring of a Student Who Has Been Reclassified

During the first two years after a student has met reclassification criteria, the LPAC must monitor the student's academic progress. During this time, the LEP/EL indicator codes of F and S are used to reflect the first and second years of monitoring.

If the student earns a failing grade in a subject in the foundation curriculum during **any** grading period in the first two years after the student has been reclassified, the LPAC must determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be reenrolled in a bilingual or ESL program.

In determining whether to reenroll the student, the LPAC should evaluate the following:
- the total amount of time the student was enrolled in a bilingual or ESL education program
- the student's grades each grading period in each subject in the foundation curriculum (reading/ELA, math, science, social studies)
- the type of additional interventions provided to the student
- the student's performance on each assessment instrument administered
- the number of credits the student has earned toward high school graduation, if applicable
- any disciplinary actions taken against the student

Note: After the first two years of monitoring of reclassified students, the LPAC will continue to coordinate with TSDS PEIMS for an additional two years of monitoring, as required by federal statute.

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[171] 19 TAC §89.1240(b)

During this time, the LEP/EL indicator codes of 3 and 4 are used to reflect the third and fourth years of monitoring.

6.10 Documentation

For a district to claim bilingual/ESL eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible bilingual/ESL days present on the Student Detail Report. Documentation requirements are listed below.

6.10.1 Home Language Survey Requirements

When a student enrolls in a Texas public school for the very first time, the home language survey is completed. This original home language survey is retained in the student's record over the course of the student's educational career.

A district should not administer the home language survey to a student for whom a survey has previously been completed in another Texas public school. Every effort should be made to obtain the original home language survey. If the original home language survey cannot be obtained, document all attempts. The LPAC will review all other applicable documentation on the identification and placement of a student as an EL in a bilingual or ESL program and will continue language services as applicable.

A parent signature is required on the home language survey for students in pre-K through grade eight. For students in grades nine through 12, the home language survey can be signed by the student or by his/her parent. Electronic parent signatures are permissible.

6.10.2 Other Required Documentation

The student's record must contain documentation of all actions impacting the EL. This documentation must include the following:[172]

1. the identification of the student as an EL
2. the designation of the student's level of language proficiency
3. the recommendation of program placement
4. parental approval of entry or placement into the program
5. parental denial, if applicable
6. the dates of entry into, and placement within, the program
7. documentation of state assessment participation decisions and any linguistic accommodations, the justification for these decisions[173]
8. additional instructional interventions provided to the student
9. documentation of the student's eligibility to use the special provision for the end-of-course exam for English I/ESOL I, if applicable
10. the date of reclassification as English proficient and parental notification and approval of the student's exit from the program, if applicable
11. the results of monitoring the student's academic success, including two years after students have been reclassified
12. TELPAS writing collections kept for two years

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[172] 19 TAC §89.1220(l)
[173] in accordance with 19 TAC Chapter 101, Subchapter AA, Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments

The documentation described in items 1–12 must be forwarded in the same manner as other student records to another school district in which the student enrolls.[174] Student record documentation also should be forwarded if the student enrolls at another campus within the same district.

6.10.3 Quality Control

A district must record the appropriate bilingual, ESL, or ALP program type code[175] for a student in the attendance accounting system as soon as the student meets all eligibility requirements. All documentation must be on file before the indicator is recorded. The sooner documentation is on file, the sooner funds may be earned for serving the student.

At the beginning of each semester and at the end of each six-week or nine-week reporting period, the appropriate bilingual/ESL staff members should verify the Student Detail Report to ensure that a student's coding is correct.

6.11 Resources

For further detailed guidance, examples, and resources, see the FAQ for English Learners and LPAC located on the TEA Bilingual and English as Second Language Education Programs webpage. This resource is updated frequently by the TEA English Learner Support Division.

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[174] 19 TAC §89.1220(l)
[175] To find the appropriate code to use, consult the program type code tables available at the following link: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.

Home Language Surveys

Home Language Surveys

WACO INDEPENDENT SCHOOL DISTRICT

HOME LANGUAGE SURVEY-19 TAC Chapter 89, Subchapter BB, §89.1215

(Home Language Survey ONLY administered during initial enrollment in Texas public schools)

TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS ENROLLING IN PREKINDERGARTEN* THROUGH GRADE 8 (OR BY STUDENT IN GRADES 9-12): The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

*Prekindergarten includes any student enrolling in a 3- or 4-year-old school program.

Dear Parent or Guardian:

To determine if your child meets eligibility for identification as an English learner and would benefit from bilingual education or English as a second language (ESL) program services, please answer the two questions below.

If either of your responses indicates the normal use of a language other than English, then the school district must conduct an assessment to determine how well your child communicates in English. This assessment information will be used to determine if bilingual education or ESL program services are appropriate and to inform instructional recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

For more information on the process that must be followed, please visit the following document: https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf.

This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT: _____ **STUDENT ID#:** _____

ADDRESS: _____

TELEPHONE #: _____ **CAMPUS:** _____

NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

1. What language is used in the child's home **most of the time**? _____

2. What language does the child use **most of the time**? _____

_____ _____
Signature of Parent/Guardian Date

_____ _____
Signature of Student if Grades 9-12 Date

NOTE: If you believe you made an error when completing this Home Language Survey, you may request a correction, only if: 1) your child has not yet been assessed for English proficiency; and 2) corrections are made within two calendar weeks of your child's enrollment date.

DISTRITO ESCOLAR INDEPENDIENTE DE WACO

Encuesta sobre el idioma usado en el hogar 19 TAC Chapter 89, Subchapter BB, §89.1215

(La encuesta sobre el idioma usado en el hogar administrado SOLAMENTE durante la matriculación inicial en escuelas públicas en Texas)

DEBE DE COMPLETARSE POR EL PADRE O TUTOR PARA ESTUDIANTES QUE CURSEN DESDE PREKINDER* HASTA EL OCTAVO GRADO: (O POR EL ESTUDIANTE SI CURSA GRADOS DEL 9-12): El estado de Texas requiere que la siguiente información sea completada para cada estudiante que se matrícula por primera vez en una escuela pública de Texas. Es la responsabilidad del padre o tutor, no de la escuela, proporcionar la información del idioma requerida por las siguientes preguntas.

*Prekinder incluye cualquier estudiante matriculado en programas para niños de 3 o 4 años de edad.

Querido padre o tutor:

Para determinar si su hijo(a) cumple con la elegibilidad para ser identificado como un estudiante aprendiz del idioma inglés y se beneficiara de los servicios de los programas bilingües o de inglés como segundo idioma (ESL, por sus siglas en inglés), por favor responda las dos preguntas siguientes.

Si cualquiera de sus respuestas indica el uso natural de un idioma que no sea inglés, entonces el distrito escolar debe realizar una evaluación para determinar que tanto se comunica su hijo(a) en inglés. Esta información resultante de la evaluación se usará para determinar si los servicios de programas bilingües o de inglés como segundo idioma (ESL) son apropiados e informará las recomendaciones en cuanto a la instrucción. Si tiene preguntas acerca del propósito o el uso de la encuesta sobre el idioma usado en el hogar (HLS, por sus siglas en inglés), o desea asistencia para completar el formulario, por favor comuníquese con el personal de su escuela/distrito.

Para obtener más información sobre el proceso que debe seguir, por favor visite el siguiente documento: https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

Esta encuesta se deberá archivar en el expediente permanente del estudiante.

NOMBRE DEL ESTUDIANTE: **ID#:**

DIRECCIÓN:

TELÉFONO #:   **ESCUELA:**

NOTA: INDIQUE SÓLO UN IDIOMA POR RESPUESTA

1. ¿Qué idioma se usa en el hogar del niño **la mayor parte del tiempo**?

2. ¿Qué idioma usa el niño **la mayor parte del tiempo**?

_____   _____
           Firma del padre o tutor   Fecha

_____   _____
     Firma del estudiante si está en los grados 9-12   Fecha

NOTA: Si cree que cometió un error al completar esta encuesta sobre el idioma usado en el hogar, puede solicitar una corrección, por escrito, solo si: 1) su hijo/(a) aún no han sido evaluado para el dominio del inglés; y 2) su solicitud de corrección por escrito se realiza dentro de las dos semanas calendario posteriores a la fecha de inscripción de su hijo.

WACO INDEPENDENT SCHOOL DISTRICT
TRƯỜNG BÁN CÔNG/KHU HỌC CHÁNH ĐỘC LẬP

KHẢO SÁT VỀ NGÔN NGỮ DÙNG Ở NHÀ-19 TAC Chương 89, Chương phụ BB, §89.1215

(Khảo sát về Ngôn ngữ dùng ở nhà CHỈ được tiến hành trong quá trình ghi danh ban đầu vào các trường công lập ở Texas)

CẦN ĐƯỢC HOÀN THÀNH BỞI PHỤ HUYNH HOẶC NGƯỜI GIÁM HỘ CỦA HỌC SINH ĐĂNG* KÝ VÀO MẦM NON ĐẾN LỚP 8 (HOẶC BỞI HỌC SINH LỚP 9- 12): Bang Texas yêu cầu cung cấp thông tin sau đây với mỗi học sinh lần đầu tiên đăng ký vào một trường công Texas. Phụ huynh hoặc người giám hộ, chứ không phải nhà trường, có trách nhiệm cung cấp thông tin về ngôn ngữ được yêu cầu trong các câu hỏi dưới đây.

*Mầm non bao gồm bất kỳ học sinh nào ghi danh vào chương trình học dành cho trẻ 3 hoặc 4 tuổi.

Kính gửi Phụ huynh/Người giám hộ!

Để biết con quý vị có đáp ứng yêu cầu để được xác định là người học tiếng Anh và được hưởng lợi từ các dịch vụ của chương trình giáo dục song ngữ hay tiếng Anh như Ngôn ngữ Thứ hai (ESL) hay không, vui lòng trả lời hai câu hỏi dưới đây.

Nếu có một trong hai câu trả lời của quý vị cho thấy việc thường sử dụng một ngôn ngữ khác ngoài tiếng Anh, thì khu học chánh phải tiến hành đánh giá để xác định khả năng giao tiếp tiếng Anh của con quý vị. Thông tin đánh giá này sẽ được sử dụng để xác định xem các dịch vụ của chương trình giáo dục song ngữ hay ESL có thích hợp hay không, đồng thời để cung cấp thông tin cho việc đề xuất giảng dạy. Nếu quý vị có thắc mắc về mục đích và cách sử dụng Khảo sát về Ngôn ngữ dùng Ở nhà hoặc quý vị cần được giúp đỡ hoàn thành biểu mẫu, vui lòng liên hệ với nhân viên khu học chánh của mình.

Để biết thêm thông tin về quy trình cần tuân thủ, vui lòng truy cập tài liệu sau:
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

Bản khảo sát này sẽ được lưu giữ trong hồ sơ lâu dài của mỗi học sinh.

TÊN HỌC SINH: _____   **MÃ ID HỌC SINH:** _____

ĐỊA CHỈ: _____

SỐ ĐIỆN THOẠI: _____   **CƠ SỞ TRƯỜNG:** _____

LƯU Ý: VUI LÒNG CHỈ CHỌN MỘT NGÔN NGỮ CHO MỖI CÂU TRẢ LỜI.

1. Trong **phần lớn thời gian** ở nhà, trẻ sử dụng ngôn ngữ gì? _____

2. Trong **phần lớn thời gian**, trẻ sử dụng ngôn ngữ gì? _____

_____   _____
Chữ ký của Phụ huynh/Người giám hộ   Ngày

_____   _____
Chữ ký của học sinh, nếu là học sinh lớp 9-12   Ngày

LƯU Ý: Nếu quý vị cho rằng mình đã cung cấp nhầm thông tin khi trả lời bản Khảo sát về Ngôn ngữ dùng Ở nhà, quý vị chỉ có thể yêu cầu chỉnh sửa khi: 1) con quý vị chưa được đánh giá về trình độ tiếng Anh; và 2) yêu cầu chỉnh sửa được thực hiện trong vòng hai tuần kể từ ngày đăng ký của con quý vị.

