

LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

2020-2021 END OF THE YEAR TRAINING

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Remote Check-In Code: LPAC2021

Let's chat...

What has been the most valuable lesson you have learned this school year?

What changes are you planning to make next year based on this new knowledge?



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Professional Learning Essential Agreements

- Be respectful of others
- Be an active participant
- Take care of your needs
- Use electronic devices as learning tools
- Paper, pencil, markers...

LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

FRAMEWORK

Introduction



Remote Check-In Code: LPAC2021

19 TAC Chapter 89

19 TAC Chapter 89: Adaptations for Special Populations, Subchapter BB, last amended and effective on April 14, 2020

Commissioner's Rules concerning the state plan for educating English learners state that all school districts that are required to provide bilingual education and/or English as a Second Language (ESL) programs establish and operate a language proficiency assessment committee (LPAC).

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Terminology

English learner (EL)

A student who is in the process of acquiring English and has another language as the student's primary language or home language; synonymous with English language learner (ELL) and limited English proficient (LEP)

Reclassification

The process by which the language proficiency assessment committee (LPAC) determines that an English learner has met the appropriate criteria to be classified as English proficient, non-LEP.

English proficient (EP)

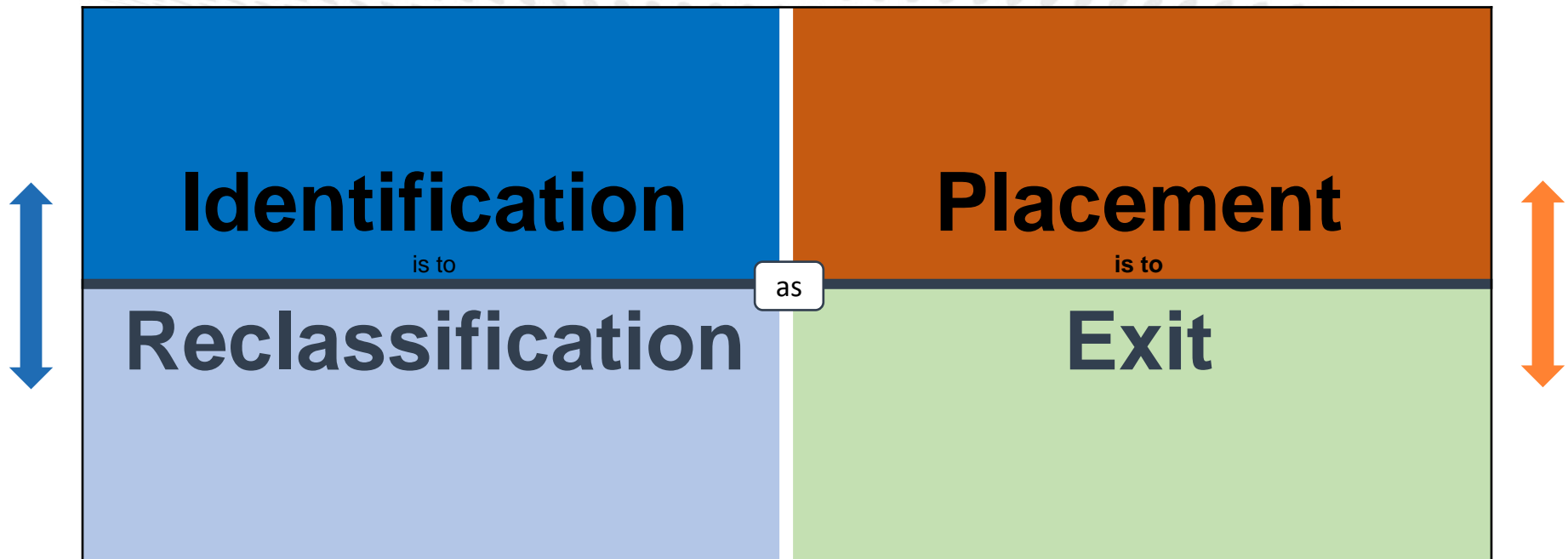
A student who has met reclassification criteria and is no longer identified as an English learner; synonymous with non-EL, non-ELL, and non-LEP. *EP also means a student who has never been identified as an English learner.*

Exit

The point at which an English learner has met reclassification criteria and no longer requires bilingual or English as a second language (ESL) program services; student exits with parent or guardian approval



Analogy of Key Terms



Equal Educational Opportunity

To ensure equal educational opportunity, as required in the Texas Education Code (TEC), §1.002(a) and TEC 29.051, TAC Chapter 89 Subchapter BB 1201(a), policy states a school district shall:

- (1) **identify** English learners based on criteria established by the state;
- (2) **provide** bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002;
- (3) seek appropriately **certified** teaching personnel to ensure that English learners are afforded full opportunity to master the essential knowledge and skills required by the state; and
- (4) **assess** achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for English learners and the schools that serve them.

