



Brownsville Independent School District

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Dr. Carl A. Montoya
Superintendent of Schools

NOTIFICATION OF ENROLLMENT IN THE ESL EDUCATION PROGRAM (Secondary Grades)

Student ID#:	_____
Teacher:	_____
Grade:	_____
School:	_____

Dear Parent or Guardian,

The Brownsville Independent School District is committed to providing instructional and enrichment programs that will meet the needs of students in our schools. In accordance with the educational goals of this district, we have developed a total program of academic instruction that addresses the special language needs of our students. Based on the Home Language Survey response, the English proficiency test scores and/or initial academic test results, we are pleased to inform you that _____ will be placed in the English as a Second Language (ESL) Program upon your approval. The school district requires that you sign this letter and return it within ten (10) school days to indicate that you have been informed of the participation in an ESL Program.

Limited English Proficiency Identification Academic Achievement

The Language Assessment Scales Test (LAS) was used to test the student's oral language and/or written proficiency in English and Spanish. A norm-referenced test was used to test the student's academic level for grades 2-12 (when applicable).

Social SELP English Raw Score/ Proficiency Level: ____ / ____ Social SELP Spanish Raw Score/ Proficiency Level: ____ / ____
(norm-referenced test) Reading/Language Scores: ____ / ____

Description of the English as a Second Language Education Program

Unlike traditional educational programs, the English as a Second Language Program enables limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The program emphasizes 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 limited English proficient students to participate equitably in school.

- *Benefits: provide the students with appropriate age and grade level curriculum instruction using second language methods in English to introduce basic concepts of the school environment that instill confidence, self-esteem, and a positive identity with their cultural heritage; meet grade appropriate academic achievement standards for grade promotion and graduation; and academic preparation for high school and college requirements.*
- *Exit requirements: scoring at or above the English TAKS standard on both the reading and writing/language arts sections (when applicable); or scoring at or above the 40th percentile on both the English reading and language arts sections of a norm-referenced test; and demonstrate both oral and written English proficiency on a state approved test.*
- *Eligible students with disabilities will receive assessment procedures, which differentiate between language proficiency and handicapping conditions to ensure that placement is not refused solely because the student has a disability.*

If you would like more information about the program, please call _____ or visit our school.
(School Phone No.)

Sincerely,

(Principal's Signature)

(Date Sent)

Parent or Guardian Agreement Section

CHECK [✓] ONE:

- I approve the placement in the ESL Program.
- I do not approve the placement in the ESL Program and prefer the regular school program.
- After our conference, I approve the placement in the ESL Program. _____ / _____
(Initials) (Conference Date)

(Parent or Guardian's Signature)

(Date Signed)

(in accordance with Title III & Chapter 89)

Form 8 3 E
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