Waco Independent School District

ገለልተኛ የድስትሪክት ትምህርት ቤት/ቻርተር ትምህርት ቤት

የቤት የቋንቋ ዳሰሳ ጥናት-19 TAC ምህራፍ 89፥ ንዑስ ምህራፍ BB, §89.1215

(በቴክሳስ የሕዝብ ትምህርት ቤቶች የቤት ውስጥ የቋንቋ ዳሰሳ ጥናት የሚካሄደው መጀመሪያ በሚመዘገቡበት ወቅት ብቻ ነው)

ከቅድሚ -መዋለ ሕፃናት* እስከ 8ኛ ክፍል ላሉት (ወይም ከ9ኛ-12ኛ ክፍል ላለ ተማሪ) በቤተሰብ ወይም በአሳዳጊ የሚሞላ):
የተክሳስ ክፍለ-ግዛት ለመጀመሪያ ጊዜ በቴክሳስ የሕዝብ ትምህርት የሚመዘገብ ተማሪ የሚከተሉት መረጃዎችን እንዲሞላ ይፈልጋል።
ከታች ባሉት ጥያቄዎች የተፈለገውን የቋንቋ መረጃ ለማቅረብ ኃላፊነቱ የቤተሰብ ወይም የአሳዳጊ እንጂ የትምህርት ቤቱ አይደለም።

*ቅድሚ -መዋለ ሕፃናት የሚጨምረው ለ 3- ወይም 4 ዓመት የትምህርት ፕሮግራም የተመዘገበ ማንኛውንም ተማሪን ነው።

የተከበሩ ወላጅ ወይም ዘጋዳጊ፡

የእርስዎ ልጅ ከባይሊንጓል ወይም እንግሊዝኛን እንደ ሁለተኛ ቋንቋ ፕሮግራም አገልግሎቶች እንዲጠቀም ለመወሰን፡ አባክዎትን ከታች ያሉትን ሁለት ጥያቄዎች ይመልሱ።

ከመልሶችዎ አንዱ ከእንግሊዝኛ ውጪ ሌላ ቋንቋ መጠቀምን የሚያመለክት ከሆነ፡ ልጅዎ ምን ያህል በእንግሊዝኛ መግባባት ይችላል የሚለውን ለመወሰን የትምህርት ቤት ዲስትርክት ዳሰሳ ጥናት ማካሄድ አለበት። ከባይሊንጓል ወይም እንግሊዝኛን እንደ ሁለተኛ ቋንቋ ፕሮግራም አገልግሎቶች ተግብ መሆኑንና የመማሪያ ፕሮግራም ምደባ መፍትሔ ሀሳቦችን ማሳወቅን ለመወሰን ይህ የዳሰሳ መረጃ ጥቅም ላይ ይውላል። የቤት ቋንቋ ዳሰሳ ዓላማና ጥቅምን በተመለከተ ጥያቄዎች ካሌዎት፡ ወይም ይህንን ፎርም ለመሙላት ድጋፍ የሚፈልጉ ከሆነ፡ አባክዎን የትምህርት ቤትዎን/የዲስትርክትዎን ሰራተኛ ያናግሩ።

ሊጋክተል ስለሚገባው ሂደት ላይ ተጨማሪ መረጃ፡ አባክዎን የሚከተለውን ሰነድ ይመልከቱ:
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

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ይህ ዳሰሳ ጥናት በእያንዳንዱ ተማሪ ቋሚ የመዝገብ ማህደር ውስጥ ይቀመጣል።

የተማሪ ስም: _____ **የተማሪ ID#:** _____

አድራሻ: _____

ስልክ #: _____ **ግዛ:** _____

ማስታወሻ: አባክዎን በእያንዳንዱ መልስ አንድን ቋንቋ ብቻ ያመላክቱ።

1. በልጁ ቤት ውስጥ ምን ዓይነት ቋንቋ ይጠቀማሉ **አብዛኛውን ጊዜ**? _____

2. ልጁ ምን ዓይነት ቋንቋን ይጠቀማል **አብዛኛውን ጊዜ**{? _____

_____   _____
የወላጅ/አሳዳጊ ፊርማ   ቀን

_____   _____
ከ9-12 ክፍል ከሆነ የተማሪው ፊርማ   ቀን

ማስታወሻ: ይህንን የቤት የቋንቋ ዳሰሳ ጥናት በሚሞላበት ጊዜ ስህተት ከሰሩ፡ ለማስተካከያ ጥያቄ ማቅረቢ የሚችሉት በአዚህ ምክንያቶች ብቻ ነው:
1) ልጅዎ እስክ እሁን ለእንግሊዝኛ ቋንቋ ከሁሉት ካለተጋመገሙ/ች፤ እና 2) ልጅዎ ትምህርት ከጀመረበት ቀን ጀምሮ በሁለት ሳምንታት ጊዜ ውስጥ የሚደረግ እርማት ከሆነ።

Arabic

Waco Independent School District

المنطقة التعليمية المستقلة للمدارس/مدرسة مستقلة

**استبيان اللغة المتحدثة في المنزل - 19 بموجب الباب من قانون تكساس الإداري
(TAC) الفصل 89، الفصل الفرعي BB، المواد 89.1215**

(لا يتم تطبيق استبيان اللغة المتحدثة في المنزل إلا خلال عملية التسجيل الأولي في مدارس تكساس العامة)

يكمله أولياء الأمور أو الأوصياء للطلاب المسجلين من مرحلة ما قبل رياض الأطفال* وحتى الصف 8 (ويكمله الطلاب المسجلون في الصف 9 إلى الصف 12):
تشترط ولاية تكساس إكمال المعلومات التالية لكل طالب يسجل في مدارس تكساس العامة للمرة الأولى. ويتحمل ولي الأمر أو الوصي، مسؤولية تقديم المعلومات الخاصة باللغة المطلوبة في الأسئلة الواردة أدناه.

*تشمل مرحلة ما قبل رياض الأطفال أي طالب مُسجّل في برنامج مدرسي يضم الطلاب في عمر 3 أو 4 سنوات.

السيد ولي الأمر أو الوصي:

لتحديد إن كان طفلك مؤهلاً باعتباره متعلمًا للغة الإنجليزية وأنه سيستفيد من خدمات البرنامج ثنائي اللغة أو برنامج تعليم اللغة الإنجليزية كلغة ثانية (ESL) أو كليهما، يُرجى الإجابة عن السؤالَين الواردَين أدناه.

وإذا لم تشر أي من إجاباتك إلى الاستخدام العادي للغة أخرى بخلاف الإنجليزية، فسيتعين على المنطقة التعليمية إجراء تقييم لتحديد قدرة طفلك على التواصل باللغة الإنجليزية. وستُستخدَم المعلومات الناتجة عن هذا التقييم لتحديد ما إذا كان تقديم خدمات البرنامج التعليمي ثنائي اللغة أو برنامج تعليم اللغة الإنجليزية كلغة ثانية (ESL) ملائمًا ولتقديم التوصيات التدريسية على أساسها. إذا كانت لديك أي أسئلة بشأن الغرض من استبيان اللغة المتحدثة في المنزل أو استخدامه، أو إذا كنت تود الحصول على مساعدة لإكمال هذا النموذج، فيُرجى التواصل مع موظفي المدرسة/المنطقة التعليمية التابع لها.

للحصول على مزيد من المعلومات حول العملية التي يتعين اتباعها، يُرجى زيارة رابط الوثيقة التالي:
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

يتم الاحتفاظ بهذا الاستبيان في مجلد السجلات الدائمة الخاصة بكل طالب.

اسم الطالب:_____رقم معرّف الطالب:_____

العنوان:_____

رقم الهاتف:_____المدرسة:_____

ملاحظة: يُرجى توضيح لغة واحدة لكل إجابة.

1. ما اللغة المُستخدمة في منزل الطفل **معظم الوقت**؟_____

2. ما اللغة التي يستخدمها الطفل **معظم الوقت**؟_____

_____ التاريخ   _____ توقيع ولي الأمر/الوصي

_____ التاريخ   _____ توقيع الطالب إن كان في الصفوف من 9 إلى 12

ملاحظة: إذا كنت تعتقد أنك قد ارتكبت خطأ أثناء إكمال استبيان اللغة المتحدّثة في المنزل، فيمكنك طلب التصحيح، في الحالات التالية فقط: 1) لم يخضع طفلك لتقييم إتقان الإنجليزية بعدُ. 2) تجري التصحيحات خلال أسبوعَين من تاريخ تسجيل الطفل.

Waco Independent School District

့လတ်လပ်သော ကျောင်းခရိုင်/ ကိုယ်ပိုင်လုပ်ပွိုင်ခင့်ရ ကျောင်း

နေအိမ်သုံး ဘာသာစကားဆိုင်ရာ စစ်တမ်း - 19 TAC အခန်း 89၊ အခန်းခွဲ BB, §89.1215

(နေအိမ်သုံး ဘာသာစကားဆိုင်ရာ စစ်တမ်း Texas ပြည်သူပိုင်ကျောင်းများသို့ အစဉ် စာရင်းသွင်းသည့် ကာလအတွင်း၌ အွတ်က်သာလျှင် စီမံပြုလုပ်သည်)

မူကြို့ မှ 8 တန်းအထိ ကျောင်းသားများအား စာရင်းသွင်းရန်အွတ်က် မိဘ သို့မဟုတ် အုပ်ထိန်းသူမှ* ဖြည့်စွက်ရန် (သို့မဟုတ် 9-12 တန်း ရှိ ကျောင်းသားများ) - Texas အများပြည်သူပိုင်ကျောင်းတစ်ကျောင်း၌တင် ပထမဆုံးအကြိမ် စာရင်းသွင်းမည့် ကျောင်းသားတစ်ဦးစီအွတ်က် အောက်ဖော်ပြပါ အချက်အလက်များအား ဖြည့်စွက်ရန် Texas ပြည်နယ်ဥပဒေအရ လိုအပ်ပေသည်။ အောက်ဖော်ပြပါ မွေးခန်းများအားဖြင့် တောင်းဆိုထားသော ဘာသာစကား ဆိုင်ရာ အချက်အလက်များအား ထောက်ပံ့ပေးရန်မှာ မိဘ သို့မဟုတ် အုပ်ထိန်းသူ၏ တာဝန်ဖြစ်ပြီး၊ ကျောင်းမှ ဆွောင်ရွက်ရမည်မဟုတ်ပေ။

သူငယ်တန်းကြိုတင် အသက် 3 နှစ် သို့မဟုတ် 4 နှစ် အွရယ် ကျောင်း အစီအစဉ်ထဲသို့ စာရင်းသွင်းသည့် မည်သည့်ကျောင်းသားများမဆို ပါ ဝင်ပါသည်။

မိဘ သို့မဟုတ် အုပ်ထိန်းသူထံသို့ -

သင့်ကေလးအား အင်္ဂလိပ်ဘာသာ လေ့လာသူတစ်ဦးအဖြစ် သတ်မှတ်ဖွွေးထုတ်ရန် နှင့် ဘာသာစကားနှစ်မျိုးဖြင့် ပညာရေး မှ အကျိုးကျေးဇူးရရှိခြင်း သို့မဟုတ် အင်္ဂလိပ်ဘာသာစကားကို ဒုတိယ ဘာသာစကားအဖြစ် (ESL) အစီအစဉ် ဝန်ဆောင်မှုများ အွတ်က် အရည်အချင်းပြည့်မှီမှု ရှိမရှိ ဆုံးဖြတ်နိုင်ရန်အွတ်က် အောက်ပါမွေးခန်းနှစ်ခုကို ကျေးဇူးပြု၍ ဖြေဆိုပါ။