Purpose of the LPAC Framework

- The Framework for the Language Proficiency Assessment Committee (LPAC) process includes **clarification of the legal requirements** for the LPAC and provides documents and forms to facilitate the training of LPAC members.
- The forms included in the LPAC Framework are samples for districts to use for the implementation of a bilingual/ESL program.

Purpose of the LPAC Framework

The LPAC Framework is organized into the following sections:

- **Introduction**

- Establishment of the LPAC
- General English learner policies

- **Identification**

- Procedures and assessment practices
- Decision-making for identification

- **Placement**

- Parent or guardian notification and approval
- Establishment of Bilingual and ESL programs

Purpose of the LPAC Framework

- **English Learner Services**
 - Bilingual and ESL program models
 - Staffing and staff development
- **Review and Reclassification**
 - Ongoing and annual review
 - Reclassification and exit
- **Monitoring and Evaluation**
 - Monitoring of reclassified English learners
 - Program evaluation

Training Agenda

- **Introduction**
- Identification
- Placement
- English Learner Services
- Review and Reclassification
- Monitoring and Evaluation

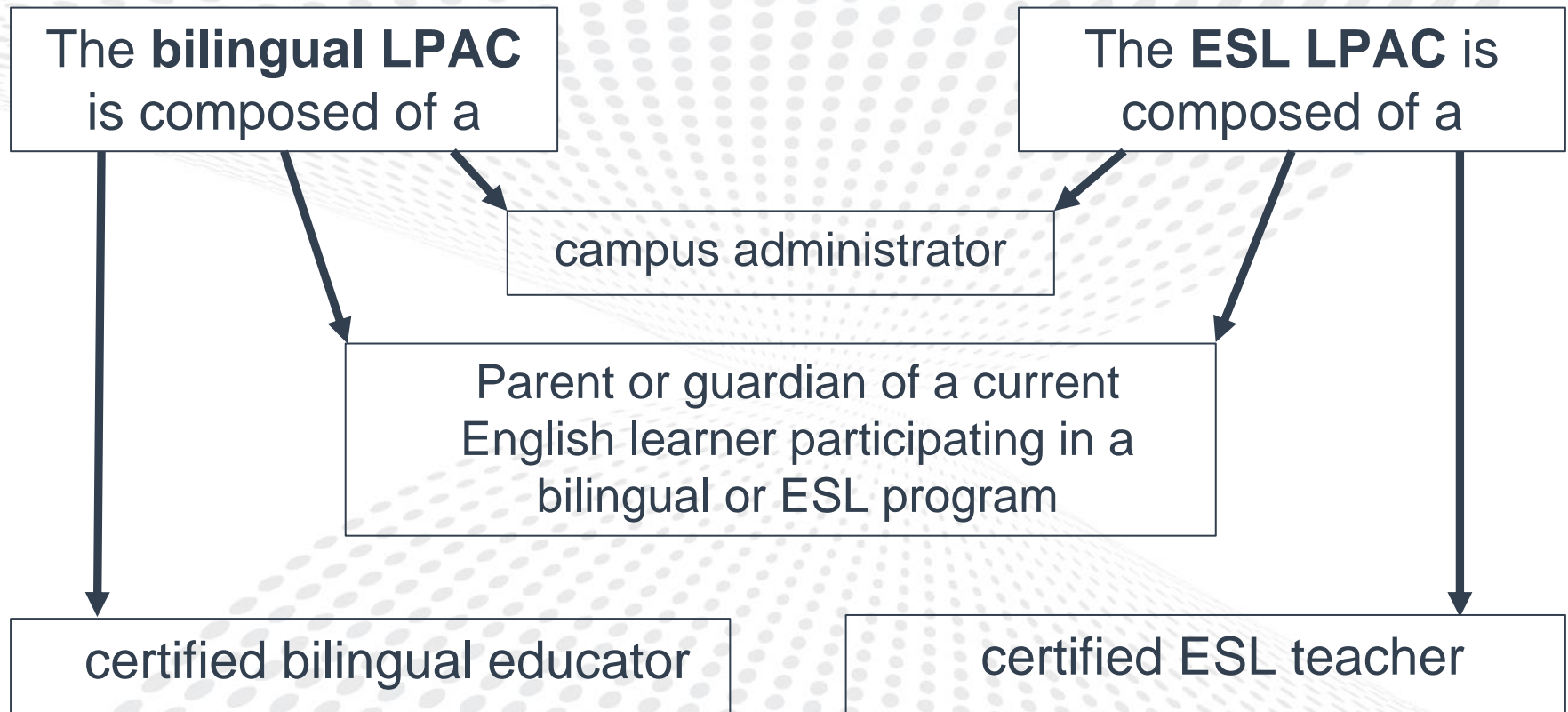
TAC Ch. 89 LPAC Establishment

- LPAC Policy and Training
- LPAC Membership
- LPAC Requirements
- Required LPAC Meetings
- Required English Learner Documentation

