

Student Name: \_\_\_\_\_ District/Charter Name: \_\_\_\_\_  
Student ID#: \_\_\_\_\_ Grade: \_\_\_\_\_ Campus Name: \_\_\_\_\_

## BILINGUAL EDUCATION PROGRAM PARENTAL DENIAL of PROGRAM SERVICES

19 TAC Chapter 89, Subchapter BB, §89.1240(a)

Date Sent: \_\_\_\_\_

Dear Parent/Guardian,

The Language Proficiency Assessment Committee (LPAC) has identified your student as Emergent Bilingual and has recommended that your child be placed in a bilingual education program required by state law.

Participating in the bilingual education program will benefit your child’s academic and language development.

- Instruction in literacy and the content areas in your child’s home language to continue developing and strengthening their listening, speaking, reading, and writing skills.
  - Summer school opportunities for kinder and 1st-grade students
- Instruction in English for second language development and acquisition of listening, speaking, reading, and writing skills.
- Targeted opportunities to build and make connections from one language to another to use all linguistic resources.
- Build and strengthen bicultural identity and understanding by fostering respect and confidence for self and others.
- Access to a homeroom teacher who can communicate in English and the home language.

If you have indicated that after conferring with your school you do not want your child to participate in the bilingual education program. Please initial each of the following statements, mark your decision, and sign below.

\_\_\_\_\_ The benefits of participation in the bilingual education program have been explained to me in further detail and beyond what is listed in this document.

\_\_\_\_\_ It has been explained to me that my child will be identified as an emergent bilingual (EB) student even if he/she does not participate in the bilingual education program.

\_\_\_\_\_ It has been explained to me that my child will be assessed annually with the Texas English Language Proficiency Assessment System (TELPAS) which includes four domains; reading, writing, speaking and listening, until he/she meets reclassification criteria to be classified as English proficient.

\_\_\_\_\_ As an EB student, my child’s teacher will incorporate the English Language Proficiency Standards (ELPS) in instruction to prepare my child for the TELPAS, even though he/she does not participate in the bilingual education program.

\_\_\_\_\_ It has been explained to me that the LPAC will not be able to recommend linguistic accommodations (designated supports) for my child on state assessments, such as the State of Texas Assessments of Academic Readiness (STAAR), if he/she has a parental denial of all program services.

\_\_\_\_\_ The differences in bilingual education and ESL services have been explained to me.

**Bilingual Staff Member Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**District/Charter Position:** \_\_\_\_\_

---

- I **do** want my child to participate in the bilingual education program now that the benefits have been explained to me.
  
- I **do not** want my child to participate in the bilingual education program that the LPAC has recommended; however, I **do** want my child to participate in an English as a Second Language (ESL) program.
  
- I **do not** want my child to participate in any language programs (bilingual education or ESL). I have initialed each statement above to indicate my understanding of the parental denial of services.

**Signature of Parent/Guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_