အကယ်၍ သင့်အဖြေနှစ်ခုအနက်တစ်ခုခုသည် အင်္ဂလိပ်ဘာသာအပြင် ပုံမှန် ဘာသာစကား အသုံးပြုမှုကို ဖော်ပြခဲ့ပါက သင့်ကေလးသည် အင်္ဂလိပ်ဘာသာဖြင့် မည်မျှလောက် ကောင်းမွန်စွာ ပြောဆိုဆွတ်သယ်နိုင်သည်ကို ဆုံးဖြတ်ရန် ကျောင်းခရိုင်မှ အကဲဖြစ်စစ်ဆေးမှုကို ပြုလုပ်မည်ဖြစ်ပါ သည်။ ဤအကဲဖွတ်စစ်ဆေးမှု အချက်အလက်များကို ဘာသာစကားနှစ်မျိုးဖြင့် ပညာရေး သို့မဟုတ် အင်္ဂလိပ်ဘာသာစကားကို ဒုတိယ ဘာသာစကားအဖြစ် (ESL) အစီအ စဉ် ဝန်ဆောင်မှုများ အွတ်က် သင့်လျော်မှု ရှိမရှိအား ဆုံးဖြတ်ရန် နှင့် သင်ကြားပို့ချမှုဆိုင်ရာ အကြံပြုချက်များကို အသိပေးရန်အွတ်က် အသုံးပြုမည်ဖြစ်ပါ သည်။ နေအိမ်သုံး ဘာသာစကားဆိုင်ရာ စစ်တမ်း၏ ရွှည်ရယ်ချက် နှင့် အသုံးပြုမှုတို့နှင့်ပတ်သက်ပြီး သင့်တင် မွေးခန်းများ ရှိလျှင် သို့မဟုတ် လျှောက်လွှာဖွောင်အား ဖြည့်စွက်ရွတ်တင် ကူညီပံ့ပိုးမှု ရယူလိုလျှင် ကျေးဇူးပြုပြီး သင်၏ ကျောင်း/ခရိုင် ဂန်ထမ်းရေးရာထံသို့ ဆွတ်သယ်ပါ။

လိုက်နာဆွောင်ရွက်ရမည်ဖြစ်သည့် လုပ်ငန်းစဉ်နှင့်ပတ်သက်ပြီး နောက်ထပ်သော အချက်အလက်များ ရယူရန်အွတ်က် ကျေးဇူးပြုပြီး ဖော်ပြပါ စွရွက်စာတမ်းအား ဝင်ရွောက်ကြည့်ရှုပါ - https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

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ဤစစ်တမ်းအား ကျောင်းသားတစ်ဦးစီ၏ အမြဲတမ်း မှတ်တမ်း ဖွိုင်တဲ့အွတင်း သိမ်းဆည်းထားရေပမည်။

ကျောင်းသား၏ အမည် - _____ ကျောင်းသား ID# - _____

လိပ်စာ - _____

တယ်လီဖုန်း # - _____ ကျောင်းဝင်း - _____

မှတ်ချက် - တုံ့ပြန်ဖြေဆိုချက်တစ်ခုစီလျှင် ဘာသာစကားတစ်မျိုးကိုသာလျှင် ကျေးဇူးပြုပြီး ဖော်ပြပါ။

1. ကေလး၏ နေအွိမ်တင် **အများအားဖြင့်** မည်သည့် ဘာသာစကားအား အသုံးပြုပါသနည်း။ _____

2. ကေလးသည် **အများအားဖြင့်** မည်သည့် ဘာသာစကားအား အသုံးပြုပါသနည်း။ _____

_____   _____
   မိဘ/အုပ်ထိန်းသူ၏ လက်မှတ်   နေ့စွဲ

_____   _____
   အကယ်၍ ဂရိတ် 9-12 မှဖြစ်လျှင် ကျောင်းသား၏ လက်မှတ်   နေ့စွဲ

မှတ်ချက် - ဤနေအိမ်သုံး ဘာသာစကားဆိုင်ရာ စစ်တမ်းအား ဖြည့်စွက်ချိုန်တင် အများအွယင်းတစ်ခု သင် ပြုလုပ်မိသည်ဟု ယုံကြည်ပါက အကယ်၍ အောက်ဖော်ပြပါ အေခြအေနများနှင့် သက်ဆိုင်နေမှုသာလျှင် ပြန်လည်ပြင်ဆင်ဆွဲခွင့် တစ်ခုအား သင် တောင်းဆိုကောင်း တောင်းဆိုနိုင်မည် ဖြစ်သည် - 1) သင်၏ကေလးသည် အင်္ဂလိပ်စွ ကျွမ်းကျင်တတ်မြောက်မှုအွတ်က် အကဲဖြစ်စစ်ဆေးမှုအား ခံယူရခြင်း မရှိသေးလျှင်၊ ထို့ပြင် 2) သင့်ကေလး၏ စာရင်းသွင်းမှု နေ့စွဲ မှစ၍ ပြကွဒိန်ရက် ရက်သတ္တပတ် နှစ်ပတ်အွတင်း ပြင်ဆင်မှုများအား ပြုလုပ်မှသာလျှင်။

Waco Independent School District

独立学区/特许学校

家庭语言调查-19 TAC, 第89章, 分章BB, §89.1215

（《家庭语言调查》仅在得克萨斯州公立学校首次注册入学时填写）

由注册入学学前班*至8年级的学生家长或监护人（或9至12年级学生）填写： 德克萨斯州要求，每一名首次注册入学德克萨斯州公立学校的学生均必须填写以下信息。提供以下问题所要求的语言信息是家长或监护人的责任，而非学校的责任。

*学前班学生包括注册入学3-4岁学龄班级的所有学生。

尊敬的家长或监护人：

为确定您的孩子是否符合"英语学习者"身份资格并获得双语教育服务或英语作为第二语言(ESL)课程服务，请回答以下两个问题。

如果任一回答表明您的孩子常使用英语之外的语言，则学区需要进行评估，以确定您孩子用英语交流的情况如何。本评估信息将用于确定您的孩子是否需要双语教育服务或ESL课程服务，并提供教学建议。如果您对《家庭语言调查》的目的和用途有疑问，或希望协助填写此表格，请与您的学校/区工作人员联系。

想了解关于必须遵循的流程的更多信息，请访问以下文件：
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

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本调查将保存在每位学生的永久档案文件夹内。

学生姓名： _____   **学号：** _____

地址： _____

电话号码： _____   **校园：** _____

注意：每个回答请指明一种语言。

1.孩子在家使用**最多**的语言是? _____

2.孩子使用**最多**的语言是? _____

_____   _____
家长/监护人签名   日期

_____   _____
9-12年级学生签名   日期

注意：如认为您在完成本《家庭语言调查》时填写错误，您仅可在下述情况下，要求改正：1) 您的孩子还未进行英语能力评估；且 2) 您在孩子入学后的两个日历周内提出修改。

Waco Independent School District
獨立學區/特許學校

家庭語言調查-19 TAC，第89章，分章BB，§89.1215

（《家庭語言調查》僅在德州公立學校首次註冊入學時填寫）

由註冊入學學前班*至8年級的學生家長或監護人（或9至12年級學生）填寫： 德州要求，每一名首次註冊入學德州公立學校的學生均必須填寫以下資訊。提供以下問題所要求的語言資訊是家長或監護人的責任，而非學校的責任。

*學前班學生包括註冊入學3-4歲學齡班級的所有學生。

尊敬的家長或監護人：

為確定您的孩子是否符合「英語學習者」身份資格並獲得雙語教育服務或英語作為第二語言(ESL)課程服務，請回答以下兩個問題。

如果任一回答表明您的孩子常使用英語之外的語言，則學區需要進行評估，以確定您孩子用英語交流的情況如何。本評估資訊將用於確定您的孩子是否需要雙語教育服務或ESL課程服務，並提供教學建議。如果您對《家庭語言調查》的目的和用途有疑問，或希望協助填寫此表格，請與您的學校/區工作人員聯絡。

想瞭解關於必須遵循的流程的更多資訊，請瀏覽以下文件：
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

本調查將保留在每位學生的永久記錄資料夾內。

學生姓名：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ 學號：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

地址：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

電話號碼：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ 校園：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

注意：每個回答請指明一種語言。

1.孩子在家使用**最多**的語言是？ ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

2.孩子使用**最多**的語言是？ ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
家長/監護人簽名 日期

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
9-12年級學生簽名 日期

注意：如認為您在完成本《家庭語言調查》時填寫錯誤，您僅可在下列情況下，要求改正：1) 您的孩子還未進行英語能力評估；且 2) 您在孩子入學後的兩個日曆週內提出修改。

__Waco Independent School District__

منطقه مدرسه مستقل/ منشور مدرسه

نظرسنجی زبان خانگی19-TAC فصل 89، زیرفصل BB، 89.1215§

(فقط هنگام ثبت نام اولیه در مدارس دولتی Texas انجام می شود)

توسط والدین یا سرپرست برای دانش آموزان ثبت نامی در پیش دبستانی* تا کلاس 8 (یا توسط دانش اموز کلاس 9-12) تکمیل شود:

ایالت Texas تکمیل اطلاعات زیر را برای دانش اموزان ثبت نامی در مدارس دولتی Texas برای اولین بار الزامی نموده است. ارائه زبان اطلاعات درخواست شده در ذیل به عهده والدین یا سرپرست می باشد و مدرسه مسئولیتی در این رابطه ندارد.

*مهد کودک شامل همه دانش آموزانی است که در یک برنامه مدرسه 3 یا 4 ساله ثبت نام می کنند.

والدین یا سرپرست گرامی:

برای تعیین اینکه فرزند شما واجد شرایط شناسایی به عنوان یک زبان آموز انگلیسی است یا خیر و از خدمات برنامه دو زبانی و/یا English as a Second Language (انگلیسی به عنوان زبان دوم) استفاده می کند، لطفا به دو سوال زیر پاسخ دهید.

اگر پاسخ های شما بیانگر استفاده معمول از زبانی غیر از انگلیسی باشد، منطقه مدرسه باید یک ارزیابی برای تعیین نحوه برقراری ارتباط مناسب به زبان انگلیسی انجام دهد. اطلاعات این ارزیابی برای تعیین اینکه آیا آموزش دو زبانی یا خدمات برنامه انگلیسی به عنوان یک زبان دوم (ESL) مناسب هستند یا خیر و برای اطلاع رسانی در مورد توصیه های آموزشی استفاده می شود. اگر سوالی در مورد هدف و کاربرد نظرسنجی زبان خانگی دارید، یا برای تکمیل این فرم نیاز به کمک دارید، لطفا با پرسنل منطقه/مدرسه تماس بگیرید.

برای کسب اطلاعات بیشتر در مورد فرآیند پیگیری، لطفا از تارنمای زیر بازدید کنید:

https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

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این نظرسنجی باید در پوشه سوابق هر دانش آموز ثبت شود.

نام دانش آموز: _____ **شناسه دانش آموز#:** _____

ادرس:_____

تلفن#: _____ **پردیس:**_____

توجه: لطفا به ازای هر پاسخ یک زبان تعیین کنید.

1. در خانه کودک به چه زبانی صحبت می شود **اغلب اوقات**؟_____

2. کودک به چه زبانی صحبت می کند **اغلب اوقات**؟ _____

_____ تاریخ	_____ امضای والدین/سرپرست
_____ تاریخ	_____ امضای دانش آموز کلاس 9-12

توجه: اگر فکر می کنید حین تکمیل این نظرسنجی زبان خانگی مرتکب اشتباه شده اید، به صورت کتبی درخواست اصلاحیه کنید، صرفا اگر:

1) ارزیابی مهارت زبان انگلیسی در مورد فرزند شما انجام نشده باشد؛ و 2) درخواست کتبی اصلاحیه شما در مدت دو هفته تقویمی از تاریخ ثبت نام فرزندتان انجام شده باشد.

