2019-2020 BEGINNING OF YEAR LPAC GUIDANCE

TEA
Texas Education Agency

Reminder of 2018-2019 End of Year (EOY) Guidance: Parental Notification

☐ **Ensure** that parental approval of exit from the 2018-2019 school year, based on the Language Proficiency Assessment Committee (LPAC) EOY decision, is obtained promptly, if not yet received. Reclassified English learners (ELs) must remain in their bilingual or English as a second language (ESL) program until parental approval of exit has been obtained. Parental approval of program exit (as well as program placement) can be obtained in writing, through a documented phone conversation, or by e-mail that is documented in writing and retained.

☐ **Within the first 30 calendar days of the 2019-2020 school year**, send *Parent Notification on Student Progress* form to parents of:
  • English learners continuing bilingual or ESL program services and
  • English learners with a parental denial.

Identification and Program Placement

School districts (including charter schools) are required to complete necessary English learner identification assessment and convene the LPAC to determine English learner status and to recommend program placement for identified English learners within **four calendar weeks** of a student's initial enrollment in a Texas public school.

UPON INITIAL ENROLLMENT IN A TEXAS PUBLIC SCHOOL

☐ **Administer** a Home Language Survey (HLS) to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through grade 12. It is the responsibility of the district to ensure parents understand the purpose and impact of the HLS form.

☐ **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.

☐ **Assess** the student if a response on the HLS indicates a language other than English. School districts must use the standardized state-approved English language proficiency test for identification:
  Pre-LAS for Pre-K and Kindergarten
  LAS Links for grade 1 (listening and speaking components)
  LAS Links for grades 2-12 (listening, speaking, reading, and writing components)
  For more information on the LAS Battery of Assessments please visit: https://laslinks.com/Texas/.

☐ **Convene** an LPAC meeting to determine English learner identification based on the above assessments and recommend bilingual education or ESL program placement for each identified English learner. The student is considered an English leaner if the assessment score is below the level indicated for English proficiency. All required members of the LPAC must be present.

☐ **Notify** the parent or legal guardian in the parent's primary language if the child has been identified as an English learner. The Parent Approval for Initial Identification and Placement notification shall include:
  • The child's classification as an English learner;
  • level of English proficiency;
  • recommendation for placement of the child in the required bilingual education or ESL program; and
  • purpose, content, and benefits to the student of the recommended bilingual/ESL program.
  Parent bilingual and ESL program brochures are available in English, Spanish, and Vietnamese at http://www.elltx.org/ under the parent/family section of the web portal.

☐ **Place** the English learner in the recommended program until the district receives the signed parental approval or denial of program services. Once the parental approval form is signed, the district can code the student's program participation in PEIMS to start generating bilingual education allotment (BEA) funding, effective the date indicated on the signed parental approval form. If the parent denies program services, the student will be placed in a general education classroom and will not generate BEA funding.

☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2019-2020 school year.

Identification and Program Placement continued

STUDENTS TRANSFERRING FROM ANOTHER TEXAS PUBLIC SCHOOL

☐ **Request** and secure the student's records, including the Home Language Survey (HLS) and all LPAC documentation. Districts can use the English Learner Transfer Documentation Form (page 21).

☐ **Check** the TREx database, or other databases, for an uploaded version of the HLS and to obtain TELPAS history and any other LPAC documentation. Multiple attempts should be made to obtain the student's HLS and any other LPAC documentation.

☐ **Document** the evidence found in LPAC paperwork. If there is documented evidence that the student was previously identified as an English learner in Texas, but no home language survey has been obtained, the campus shall document this in writing and retain this documentation in the student's cumulative folder.

☐ **Determine** if the student was previously served in a program or identified as an English learner in PEIMS.

☐ **Honor** the original identification as an English learner if there is sufficient evidence that indicates that the student was previously identified as an English learner in Texas.

☐ **Communicate** continuation of bilingual or ESL services with the parent or guardian. Send Parental Approval for Identification and Placement if there is a change in program services.

☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2019-2020 school year.

STUDENTS TRANSFERRING FROM OUTSIDE OF TEXAS

☐ **Review** any documentation brought in by the student.

☐ **Determine** if evidence indicates that the student was previously enrolled in a Texas school by checking the TREx database, PEIMS or any other databases if applicable. If the student had any time been in a Texas public school, follow the procedures listed above for "Students Transferring From Another Texas Public School".

☐ **Proceed** with the statewide identification process as outlined in the section of this document titled "Upon Initial Enrollment in a Texas public school".

☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2019-2020 school year.

STUDENTS SERVED THROUGH SPECIAL EDUCATION (NEW AND TRANSFER)

☐ **Review** the Guidance Related to ARD Committee and LPAC Collaboration as well as the LPAC Training PowerPoint slides 54-55 on dual-identified students.

☐ **Follow** the state's established process for identifying an English learner (as described above). It is important to note that English learner identification and placement in language program services must not be refused solely on the basis of a student's disability.

☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2019-2020 school year.

LPAC RESOURCES – IDENTIFICATION/PLACEMENT

☐ **Visit** the Identification and Placement sections of the LPAC Framework site that addresses timelines, procedures, and decision-making processes for identifying English learners.

☐ **Review** the Identification (slides 31-55) and Placement (slides 56-64) sections of the LPAC Training PowerPoint.

☐ **Compare** the similarities and differences (chart - slide 3) of previous identification criteria to new identification criteria (from TAC 89.1225 to 89.1226) beginning in the 2019-2020 school year.

☐ **Utilize** the PEIMS Code Guide for Bilingual and ESL Association to understand the how the revised PEIMS codes work together for various student scenarios.

☐ **View** the PEIMS Revisions Video (with associated PowerPoint) for an overview on changes to PEIMS coded related to English learner programs.