

SPECIAL
POINTS OF
INTEREST:

- LEP Exemptions and LAT
- New Exit Criteria
- SIOP training for Teachers
- Reading to Learn

INSIDE
THIS ISSUE:

- Homework Success 2
- Strategy at Home 2
- Getting Involved in Your Child's Education 3
- Immigrant Student Rights 4

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LEP Exemptions and LAT

Limited English Proficient students (LEP) in grades 3 to 10 must meet five general criteria for LEP exemption from TAKS. These are the following: the student is identified as LEP, the student is in a bilingual or ESL program, the student has resided outside the 50 states for two consecutive years at some point of his or her history, the student is in his or her first three school years of enrollment, and if the student in his or her second school year of enrollment has not received an Advanced High rating on the Reading Proficiency Test in English (RPTE) or if the student is in his or

her third school year of enrollment has not yet re-



ceived a rating of Advanced or Advanced high on RPTE. Academic English proficiency and progress in academic skills of the student in his or her first school year of enrollment are also considered in the exemption decision. For the student in his or her second third school year in the U.S., the exemption decision is based

on whether he or she has the academic English language proficiency to demonstrate his or her academic skills.

All LEP-exempt students in grades 3-8 and 10 participate in LAT Math. All LEP-exempt students in grades 5,8 and 10 will participate in the new LAT Science.

All LEP-exempt students in their second or third school year in grades 3-8 and 10 participate in LAT Reading. Those in their first school year are assessed through the Texas English Language Proficiency Assessment System, (TELPAS).

Exit Criteria

It is now more important than ever to encourage your children to use English at home. All LEP (Limited English Proficient) students need three things in order to be reclassified as non-LEP: they

must score an "F" on the oral proficiency test (IPT), pass TAKS, and score Advanced High on the TELPAS writing (grades 6,8,9). Achieving non-LEP status means that your child is acquiring English,

is becoming bilingual and is doing well in his/her classes.

Watch a favorite English language program for practice at home.

Getting Organized for Homework



Don't worry that children never listen to you; worry that they are always watching you.

Tips to help students do better with homework:

- **Write down assignments.** Get an assignment notebook and calendar to mark deadlines.
- **Use sticky-notes.** Attach them to books you need for homework.
- **Ask how things went at school.** Check those report cards, progress reports, and homework.
- **Set up a study area.** A small desk or the corner of a table means no interruptions.
- **Keep it well lit.** Under natural light or a bright light
- **Keep it quiet.** This means no interruptions.
- **Make it comfortable.** Some like the table, still others like the floor.
- **Keep it stocked.** Make sure your child has all the supplies he needs.
- **Keep it neat.** Can't study in a mess.

The only reason for time is so that everything doesn't happen at once.
Albert Einstein

Homework Strategy

Read the "SQ3R" Survey, Question, Read, Recite and Review

Purpose:

SQ3R is designed to help students approach text study without assistance.

Procedure:

- **Survey:** Have your child quickly look over a reading assignment and notice what it is about. Some clues are headings, pictures and bold type.
- **Question:** Think of questions about the material. Ex. Who is the main character?
- **Read:** See if your child can find answers to his questions by reading the assignment. He can take notes as he goes.

Sheltered Instruction Observation Model (SIOP) Implementation in EPISD

The El Paso ISD is implementing the SIOP Model district-wide. The SIOP Model is a research-based collection of best instructional practices

that teachers can use in their classroom to address the needs of Limited English Proficient (LEP) students. SIOP training in EPISD began during the 2001-2002

over 1,500 EPISD personnel have been trained in the SIOP Model. The SIOP Model is a part of the district's improvement plan to address LEP student academic achievement.

EPISD teachers participated in ESL/SIOP trainings throughout November, 2007.



Reading to Learn *“Without reading comprehension, students cannot learn math, science, social studies and literature.” (NCR Commission on Teacher Preparation)*

ESL students are learning English at the same time they are learning math, science social studies, and literature. They must perform double the work of native speakers to keep up.

Parents You Can Help !

Plan family time for reading.