French

Waco Independent School District

SECTEUR SCOLAIRE INDÉPENDANT/ÉCOLE À CHARTE

QUESTIONNAIRE SUR LA LANGUE PARLÉE À LA MAISON-19 Code administratif du Texas (Texas Administrative Code, TAC), Chapitre 89, Sous-chapitre BB, § 89.1215

(Questionnaire sur la langue parlée à la maison effectué UNIQUEMENT lors de la première inscription dans une école publique au Texas)

À COMPLÉTER PAR LES PARENTS OU PAR LE TUTEUR POUR LES ÉLÈVES INSCRITS À PARTIR DE LA PRÉ-MATERNELLE* ET JUSQU'EN CLASSE DE QUATRIÈME (GRADE 8) (OU PAR LES ÉLÈVES EUX-MÊMES À PARTIR DE LA QUATRIÈME ET JUSQU'EN CLASSE DE PREMIÈRE (GRADE 9 À 12)) : l'État du Texas exige que les informations suivantes soient fournies pour chaque élève faisant l'objet d'une première inscription dans une école publique du Texas. Il est de la responsabilité des parents ou du tuteur, et non pas de l'école, de fournir les informations concernant la langue demandées dans les questions ci-dessous.

*La pré-maternelle inclut tout élève inscrit dans un programme scolaire de 3 ou 4 ans.

Cher parent ou tuteur :

Afin de déterminer si votre enfant correspond au profil de l'apprenant en anglais et pourrait bénéficier de soutien dans le cadre de programmes bilingues et/ou proposant l'anglais comme langue étrangère (ESL), veuillez répondre aux deux questions ci-dessous.

Si l'usage d'une langue autre que l'anglais est mentionné dans l'une de vos réponses, le secteur scolaire devra alors effectuer une évaluation pour déterminer le niveau d'expression en anglais de votre enfant. Les informations provenant de cette évaluation seront utilisées pour déterminer si un soutien dans le cadre de programmes bilingues et/ou offrant l'anglais comme langue étrangère (ESL) est nécessaire et pour transmettre des recommandations pédagogiques. Si vous avez des questions au sujet de l'objectif et de l'utilisation du questionnaire sur la langue parlée à la maison ou si vous avez besoin d'aide pour compléter le formulaire, veuillez contacter le personnel de votre école/secteur.

Pour plus d'informations sur le processus à suivre, veuillez vous référer au document suivant : https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

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Ce questionnaire devra être conservé dans le dossier scolaire permanent de chaque élève.

NOM DE L'ÉLÈVE : _____ **NUMÉRO D'IDENTIFICATION DE L'ÉLÈVE :** _____

ADRESSE : _____

NUMÉRO DE TÉLÉPHONE : _____ **CAMPUS :** _____

REMARQUE : VEUILLEZ MENTIONNER UNIQUEMENT UNE LANGUE PAR RÉPONSE.

1. Quelle langue est parlée dans la maison de l'enfant **la plupart du temps** ? _____

2. Quelle langue est parlée par l'enfant **la plupart du temps** ?_____

Signature du parent/tuteur	Date

Signature de l'élève pour les classes à partir de la quatrième et jusqu'à la première (grade 9 à 12)	Date

REMARQUE : si vous croyez avoir fait une erreur en complétant ce questionnaire sur la langue parlée à la maison, vous p=ouvez faire une demande de correction, seulement si : 1) l'évaluation de compétences de la langue anglaise de votre enfant n'a pas encore été faite ; et 2) les corrections sont faites dans les deux semaines civiles après la date d'inscription de votre enfant.

Hindi

Waco Independent School District

स्वतंत्र स्कूल डिस्ट्रिक्ट/चार्टर स्कूल

होम लेंग्वेज सर्वे -19 (घर पर बोली जाने वाली भाषा सर्वे -19)
TAC प्रकरण 89, उपप्रकरण BB, §89.1215

(Home Language Survey केवल टैक्सस की सार्वजनिक स्कूल में प्रथम नामांकन के दौरान किया जाता है)

प्रीकिंडरगार्टन* से ग्रेड 8 तक नामांकन करा रहे विद्यार्थी के मातापिता या अभिभावक के द्वारा पूरा किया जाना है (या फिर ग्रेड 9 – 12 में पढ़ने वाले विद्यार्थी द्वारा): Texas राज्य में पहली बार Texas के किसी सार्वजनिक स्कूल में नामांकन करा रहे हर विद्यार्थी के लिए यह जानकारी पूरी की जाना आवश्यक है। नीचे पूछे गए प्रश्नों में माँगी गई भाषा संबंधी जानकारी देना मातापिता या अभिभावक का दायित्व है ना कि स्कूल का।

*प्रीकिंडरगार्टन में 3- या 4-वर्षीय बच्चे के लिए स्कूल प्रोग्राम में पंजीकरण करा रहा कोई भी विद्यार्थी शामिल है।

प्रिय मातापिता या अभिभावक:

यह निर्धारित करने के लिए कि क्या आपका बच्चा अंग्रेज़ी भाषा सीखने वाले के रूप में पहचान के लिए पात्रता को पूर्ण करता है और यह कि उसे द्विभाषी शिक्षण से लाभ होगा या फिर इंग्लिश एज़ ए सेकेंड लेंग्वेज (द्वितीय भाषा के रूप में अंग्रेज़ी ESL) प्रोग्राम की सेवाओं से, कृपया नीचे दिए गए दो प्रश्नों के उत्तर दें।

यदि आपके उत्तरों में से एक भी यह निर्दिष्ट करता है कि सामान्य तौर पर अंग्रेज़ी के अलावा किसी भाषा का उपयोग किया जाता है, तो स्कूल डिस्ट्रिक्ट को यह निर्धारित करने के लिए आंकलन करना होगा कि आपका बच्चा अंग्रेज़ी में कितनी अच्छी तरह से संचार करता है। इस आंकलन से प्राप्त जानकारी का उपयोग यह निर्धारित करने के लिए किया जाएगा कि द्विभाषी शिक्षण उपयुक्त है या ESL प्रोग्राम सेवाएं और इसका उपयोग शैक्षणिक सुझाव देने के लिए किया जाएगा। यदि Home Language Survey के उपयोग के बारे में आपको कोई सवाल हैं, या आपको यह फॉर्म भरने में सहायता की आवश्यकता है, तो कृपया अपने स्कूल/डिस्ट्रिक्ट कर्मचारी से संपर्क करें।

जो प्रक्रिया की जानी है उसके बारे में अधिक जानकारी के लिए निम्नलिखित दस्तावेज देखें:
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

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यह सर्वे प्रत्येक विद्यार्थी के स्थायी रिकॉर्ड फोल्डर में रखा जाएगा।

विद्यार्थी का नाम: _____ **विद्यार्थी आईडी #:** _____

पता: _____

टेलीफोन #: _____ **कैम्पस:** _____

नोट: कृपया हर उत्तर में केवल एक भाषा बताएं।

1. बच्चे के घर में **अधिकतर समय** किस भाषा का उपयोग किया जाता है? _____

2. बच्चा **अधिकतर समय** किस भाषा का उपयोग करता है? _____

मातापिता/अभिभावक के हस्ताक्षर	तारीख

यदि ग्रेड 9-12 में हो तो विद्यार्थी के हस्ताक्षर	तारीख

नोट: अगर आपको लगता है कि आपने यह Home Language Survey पूरा करने में गलती की है, तो आप सुधार की माँग तभी कर सकते हैं अगर:
1) आपके बच्चे का अब तक अंग्रेज़ी भाषा कौशल के लिए आकलन न किया गया हो; और 2) सुधार बच्चे के नामांकन की तारीख के दो कैलेन्डर सप्ताह के भीतर किए जा रहे हों।

Revised December 2020-GB · Adapted from the Texas Education Agency

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Waco Independent School District
独立した学区/各種認可学校

家庭言語調査-19 TAC 第89章 BB、§89.1215節

（家庭言語調査はTexas州の公立学校に入学した最初の年だけ実施されます）

未就園児*から8年生までの生徒の親または保護者（または9～12年生の生徒）が記入すること：Texas州では、初めてTexasの公立学校に入学する生徒さんは以下の情報を記入することが必要です。以下の質問で尋ねている言語に関する情報を提供することは、親または保護者の責任であり、学校の責任ではありません。

*未就園児には、3歳児または4歳児の学校プログラムに登録している生徒が含まれます。

ご両親または保護者の方へ

あなたのお子さんが英語学習者として認められる対象者であるかどうか、二か国語教育、または第二言語としての英語教育（ESL）プログラムサービスが有益かどうか判断したいので、以下の2つの質問にご回答ください。

回答のいずれかが、英語以外の言語の通常の使用を示している場合、学区はお子様が、どの程度英語でのコミュニケーションが可能か判断するために評価を行う必要があります。この評価の情報は、二言語教育またはESLプログラムサービスが適切かどうかを判断し、指導に関する提案をお知らせするために使用されます。家庭言語調査の目的や使用についてご質問がある場合やフォームの記入のサポートが必要な場合は、お住まいの学校/学区の職員にお問い合わせください。

従う必要があるプロセスの詳細については、以下の文書にアクセスしてください：
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

この調査は、各生徒の常設記録フォルダに保管されます。

生徒名： _____ 生徒ID番号： _____

住所： _____

電話番号： _____ キャンパス： _____

注意：各質問に対して一つの言語のみお答えください。

1.お子様がご家庭で**使用している時間が最も長い**言語は何ですか？ _____

2.お子様が**最も頻繁に使用している**言語は何ですか？ _____

_____   _____
親/保護者の署名   日付

_____   _____
9～12年生の場合は生徒の署名   日付

注意：この家庭言語調査に誤って回答したと思われる場合、以下の場合に限って、修正を要求することができます：
1) お子様がまだ英語能力について評価を受けておらず、かつ、2) 修正がお子様の入学日から2暦週間以内に行われる場合。

Nepali

Waco Independent School District
व्यक्तिगत विद्यालय जिल्ला/अधिकार विद्यालय

गृह भाषा सर्वेक्षण-19 TAC अध्याय 89, उप-अध्याय BB, §89.1215

(Texas सार्वजनिक विद्यालयहरूमा आरम्भिक नामांकनको अवधिमा मात्र गृह भाषा सर्वेक्षण प्रशासन गरिन्छ)

पूर्व-शिशु विद्यालय*देखि कक्षा 8 मा नामांकन गर्ने विद्यार्थीहरूका लागि बुवा-आमा वा अभिभावकद्वारा (वा कक्षा 9-12 मा विद्यार्थीद्वारा) पूरा गरिनुपर्ने: Texas राज्यलाई पहिलो पटक Texas सार्वजनिक विद्यालयमा नामांकन गर्ने प्रत्येक विद्यार्थीको लागि निम्न जानकारी पूरा गर्न आवश्यक छ। तलका प्रश्नहरूद्वारा अनुरोध गरिएको भाषा जानकारी उपलब्ध गराउन बुवा-आमा वा अभिभावकको जिम्मेवारी हो र विद्यालयको होइन।

*पूर्व-शिशु विद्यालयमा 3- वा 4- वर्षको विद्यालय कार्यक्रममा नामांकन गर्ने विद्यार्थी समावेश हुन्छ।

प्रिय बुवा-आमा वा अभिभावक:

तपाईंको बच्चाले अङ्ग्रेजी शिष्यको रूपमा पहिचान हुनको लागि योग्यता पूरा गर्छ र दोभाषे शिक्षा वा दोस्रो भाषाको रूपमा अङ्ग्रेजी (ESL) कार्यक्रम सेवाहरूबाट फाइदा लिन सक्छ भनी निर्धारण गर्नको लागि, कृपया तलका दुई प्रश्नहरूका जवाफ दिनुहोस्।

तपाईंका कुनै प्रतिक्रियाले अङ्ग्रेजी बाहेक अन्य भाषाको सामान्य प्रयोगलाई संकेत गरेमा, विद्यालय जिल्लाले तपाईंको बच्चा अङ्ग्रेजीमा कति राम्रोसँग सञ्चार गर्छ भनी ठम्याउन एक निर्धारण सञ्चालन गर्न अनिवार्य छ। दोभाषे शिक्षा वा ESL कार्यक्रम सेवाहरू उचित छन् कि छैनन् भनी निर्धारण गर्न र निर्देशात्मक सिफारिसहरू बारे जानकारी दिनको लागि यो निर्धारण जानकारी प्रयोग गरिनेछ। तपाईंसँग गृह भाषा सर्वेक्षणको उद्देश्य र प्रयोग बारे प्रश्नहरू भएमा वा फारम पुरा गर्नमा सहायता चाहिएका कृपया आफ्नो विद्यालय/जिल्ला व्यक्तिलाई सम्पर्क गर्नुहोस्।

पालना गर्नुपर्ने प्रक्रिया बारे थप जानकारीको लागि, कृपया निम्न कागजातमा जानुहोस्:
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

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यो सर्वेक्षण प्रत्येक विद्यार्थीको स्थायी रेकर्ड फोल्डरमा राखिनुपर्छ।

विद्यार्थीको नाम: _____ विद्यार्थी आइडी#:_____

ठेगाना: _____

टेलिफोन #: _____ महा विद्यालय: _____

नोट: कृपया प्रति प्रतिक्रिया एउटा भाषा मात्र तोक्नुहोस्।

1. बच्चाको घरमा **प्राय जसो प्रयोग गरिने** भाषा के हो? _____

2. बच्चाले **प्राय जसो** कुन भाषा प्रयोग गर्छ? _____

_____   _____
बुवा-आमा/अभिभावकको हस्ताक्षर   मिति

_____   _____
कक्षा 9-12 मा भएमा विद्यार्थीको हस्ताक्षर   मिति

नोट: तपाईंले यो गृह भाषा सर्वेक्षण पूरा गर्दा तपाईंलाई त्रुटि भएको छ भनी विश्वास भएमा, तपाईंले संशोधन अनुरोध गर्न सक्नुहुन्छ, यदि:
1) तपाईंको बच्चालाई अङ्ग्रेजी प्रवीणताको लागि अहिलेसम्म निर्धारण गरिएको छैन भने; र 2) तपाईंको बच्चाको नामांकन मितिदेखि पात्रोको दुई हप्ताभित्र संशोधनहरू गरिएका छन् भने।

                                           Adapted from the Texas Education Agency

Waco Independent School District

خپلواک حوزوي ښوونځی/منشور ښوونځی

(د کور د ژبې سروې د ابتدايي داخلې په جريان کې يوازې د Texas په عامه ښوونځي کې تنظيم شوه)

د والدين با ساتونکي له خوا بايد بشپړ شي د هغه زده کونکو لپاره چي مخکي د ورکتون تر 8 ټولګي پوري نوم ليکنه کوي (او با هغه زده کونکي چي د ۱۲-۹ کې زده کړي کوي): د Texas دولت غوښتنه کوي چي لاندي معلومات د هر زده کونکي لپاره بشپړ شي چي څوک د لومړي ځل لپاره د Texas په عامه ښوونځي کې نوم ليکنه کوي. دا د والدينو با سرپرست مسوليت دی، نه د ښوونځي، چې لاندې پوښتنتو ته غوښتل شوي د ژبې معلومات چمتو کړي.

*په پرېکبندرګارټبن کې د 3 کلن يا 4 کلن ښوونخي پروګرام ټول داخله کوونکي زده کوونکي شامل دي.

درنو والدينو او زده کونکو:

د دي لپاره چي معلومه شي چي ستاسي ماشوم به د بلي ژبي او / انګليسي ژبي څخه د دويمي ژبي پروګرام په توګه کټه پورته کړي، لطفاً لاندي دوه پوښتنې ځواب کړئ(ESL).

که ستاسې ځوابونه د انګليسي پرته بلي ژبي ته د اشاري ښودنه وکړي، نو بيا د ښوونځي ولسوالي بايد ارزونه ترسره کړي چي دا معلومه کړي چي ستاسي ماشوم په انګليسي کې څنګه خبرې کولی شي. د ارزوني دا معلومات به دا په ډاګه کړي چي د دوه ژبو کارول او/يا د انګليسي د دوهمي ژبي په توګه د برنامې خدمتونو لپاره کارول مناسب دي که نه او چي د لارښوونې او پروګرام ځای پر ځای کولو سپارښتنتو ته خبر ورکړي(ESL). که تاسي د کور ژبې سروې د هدف او کارولو په اړه پوښتنې لرئ، يا تاسې د فورمې بشپړولو کې مرسته غوارئ، لطفا د خپل ښوونځي / ولسوالي پرسونل سره اړيکه ونيسئ.

د پروسې په اړه چي بايد هغه بابد تعقيب شي د لا زياتو معلوماتو لپاره مهرباني وکړئ لاندي ويب پاڼه وګورئ:
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf.

دا سروې به د هر زده کونکي د دايمي ريکارډ په فولډر کې وساتل شي.

د زده کونکي نوم: _____ د زده کونکي د پيژندې شمبره: _____

ادرس: _____

ټيلي فون #: _____ کمپس: _____

يادښت: مهرباني وکړئ د ځواب په اساس يواځې ټو ژبې په نښه کړئ.

1.کومه ټو ژبه د ماشوم په کور کې وېل کيږي ډيری وخت؟_____

2.کومه ټو ژبه د ماشوم په کور کې وېل کيږي ډيری وخت؟_____

_____   _____
نېټه   د والدينو/مراقبت کوونکي لاسليک

_____   _____
نېټه   د زده کوونکي لاسليک که چېرې د 9-12 ټولګي زده کوونکي وي

يادښت: که تاسي فکر کوئ چي د دي کورنی ژبې سروي په بشپړولو کې مو تيروتنه کړې، تاسې د دي د صحيح کولو لپاره يوازي په هغه صورت کې غوښتنه به لبکلو بنه کولی شئ که چيري بوازي:
1) ستاسې د ماشوم لا تراوسه د انګليسي د مهارت ارزونه نه وي شوي، او 2) ستاسې د صحيح کولو غوښتنه به ليکلي بڼه ستاسې د ماشوم د داخليدو نه وروسته په دوو کليندري اونيو کې شوي وي.

Waco Independent School District

НЕЗАВИСИМЫЙ ШКОЛЬНЫЙ ОКРУГ/НЕЗАВИСИМАЯ ШКОЛА

АНКЕТА ЯЗЫКА ДОМАШНЕГО ОБЩЕНИЯ - в соответствии со сводом норм и правил 19 TAC Chapter 89, Subchapter BB, §89.1215

(Анкета языка домашнего общения заполняется ТОЛЬКО в рамках первоначальной регистрации детей в государственных школах штата Texas)

ЗАПОЛНЯЕТСЯ РОДИТЕЛЕМ ИЛИ ОПЕКУНОМ УЧАЩИХСЯ УРОВНЕЙ ОТ ПОДГОТОВИТЕЛЬНОЙ ДОШКОЛЬНОЙ ГРУППЫ ДО 8 КЛАССА (ИЛИ САМИМ УЧАЩИМСЯ УРОВНЕЙ КЛАССОВ 9-12): в соответствии с требованиями штата Texas для каждого учащегося, впервые записывающегося в государственную школу в штате Texas, необходимо предоставить следующую информацию. Информацию в отношении владения языком в виде ответов на предусмотренные ниже вопросы обязаны предоставить родители/опекун (не школа).

*В подготовительную дошкольную группу входят учащиеся, участвующие в программе обучения для детей в возрасте 3 или 4 лет.

Уважаемый родитель или опекун,

Чтобы определить, является ли ваш ребенок «лицом, изучающим английский язык», и будет ли ему полезным участие в программе двуязычного обучения или участие в программе по изучению английского языка в качестве второго языка общения (ESL), ответьте на два приведенных ниже вопроса.

Если из любого ответа станет очевидным, что в семье обычно используются другие языки, кроме английского, школьный округ должен провести оценочные мероприятия, чтобы определить, насколько хорошо ваш ребенок владеет английским языком. Результаты оценки будут использованы для того, чтобы определить, какая из программ – программа двуязычного обучения или программа по изучению английского языка в качестве второго языка общения (ESL) – будет полезна учащемуся, а также для подготовки образовательных рекомендаций. Если у вас есть вопросы в отношении анкеты языка домашнего общения, или же если вам нужна помощь при ее заполнении, обратитесь к работникам школы/ школьного округа.

Чтобы получить дополнительную информацию в отношении применимых процедур, обратитесь к следующему документу: https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

Результаты проверки подшиваются в досье каждого учащегося.

ИМЯ И ФАМИЛИЯ УЧАЩЕГОСЯ: _____ **НОМЕР УЧАЩЕГОСЯ:** _____

АДРЕС: _____

ТЕЛЕФОН: _____ **ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ:** _____

ПРИМЕЧАНИЕ: УКАЖИТЕ ОДИН ЯЗЫК НА ОТВЕТ.

1. На каком языке **в основном** говорят дома у учащегося? _____

2. На каком языке **в основном** говорит учащийся? _____

_____   _____
Подпись родителя/опекуна   Дата

_____   _____
Подпись учащегося, уровень классов 9-12   Дата

ПРИМЕЧАНИЕ: если вы полагаете, что при заполнении настоящей «Анкеты языка домашнего общения» вами допущена ошибка, обратиться с письменной просьбой о внесении исправлений вы можете только в том случае, если 1) оценка уровня владения английским языком в отношении вашего ребенка еще не проводилась; и 2) письменное заявление о внесении исправлений подано вами в течение двух календарных недель с даты записи вашего ребенка.

Revised December 2020-GB   Adapted from the Texas Education Agency

Waco Independent School District

WILAYA BINAFSI YA SHULE/SHULE BINAFSI YA UMMA

UTAFITI WA LUGHA YA NYUMBANI-19 TAC
Sura ya 89, Sura Ndogo BB, §89.1215

(Utafiti wa Lugha ya Nyumbani unafanywa TU kipindi cha uandikishaji wa awali katika shule za umma za Texas)

INAPASWA KUJAZWA NA MZAZI AU MLEZI KWA WANAFUNZI WANAOANDIKISHWA CHEKECHEA YA AWALI* MPAKA GREDI LA 8 (AU KWA WANAFUNZI WA GREDI LA 9-12): Jimbo la Texas linahitaji kwamba taarifa ifuatayo ijazwe kwa kila mwanafunzi anayeandishwa katika shule ya umma ya Texas kwa mara ya kwanza. Ni wajibu wa mzazi au mlezi, na si wajibu wa shule, kutoa taarifa ya lugha inayotakiwa kwenye maswali hapo chini.

*Prekindergarten inajumuisha mwanafunzi yeyote anayeandikishwa kwenye programu ya shule ya watoto wenye umri wa miaka 3 au 4.

Mpendwa Mzazi au Mlezi:

Ili kubaini iwapo mtoto wako anakidhi sifa za kutambuliwa kama mjifunzaji wa Kiingereza na atanufaika na huduma za programu ya lugha mbili na/au Kiingereza kama Lugha ya Pili (English as a second language (ESL), tafadhali jibu maswali mawili hapo chini.

Kama majibu yako yoyote yanaonesha matumizi ya lugha tofauti na Kiingereza, basi wilaya ya shule inapaswa kufanya tathmini ili kubaini mtoto wako anawasiliana vizuri kiasi gani kwa Kiingereza. Taarifa hii ya tathmini itatumika kubaini kama huduma za programu ya lugha mbili na/au Kiingera kama Lugha ya Pili (ESL) ni sahihi na kutoa mapendekezo ya maelekezo na kuwekwa kwenye programu husika. Kama una maswali kuhusu kusudi na matumizi ya Utafiti wa Lugha ya Nyumbani, au kama ungependa kusaidiwa kujaza fomu, tafadhali wasiliana na mfanyakazi wa shule/wilaya yako.