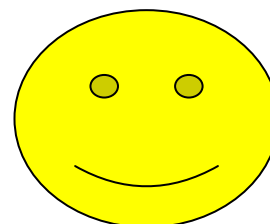
Visit the El Paso Public Library

At one of the following locations:

- | | |
|------------------|-------------------|
| Main Library | 501 N. Oregon St. |
| Armijo | 620 E. 7th Ave |
| Dorris Van Doren | 551 Redd Rd |
| Ysleta | 9321 Alameda |
| Westside | 125 Belvidere |
| Richard Burges | 9600 Dyer |
| Memorial Park | 320 Copper Ave |

Visit on line at:

www.elpasolibrary.org



Happy Reading

Talking to Your Children with Love and Logic

In their book Parenting Teens with Love and Logic: 2nd Edition, Dr. Foster Cline and Jim Fay provide a set of principles to guide parent-child conversations. They also provide specific advice for dealing with issues parents face with their teenagers today. As you approach your

children with concerns over video games, cell phone usage, back talk, or other issues you may face, Cline and Fay suggest the following:

1. Confirm it is a good time to talk with your child.
2. Use thoughtful questions to gain an understanding of your child’s feelings.
3. Ask if you can share your thought and observations.
4. Give your ideas without lecturing.
5. Thank them for listening and close with hope that your child considers your thoughts and opinions.

Education is simply the soul of a society as it passes from one generation to another.
G.K. Chesterton

Getting Involved in Your Child's Education

When parents are involved in their children's education, kids do better in school. Want to learn how to help your child achieve and succeed? Read on! You'll learn why involvement is so important and suggestions for how to get involved.

In study after study, researchers discover how important it is for parents to be actively involved in their child's education. Here are some of the findings of major research into parental

involvement:

- When parents are involved in their children's education at home, they do better in school.
- The family makes critical contributions to student achievement from preschool through high school.
- Reading achievement is more dependent on learning activities in the home than is math or science.
- When children and parents talk

regularly about school, children perform better academically.

- Three kinds of parental involvement at home are consistently associated with higher student achievement: actively organizing and monitoring a child's time, helping with homework and discussing school matters.

<http://www.nea.org/parents>

Immigrant Students' Rights

to Attend Public Schools

The National Coalition of Advocates for Students (NCAS) launched its annual School Opening campaign to reaffirm the legal rights of all children who reside in the United States to attend public schools, regardless of immigration status. These fliers provide information for immigrant parents about the rights of their children to attend local public schools this fall. Though NCAS has closed, IDRA continues to make this alert available. The copy of the alert below and on the following page may be reproduced and distributed as well.

School Opening Alert

In 1982, the U.S. Supreme Court ruled in *Plyler vs. Doe* [457 U.S. 202 (1982)] that children of undocumented workers have the same right to attend public primary and secondary schools as do U.S. Citizens and permanent residents. Like other students, children of undocumented workers are required under state laws to attend school until they reach a legally mandated ages.

As a result of the *Plyler* ruling, public schools may not:

- deny admission to a student during initial enrollment or at any other time on the basis of undocumented;
- treat a student differently to determine residency;
- engage in any practices to “chill” the right of access to school;
- require students or parents to disclose or document their immigrant status;
- make inquiries of students or parents that may expose their undocumented status; or
- require social security numbers from all students, as this may expose undocumented status.

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program for a student need only state on the application that they do not have a social security number.

Recent changes in the F-1 (student) Visa Program do not change the *Plyler* rights of undocumented children. These changes apply only to students who apply for a student visa from outside the United States and are currently in the United States on an F-1 visa.

Also, the *Family Education Rights and Privacy Act* prohibits schools from providing any outside agency—including the Immigration and Naturalization Service—with any information from a child’s school file that would expose the student’s undocumented status without first getting permission from the student’s parents. The only exception is if an agency gets a court order (subpoena) that parents can then challenge. Schools should note that even requesting such permission from parents might act to “chill” a student’s *Plyer* rights.

Finally, school personnel—especially building principals and those involved with student intake activities—should be aware that they have no legal obligation to enforce U.S. immigration laws.

For more information or to report incidents of school exclusion or delay, call:

META nationwide
(617) 628-2226 (English/Spanish)
MALDEF—San Antonio
(210) 224-5476 (English/Spanish)

Intercultural Development Research Association.
(2001).

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