Kwa taarifa zaidi kuhusu mchakato unaopaswa kufuatwa, tafadhali pitia waraka ufuatao: https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

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Utafiti huu utahifadhiwa kwenye folda la kudumu la rekodi la kila mwanafunzi.

JINA LA MWANAFUNZI: _____ **UTAMBULISHO WA MWANAFUNZI #:** _____

ANWANI: _____

NAMBARI YA SIMU: _____ **KAMPASI:** _____

KUMBUKA: TAFADHALI AINISHA LUGHA MOJA TU KWA KILA JIBU.

1. Katika nyumba anayoishi mtoto lugha gani inatumika **mara nyingi**? _____

2. Lugha gani anaitumia mtoto **mara nyingi**? _____

_____   _____
Saini ya Mzazi/Mlezi   Tarehe

_____   _____
Saini ya Mwanafunzi ikiwa yupo Gredi 9-12   Tarehe

KUMBUKA: Kama unaamini umefanya makosa wakati wa kujaza Utafiti huu wa Lugha ya Nyumbani, unaweza kuomba kufanya masahihisho, kama tu: 1) mtoto wako bado hajafanyiwa tathmini ya umahiri wa Kiingereza; na 2) masahihisho yanafanywa ndani ya wiki mbili za kalenda tangu tarehe ya kuandikishwa kwa mtoto wako.

Waco Independent School District
சார்பிலா பள்ளி மாவட்டம்/பட்டையப் பள்ளி

வீட்டில் பேசப்படும் மொழி தொடர்பான கருத்துக்கணிப்பு-19
TAC அத்தியாயம் 89, துணை அத்தியாயம் BB, §89.1215

(டெக்சாஸ் பொதுப்பள்ளிகளில் வீட்டில் பேசப்படும் மொழி தொடர்பான
கருத்துக்கணிப்பு ஆரம்பநிலைப் பதிவுகளில் மட்டுமே பயன்படுத்தப்படுகிறது)

முன் மழலையர் பள்ளி முதல் கிரேடு 8 வரையிலான பள்ளியில் சேரும் மாணவர்களின் பெற்றோரால் அல்லது பாதுகாவலரால் பூர்த்தி செய்யப்பட வேண்டும் (அல்லது 9-12 கிரேடுகளில் உள்ள மாணவரால் பூர்த்தி செய்யப்பட வேண்டும்) பின்வரும் தகவல்கள் டெக்சாஸ் பொதுப்பள்ளியில் முதன் முதலாகச் சேரும் ஒவ்வொரு மாணவராலும் பூர்த்தி செய்யப்பட வேண்டும் என டெக்சாஸ் மாகாணம் விரும்புகிறது. கீழே உள்ள கேள்விகள் மூலம் கோரப்படும் மொழி தொடர்பான தகவல்களை அளிப்பது பெற்றோரின் அல்லது பாதுகாவலரின் பொறுப்பாகும் மற்றும் இதற்கான பொறுப்பு பள்ளிக்கு இல்லை.

*முன் மழலையர் பள்ளி என்பது ஒரு 3- அல்லது 4- வருட பள்ளித் திட்டத்தில் பதிவுசெய்து கொள்ளும் எந்த ஒரு மாணவரையும் உள்ளடக்குகிறது.

அன்பார்ந்த பெற்றோரே அல்லது பாதுகாவலரே:

ஆங்கிலம் கற்றுக்கொள்பவராக அடையாளம் காண்பதற்கான தகுதியை உங்களுடைய குழந்தை பூர்த்தி செய்கிறதா என்பதைத் தீர்மானிக்கவும், இருமொழிக் கல்வி அல்லது ஆங்கிலத்தை இரண்டாவது மொழியாகக் கொண்ட மொழித் திட்டச் சேவைகள் மூலமாக உங்கள் குழந்தை பயன்பெறுமா என்பதைத் தீர்மானிக்கவும், தயவுசெய்து கீழே உள்ள இரண்டு கேள்விகளுக்குப் பதில் அளிக்கவும்.

உங்களுடைய இரண்டு பதில்களும் ஆங்கிலம் அல்லாத வேறு மொழியின் வழக்கமான பயன்பாட்டைக் குறிப்பிட்டால், உங்களுடைய குழந்தை ஆங்கிலத்தில் எவ்வளவு நன்றாகத் தகவல் தொடர்பு கொள்கிறது என்பதைத் தீர்மானிக்க பள்ளி மாவட்டம் ஒரு மதிப்பீட்டை மேற்கொள்ளும். மதிப்பீட்டின் மூலம் பெறப்படும் இந்தத் தகவல்கள் இருமொழிக் கல்வி அல்லது ஆங்கிலத்தை இரண்டாவது மொழியாகக் கொண்ட மொழித் திட்டச் சேவைகள் பொருத்தமானதாக உள்ளதா என்பதைக் கண்டறியவும், அறிவுரை தொடர்பான பரிந்துரைகளைத் தெரிவிக்கவும் பயன்படுத்தப்படும். வீட்டில் பேசப்படும் மொழி தொடர்பான கருத்துக்கணிப்பின் நோக்கம் மற்றும் பயன்பாடு குறித்து உங்களுக்கு கேள்விகள் இருந்தாலோ அல்லது படிவத்தைப் பூர்த்தி செய்வதில் உங்களுக்கு உதவி தேவைப்பட்டாலோ, தயவுசெய்து உங்களுடைய பள்ளி/மாவட்ட ஊழியர்களைத் தொடர்பு கொள்ளவும்.

பின்பற்ற வேண்டிய செயல்முறை குறித்த மேலும் தகவல்களுக்கு, தயவுசெய்து பின்வரும் ஆவணத்தைப் பார்க்கவும்: https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

இந்தக் கருத்துக்கணிப்பானது ஒவ்வொரு மாணவனின் நிரந்தரப் பதிவேட்டுக் கோப்புறையிலும் வைக்கப்படும்.

மாணவரின் பெயர்: _____ மாணவரின் அடையாளம் #: _____

முகவரி: _____

தொலைபேசி #: _____ பள்ளி வளாகம்: _____

குறிப்பு: தயவுசெய்து ஒரு பதிலுக்கு ஒரு மொழியை மட்டும் குறிப்பிடவும்.

1. குழந்தையின் வீட்டில் **பெரும்பாலான நேரத்தில் என்ன மொழி பயன்படுத்தப்படுகிறது**? _____

2. குழந்தை **பெரும்பாலான நேரத்தில் எந்த மொழியைப் பயன்படுத்துகிறது**? _____

_____   _____
பெற்றோரின்/பாதுகாவலரின் கையொப்பம்   தேதி

_____   _____
கிரேடு 9-12 வரை இருந்தால், மாணவரின் கையொப்பம்   தேதி

குறிப்பு: வீட்டில் பேசப்படும் மொழி தொடர்பான இந்தக் கருத்துக்கணிப்பைப் பூர்த்தி செய்யும் போது ஒரு தவறை நீங்கள் செய்து விட்டதாக எண்ணினால், பின்வரும் சூழ்நிலைகளில் மட்டும் அதை திருத்தம் செய்வதற்கான கோரிக்கையை நீங்கள் அளிக்கலாம்: 1) ஆங்கிலப் புலமைக்காக உங்களுடைய குழந்தை இன்னும் மதிப்பீடு செய்யப்படவில்லை என்றால் மற்றும் 2) உங்களுடைய குழந்தை பள்ளியில் சேர்ந்த தேதியிலிருந்து இரண்டு நாட்காட்டி வாரங்களுக்குள் திருத்தங்கள் மேற்கொள்ளப்பட்டிருந்தால்.

Revised December 2020-GB   Adapted from the Texas Education Agency

Waco Independent School District
ఇండిపెండెంట్ స్కూల్ డిస్ట్రిక్ట్ / చార్టర్ స్కూల్

హోమ్ లాంగ్వేజ్ సర్వే -19 TAC చాప్టర్ 89, సబ్చాప్టర్ బిబి, §89.1215

(హోమ్ లాంగ్వేజ్ సర్వే Texas ప్రభుత్వ పాఠశాలలలో ప్రారంభ నమోదు సమయంలో మాత్రమే నిర్వహించబడుతుంది)

ప్రీ కిండర్గార్టెన్లో నమోదు చేసుకున్న విద్యార్థుల కొరకు పేరెంట్ లేదా గార్డియన్ ద్వారా పూర్తి కావడం * గ్రేడ్ 8 ద్వారా (లేదా 9-12 తరగతుల విద్యార్థి ద్వారా): Texas రాష్ట్రంలో మొదటిసారి Texas ప్రభుత్వ పాఠశాలలో చేరే ప్రతి విద్యార్థికి ఈ క్రింది సమాచారం పూర్తిచేయవలసి వుంటుంది. దిగువ ప్రశ్నల ద్వారా అభ్యర్థించిన భాషా సమాచారాన్ని అందించడం తల్లిదండ్రుల లేదా సంరక్షకుడి బాధ్యత, పాఠశాల బాధ్యత కాదు

ప్రీకిండర్ గార్టెన్లో 3- లేదా 4 సంవత్సరాల పాఠశాల కార్యక్రమంలో చేరే ఏ విద్యార్థి అయినా ఉంటారు.

ప్రియమైన తల్లిదండ్రులు లేక సంరక్షకుల్లారా

మీ పిల్లవాడు ఆంగ్ల అభ్యాసకుడిగా గుర్తించడానికి అర్హతను కలిగి ఉన్నారో లేదో తెలుసుకోవడానికి మరియు ద్విభాషా విద్య లేదా రెండవ భాష (ESL) ప్రోగ్రామ్ సేవలుగా ఇంగ్లీష్ నుండి ప్రయోజనం పొందుతారో లేదో తెలుసుకోవడానికి, దయచేసి ఈ క్రింది రెండు ప్రశ్నలకు సమాధానం ఇవ్వండి.

మీ ప్రతిస్పందనలలో ఏదై ఇంగ్లీష్ కాకుండా ఇతర భాష యొక్క సాధారణ వాడకాన్ని సూచిస్తే, మీ పిల్లవాడు ఆంగ్లంలో ఎంత బాగా కమ్యూనికేట్ చేస్తాడో తెలుసుకోవడానికి పాఠశాల జిల్లా తప్పనిసరిగా ఒక అంచనాను నిర్వహిస్తుంది. ద్విభాషా విద్య లేదా ESL ప్రోగ్రామ్ సేవలు సముచితమైనవి కావని నిర్ణయించడానికి మరియు బోధనా సిఫారసులను తెలియజేయడానికి ఈ అంచనా సమాచారం ఉపయోగించబడుతుంది. హోమ్ లాంగ్వేజ్ సర్వే యొక్క ప్రయోజనం మరియు ఉపయోగానికి సంబంధించి మీకు సందేహాలున్నట్లైతే, లేదా ఫారమ్ను పూర్తి చేయడంలో మీకు సహాయం కావాలనుకుంటే, దయచేసి మీ పాఠశాల / డిస్ట్రిక్ సిబ్బందిని సంప్రదించండి.

తప్పనిసరిగా అనుసరించాల్సిన ప్రక్రియపై మరింత సమాచారం కోసం, దయచేసి క్రింది పత్రాన్ని సందర్శించండి:
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf

ఈ సర్వే ప్రతి విద్యార్థి యొక్క శాశ్వత రికార్డ్ ఫోల్డర్లో ఉంచబడుతుంది.

విద్యార్థి పేరు: _____ విద్యార్థి ఐడి#: _____

చిరునామా: _____

టెలిఫోన్ #: _____ ప్రాంగణం: _____

గమనిక: ప్రతిస్పందన కోసం ఒక భాషను మాత్రమే సూచించండి.

1. పిల్లలు ఇంట్లో ఏ భాషను ఎక్కువగా ఉపయోగిస్తారు **ఎక్కువ సమయం**?_____

2. పిల్లవాడు ఏ భాషను ఉపయోగిస్తాడు **ఎక్కువ సమయం**? _____

_____   _____
తల్లిదండ్రి / సంరక్షకుని సంతకం   తేది

_____   _____
విద్యార్థి 9-12 తరగతులైతే వారి సంతకం   తేది

గమనిక: ఈ హోమ్ లాంగ్వేజ్ సర్వేను పూర్తి చేసేటప్పుడు మీరు తప్పు చేశారని విశ్వసిస్తే, మీరు దిద్దుబాటు కోసం అభ్యర్థించవచ్చు కేవలం అలా చేసినట్టైతే:
1) మీ పిల్లవాని ప్రావీణ్యత ఇంకా అంచనా వేయబడలేదు; మరియు 2) మీ పిల్లల నమోదు తేది నుండి రెండు క్యాలెండర్ వారాల్లో దిద్దుబాట్లు చేయబడతాయి.

Urdu

__Waco Independent School District__

خود مختار اسکول ضلع/چارٹر اسکول

گھریلو زبان کا سروے-TAC 19 باب 89، ذیلی باب BB, §89.1215

(صرف ہوم Texasپبلک اسکولوں میں ابتدائی اندراج کے دوران ہی گھریلو زبان کے سروے کا انتظام کیا جاتا ہے)

پری-کنڈرگارٹن سے درجہ 8 (یا درجہ 9-12 کے طلباء کے ذریعہ) میں داخلہ کروانے والے طلباء کے والدین یا سرپرست کی جانب سے مکمل کئے جانے کے لئے

ریاست Texas کو ہر اس طالب علم کے لئے درج ذیل معلومات مکمل چاہئے جو Texas پبلک اسکول میں پہلی مرتبہ داخل ہوں گے۔ مندرجہ ذیل سوالات کے ذریعہ درخواست کردہ زبان کی معلومات فراہم کرنے کی ذمہ داری والدین یا سرپرست کی ہے، اسکول کی نہیں۔

*پری کنڈرگارٹن میں 3 یا 4 سالہ اسکول پروگرام میں داخلہ لینے والا ہر طالب علم شامل ہے۔

محترم والدین یا سرپرست:

اس بات کا تعین کرنے کے لئے کہ آپ کا بچہ انگریزی متعلمین کی حیثیت سے شناخت کی اہلیت کو پورا کرتا ہے اور دو زبانی انگریزی بطور ثانوی زبان (ESL) کے پروگرام کی خدمات سے فائدہ اٹھائے گا یا نہیں، براہ کرم ذیل کے دو سوالات کا جواب دیں۔

اگر آپ کے جوابات میں سے کوئی بھی انگریزی کے علاوہ کسی دوسری زبان کے عام استعمال کی نشاندہی کرتا ہے تو، پھر اسکول ڈسٹرکٹ کو اس بات کا تعین کرنے کے لئے ایک سروے منعقد کرنا لازمی ہے کہ آپ کا بچہ انگریزی میں کتنی اچھی طرح سے بات چیت کرتا ہے۔ اس تشخیص کی معلومات کا استعمال یہ تعین کرنے کے لئے کہ دو زبانی تعلیم یا ESL انگریزی بطور ثانوی زبان پروگرام کی خدمات مناسب ہیں یا نہیں کیا جائے گا ساتھ ہی تدریسی اور پروگرام تقرری کی سفارشات کے بارے میں خبر کرنے کے لئے کیا جائے گا۔ اگر گھریلو زبان کے سروے کے مقصد اور استعمال کے بارے میں آپ کے کوئی سوالات ہیں، یا اگر آپ کو فارم کو مکمل کرنے میں مدد چاہئے، تو براہ کرم اپنے اسکول/ڈسٹرکٹ کے عملہ سے رابطہ کریں۔

جس عمل کی پیروی کرنا لازمی ہے اس کے بارے میں مزید معلومات کے لئے، براہ کرم مندرجہ ذیل دستاویز دیکھیں:
https://www.txel.org/media/p22bsjuc/english-learner-identification-reclassification-flowchart.pdf.

اس سروے کو ہر طالب علم کے مستقل ریکارڈ فولڈر میں رکھا جائے گا۔

طالب علم کا نام : _____ **طالب علم کا ID#:** _____

پتہ: _____

ٹیلیفون #: _____ **کیمپس:** _____

نوٹ: براہ کرم فی جواب صرف ایک زبان کا اشارہ کریں۔

1. زیادہ تر وقت بچہ کے گھر میں کون سی زبان استعمال کی جاتی ہے؟ _____

2. زیادہ تر وقتبچہ کون سی زبان استعمال کرتا ہے؟ _____

_____   _____
تاریخ   والدین/سرپرست کا دستخط

_____   _____
تاریخ   درجہ 9-12 کی صورت میں طالب علم کا دستخط

نوٹ: اگر آپ کو لگتا کہ آپ نے اس گھریلو زبان کا سروے پر کرنے میں غلطی کی ہے، تو آپ اصلاح کی درخواست کر سکتے ہیں، بشرطیکہ: 1) آپ کے بچے کی انگریزی کی مہارت کا اب تک تخمینہ نہیں لگایا گیا ہے؛ اور 2) آپ کے بچے کے داخلے کی تاریخ کے دو ہفتوں کے اندر اصلاح کی گئی ہے۔

Survival English Phrases for Newcomers/Immigrant Students

English Survival Phrases

Greetings:

Hello.   Hi.
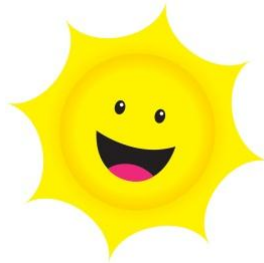
Good morning.   Good afternoon.

Goodbye.

May I …? :

May I go my locker?

May I get a drink?

May I go to the nurse? I am sick.

May I use the phone? I need to call my mom.

My head hurts.

My stomach hurts.

May I go to the restroom?

May I go to the bathroom?

I need…:

I need a pencil.

I need a book.

I need a piece of paper.

I need an eraser.

I need a pen.

I need markers.

I need a calcualator.

I need the pencil sharpener.
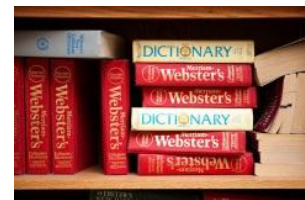
I need a dictionary.

I need scissors.

I need crayons.

I need glue.

I need a glue stick.

Other useful phrases:

My name is_____.

My teacher is_____.

What is your name?

Please.   Thank you.

Excuse me.

I'm sorry.

I need help.

I don't know.

I don't understand.

I am finished. What should I do

now? I have a question.

What does this mean?

How do I say_____?

Please repeat slowly.

I am lost. Can you help me?

Where is the bathroom?

I need the bathroom.

I need the restroom.

Other School Vocabulary:

Students

Library / Media center

Music class

Band

Computer Class / Technology

Classroom

Art Class

Gym / Physical Education

Science

Cafeteria

Hallway

Whiteboard

Map

School Vocabulary Continued:

Bus

Keyboard

Recycle Bin

Fire Alarm

Desk and Chair

Computer

Globe

Covid-19 Symptoms in Spanish for English Learners

Síntomas de Coronavirus (COVID-19)
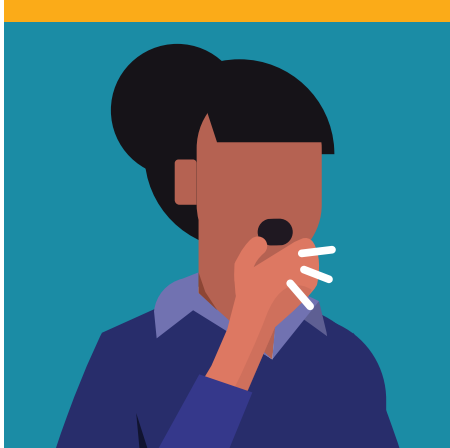
tos

fiebre
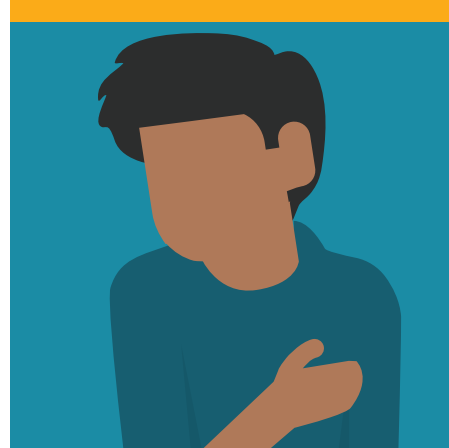
resfrío
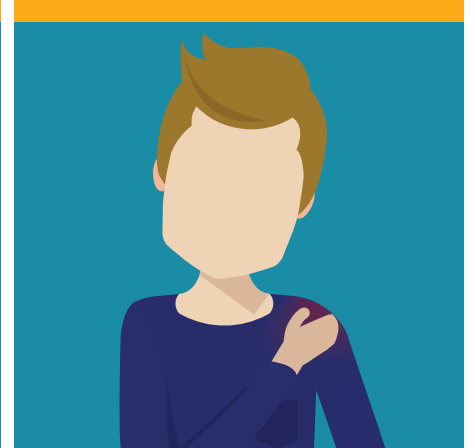
dolor muscular
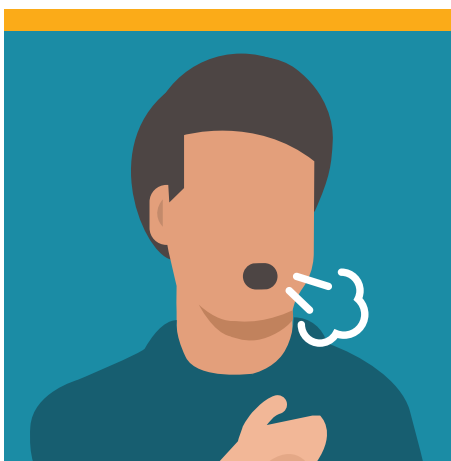
dificultad para respirar
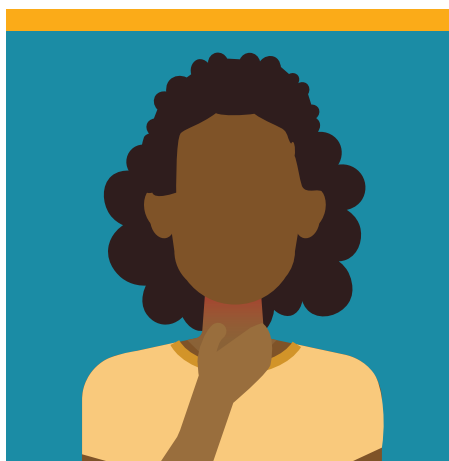
dolor de garganta

nueva pérdida de olor o sabor

Otros síntomas de COVID-19

dolor de cabeza

náusea/vomito

diarrea

congestión o secreción nasal

Informa a tu maestro(a) si sientes alguno de estos síntomas.

No me siento bien.

¿Alguien en tu familia ha estado enfermo?

¿Alguien en tu familia ha estado enfermo?

Parent Letters

January 4, 2021

Dear Parents/Guardians,

As per §89.1225, *Testing and Classification of Students*, section (b), students who have a language other than English listed on their Home Language Survey will be "administered the required oral language proficiency test in prekindergarten through Grade 12 and norm-referenced standardized achievement instrument in Grades 2-12" to determine if they meet the criteria to qualify as an English Learner.

Please note that having a language other than English listed on the Home Language Survey does not guarantee that your child will be placed in a Bilingual or ESL program. However, upon enrollment, based on the Home Language Survey and other relevant data, your child may be placed in a Bilingual or ESL classroom prior to language proficiency testing. Please note that this placement may be temporary or permanent pending testing results and the recommendation of the LPAC Committee (please see below).

After testing is complete, the Language Proficiency Assessment Committee (LPAC) will:

- determine if the child meets the criteria to be identified as an English Learner
- provide written notice to the student's parent/guardian, advising that the student has been classified as an English learner
- recommend placement in an ESL or Bilingual program
- Request approval from the parent/guardian to place the student in a Bilingual or ESL program

Parents can accept or deny the offer of language services.

We look forward to the opportunity to serve you and your child. If you have any questions please do not hesitate to contact the English Learners Department at: Grace.benson@wacoisd.org or (254) 755-9525.

With our warmest regards,
Grace Benson, Ed.S.
Director of Bilingual and ESL Education, Waco ISD

4 de enero de 2021

Estimados padres / tutores,

Según §89.1225, *Pruebas y clasificación de estudiantes*, sección (b), a los estudiantes que tengan un idioma que no sea el inglés en su Encuesta del idioma del hogar se les "administrará la prueba de dominio del lenguaje oral requerido en pre-kindergarten hasta el grado 12 y un instrumento de rendimiento estandarizado con referencia a normas en los grados 2-12," para determinar si cumplen con los criterios para calificar como aprendiz de inglés.

Tenga en cuenta que tener un idioma que no sea el inglés en la Encuesta del idioma del hogar no garantiza que su hijo sea ubicado en un programa bilingüe o de Inglés como segundo lenguaje (ESL). Sin embargo, al inscribirse, basadas en la Encuesta del idioma del hogar y otros datos pertinentes, su hijo puede ser ubicado en un aula bilingüe o de ESL antes de la prueba de dominio del idioma. Tenga en cuenta que esta ubicación puede ser temporal o permanente, con los resultados de las pruebas pendientes y la recomendación del Comité LPAC (consulte a continuación).

El Comité de Evaluación de la Competencia Lingüística (LPAC) hará lo siguiente una vez que se completen las pruebas:

- determinará si su hijo(a) cumple con los criterios para ser identificado(a) como un aprendiz de inglés
- notificara por escrito a los padres / tutores del estudiante, informando que el(la) estudiante ha sido clasificado(a) como aprendiz de inglés
- recomendara la colocación en un programa bilingüe o de inglés como segundo idioma
- solicitará aprobación del padre / tutor para colocar al estudiante en un programa bilingüe o inglés como segundo idioma

Los padres / tutores pueden aceptar o negar la oferta de servicios de idiomas.

Esperamos tener la oportunidad de servirle a usted y a su hijo(a). Si tiene alguna pregunta, no dude en ponerse en contacto con el Departamento de Aprendices de inglés en: grace.benson@wacoisd.org o (254) 755-9525.

Con nuestros más cordiales saludos,
Grace Benson, Ed.S.
Directora de Educación Bilingüe e inglés como Segundo idioma de Waco ISD

LPAC Documentation of Legal Requirements in Student Record Folder 19 Texas Administration Code (TAC) Chapter 89

Adaptations for Special Populations, Subchapter BB 2021-2022

LPAC Documentation of Legal Requirements in Student Record Folder
19 Texas Administration Code (TAC) Chapter 89
Adaptations for Special Populations, Subchapter BB
2021-2022

✔	LPAC Initial Review		
☐	• **Home Language Survey (HLS)** 19 TAC §89.1215 "Students in grades 9-12 may complete the home language survey themselves." Student Attendance Accounting Handbook (SAAH) p. 172 *"If a language other than English is indicated on any portion of the survey, the district must assess the student for English language proficiency."* SAAH p. 172 Note: ***ASL and other sign languages*** are also considered languages other than English.	Identification Process	**Original only**-There should never be more than one HLS in the student's folder (only the very first HLS completed in Texas schools should be present). §89.1215(a) "School districts shall administer ***only one home language survey*** to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through Grade 12…The original copy of the survey shall be kept in the student's permanent record." §89.1215(a)
☐	• **Assessment(s)** 19 TAC §89.1226 • **Listening and Speaking components of the state-approved English language proficiency test for identification (PreK-1st)** • **Listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification (2nd-12th)**	Entry Assessments	• Test form (s) & results report • Transfer Transcripts and documents (if applicable)

☐	• **Initial LPAC Meeting Form** 19 TAC §89.1220 • **Assessment Information** (Chapter 101, Subchapter AA) • **Annual Review** §89.1220(g) • **Special Exit Criteria** for students that qualify (if applicable) §89.1226(l)(m)	LPAC Members Classification of LEP/Non-LEP Note: "A district **must** place a student in a bilingual or ESL education program as soon as the district identifies the student as an EL and the LPAC recommends program placement based on the identification and placement process outlined in *6.3 Program Placement/Eligibility."* SAAH p. 174 "Recommended program placement still occurs if parental approval is pending; however, the district **may only count the student for bilingual education funding after parental approval has been obtained and all necessary documentation has been received**." SAAH p. 174	All LPAC members must be trained (including LPAC Parent Representative). Documents on file (oath form, roster, certificate). §89.1220(f)
☐	• **Parent Notification** 19 TAC §89.1240	Permission Letter Parent Denial Letter/Conference (if applicable) "Once documented parental approval has been received, district personnel assign the student the appropriate bilingual or ESL **program type code and parental permission code** in the student attendance accounting system." SAAH p. 172	"The parental approval form must contain a space for the **parent's or legal guardian's signature** and **a space for the date** the form was signed or documented approval must be obtained in accordance with 19 TAC §89.1220 (m)." SAAH p. 172 "To be eligible for state bilingual/ESL funding, the district **must have all required documentation** for each eligible student on file." SAAH p. 173
☐	• **Program Placement** 19 TAC §89.1220 (g),(h), and (j)	"Once documented parental approval has been received, district personnel assign the student the appropriate bilingual or ESL **program type code and parental permission code** in the student attendance accounting system." SAAH p. 172	"To be eligible for state bilingual/ESL funding, the district **must have all required documentation** for each eligible student on file." SAAH p. 173
☐	• **Graduation Plan (HS)** §74.12. Foundation High School Program	Documented in minutes	Collaboration between counselors/LPAC "Students with limited English proficiency who are at the

			beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages." §74.12(1) "A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Two-Way Dual Language Immersion Program Model Implementation) **at an elementary school** may satisfy one credit of the two credits required in a language other than English." §74.12(5)(f)
	Four week deadline from enrollment date to complete identification, assessment, notification, and placement. 19 TAC §89.1226(b)		
☐	• **Instructional Intervention Plan*** 19 TAC §89.1220 (l)(1)(G) • **Instructional Accommodations** (Completed three times per year for LPACs and filed in folder or print out from ELLevation)	*Per TEA Audit (2017-2018): *Must include Documentation of Branching Minds Accelerated Instruction Plan/Intensive Plan of Instruction Must Address the Child's Specific Linguistic and Academic Needs* "(1) Documentation shall include… *(G) additional instructional interventions provided to address the specific language needs of the student;"*(§89.1220(l)(1)(G)) Implementation of ELPS (Lesson Plans)	ELs in Sp. Ed must also be monitored. ARD member attends LPAC.

3

		Mid-Year LPAC Meeting		
☐	• **State Assessments Decision- Making LPAC** 19 TAC §89.1220 (i) Linguistic Accommodations: • **Linguistic Accommodations** (documented on LPAC and in ELLevation) • **Special Provision EOC English I/II Form (If Applicable)** §101.1007	Tests (STAAR/STAAR Alt. 2, TELPAS/ TELPAS Alt., etc.) Eligibility for the special provision under *19 TAC §101.1007. Assessment Provisions for Graduation,* is to be determined by the LPAC and documented in the student's permanent record file. Note: The **student** is the one that opts whether or not to take part in the special provisions; thus, it is important that a member of the LPAC explains the provisions to the student so that he/she is informed when making decisions. "(a) Although an English language learner (ELL) shall not be exempt from taking an end-of-course assessment for reasons associated with limited English proficiency or inadequate schooling outside the United States, special provisions under subsection (b) of this section shall apply to an ELL enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the ELL: (1) has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less; and (2) the student has not yet demonstrated English language proficiency in reading as determined by the assessment under §101.1003 of this title (relating to English	Inform district testing coordinators **TELPAS and Students Who are Deaf or Hard of Hearing (DHH):** *"If ELs who are DHH do not qualify for participation in TELPAS Alternate, **they will take the general TELPAS** and will need to meet the state's criteria for reclassification as English proficient."* *"If an EL who is DHH meets all state criteria for reclassification but is exempt from listening and/ or speaking domains of TELPAS due to the inability to perform these components, **the DHH English learner may be reclassified as English proficient.**"*

		Language Proficiency Assessments). (b) Concerning the applicable English I assessment in which the student is enrolled, an ELL who meets the eligibility criteria in subsection (a) of this section **shall not be required to retake the assessment each time it is administered if the student passes the course but fails to achieve the passing standard on the assessment."**	
	Annual Review		
☐	• **Student Data Review LPAC** 19 TAC §89.1226 • **CSR (Confidential Student Report)** • **TELPAS Student Profile**	Review of data: TELPAS, grades, RTI plan, STAAR, LAS data, etc. Promotion/Retention/TELPAS Writing samples (2 current years)	All members of the LPAC must be present
☐	• **Progress Report** §89.1265 (d)	Report to parents of progress "(d) School districts shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners."	Copy of report on file.
☐	• **Exit Assessment (if applicable)** 19 TAC §89.1226 (i) • **Special Exit Criteria** for students that qualify (if applicable) §89.1226(l)(m)	19 TAC §89.1226: (1) a proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing); (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed	Exit should occur at the end of the school year. If waiting on STAAR results, write *"pending"* on minutes. Exit in Fall. **ALL LPACs** must be completed prior to end of the school year. Note: ELs may be exited only after the end of first grade. 19 TAC 89.1226 (j) "For exit from a bilingual education or ESL program, a student may be classified as English proficient **only at the end of the school year** in which a student would be able to

		by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; **and** (3) the results of a subjective teacher evaluation using the state's standardized rubric. **Note:** Use current year's English Proficiency Exit Criteria Chart	participate equally in a general education, all-English instructional program." §89.1226(i)
☐	• **Reclassification** 19 TAC §89.1226	Reclassification date and signed and dated Exit Parent Letter (**if applicable.**) *New PEIMS Codes	*PEIMS codes changed in the fall. Please ensure that you are using the updated codes provided to you by the English Learners Department when completing data integrity.
☐	• ***Monitoring of Year 1 Exit*** students (on Monitoring Form) 19 TAC §89.1220 (K) TEC §29.0561	Grades, discipline, years in program, etc. Note: Monitoring is also done each 6 weeks exited students.	May still need interventions
☐	• ***Monitoring of Year Two Exit students*** (on Monitoring Form) 19 TAC §89.1220 (K) TEC §29.0561	Grades, discipline, years in program, etc. Note: Monitoring is also done each 6 weeks for exited students	May still need interventions
☐	• ***Monitoring of Year Three Exit*** students (on Monitoring Form) 19 TAC §89.1220 (K) • TEC §29.0561	Grades, discipline, years in program, etc. Note: Monitoring is also done each 6 weeks for exited students "Note: After the first two years of monitoring of reclassified students, the LPAC will continue to coordinate with PEIMS for an additional two years of monitoring, as required by federal statute. During this time, the LEP/EL indicator codes of 3 and 4 are used to reflect the third and fourth years of monitoring." SAAH p. 178	May still need interventions

☐	• ***Monitoring of Year Four Exit students*** (on Monitoring Form) 19 TAC §89.1220 (K) • TEC §29.0561	Grades, discipline, years in program, etc. Note: Monitoring is also done each 6 weeks for exited students	May still need interventions "Note: After the first two years of monitoring of reclassified students, the LPAC will continue to coordinate with PEIMS for an additional two years of monitoring, as required by federal statute. During this time, the LEP/EL indicator codes of 3 and 4 are used to reflect the third and fourth years of monitoring." SAAH p. 178