LPAC Policy and Training

- School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

LPAC Membership



All members must be present. However, due to COVID, the presence of the LPAC parent is temporarily not required, but highly encouraged and recommended.

LPAC Requirements

Upon their **initial enrollment** and **at the end of each school year**, the language proficiency assessment committee shall review all pertinent information on **all** English learners identified in accordance with §89.1226(f) of this title (relating to Testing and Classification of Students)

(1) designate the **language proficiency level** of each English learner in accordance with the guidelines issued pursuant to §89.1226(b)-(f) of this title;

(2) designate the **level of academic achievement** of each English learner;

LPAC Requirements

(3) designate, subject to parental approval, **the initial instructional placement** of each English learner in the required program;

(4) facilitate the participation of English learners in **other special programs** for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and

(5) **reclassify students**, at the end of the school year **only**, as English proficient in accordance with the criteria described in §89.1226(i).

LPAC Requirements

- All members of the LPAC, including parents or guardians, shall be acting for the school district and shall observe all **laws and rules** governing confidentiality of information concerning individual students.
- The school district shall be responsible for the **orientation and training** of all members, including the parents or guardians, of the LPAC.
- All LPAC members shall be **trained annually**.
- **All LPAC records** must be maintained for **five years after reclassification**. The five-year period begins at the first year of monitoring.

LPAC Requirements

- If the parent or guardian's primary language is other than English,
 - the training shall be provided in the parent or guardian's primary language or delivered via interpreter, and
 - the meetings shall be conducted in the parent or guardian's primary language or via interpreter, as needed.

Required LPAC Meetings

- Within four calendar weeks of the initial enrollment, for identification and/or review;
- Prior to state assessments, for determination of appropriate assessments and designated supports;
- At the end of the year, for annual review and for the following year's placement decisions;
- As needed, to discuss student progress.

Required English Learner Documentation

The student's permanent record shall contain documentation (paper or electronic) of all actions impacting the English learner.

Documentation shall include

- ☑ the identification of the student as an English learner;
- ☑ the designation of the student's level of language proficiency;
- ☑ the recommendation of program placement;
- ☑ parent or guardian approval of entry or placement into the program;
- ☑ the dates of entry into, and placement within, the program;

Required English Learner Documentation

- ☑ assessment information as outlined in Chapter 101, Subchapter AA, of this title;
- ☑ additional instructional interventions provided to address the specific language needs of the student;
- ☑ the date of exit from the program and parental approval;
- ☑ the results of monitoring for academic success, including students formerly classified as English learners, as required under the TEC, §29.063(c)(4); and
- ☑ the home language survey.

LPAC Requirements: Coordination of Services

- The LPAC may also recommend other programs or services offered through the school district.
- The LPAC is also responsible for facilitating student participation in other special programs (Advanced Academics/Gifted and Talented, Special Education, Career and Technical Education, Dyslexia, etc.).

ARD/LPAC Collaboration

For English learners with identified special needs:

- LPAC shall meet in conjunction with the Admission, Review, Dismissal (ARD) committee members to review and provide recommendations with regard to the educational needs of the dual-identified student.
- Decision-making must be based on the input of members of the LPAC and the ARD committee who are directly familiar with the student's language needs and abilities in the classroom setting.

LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

2020-2021 END OF THE YEAR TRAINING

Review and Reclassification



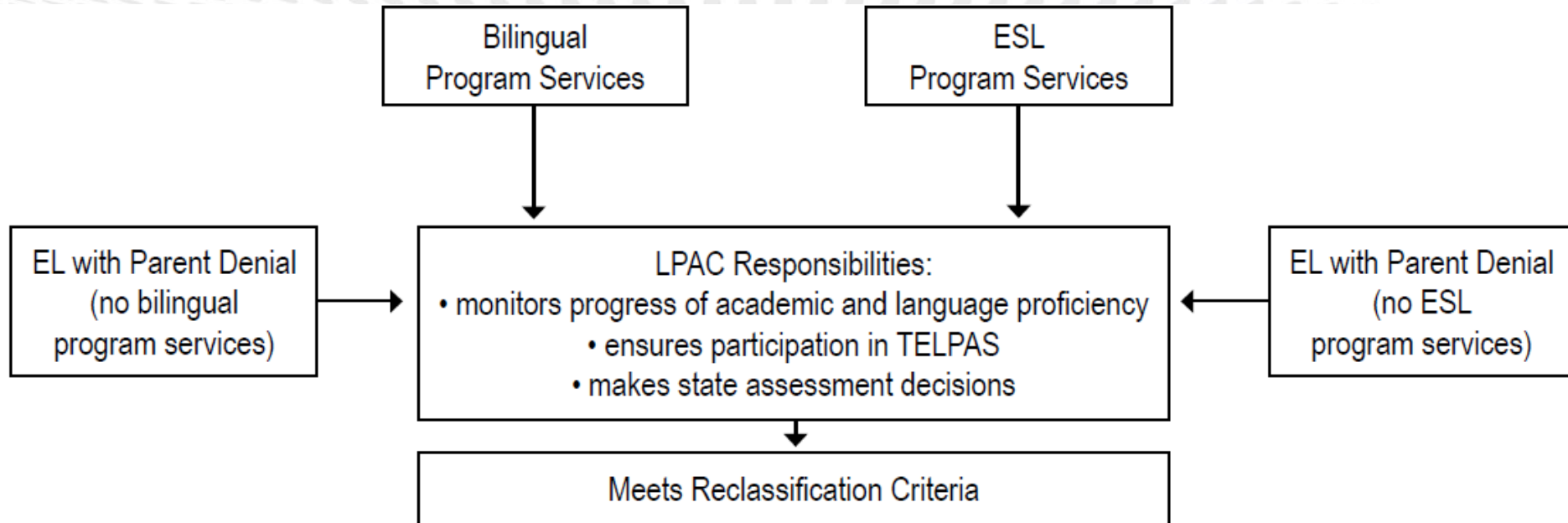
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Agenda



- Introduction
- Identification
- Placement
- English Learner Services
- **Review and Reclassification**
- Monitoring and Evaluation

Ongoing/Mid-Year Review



Ongoing Monitoring of English Learners



For English learners participating in a program and those with a parental denial, the LPAC

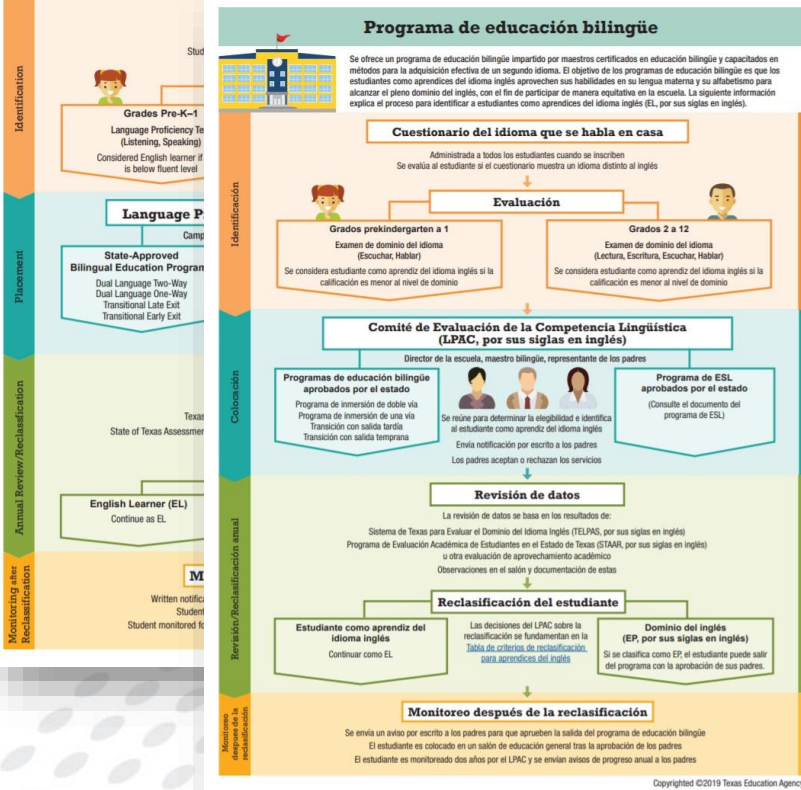
- monitors the **progress** of academic and language proficiency and
- ensures participation in **TELPAS** (listening, speaking, reading, and writing) until reclassification as an English proficient student.

Parent Resources



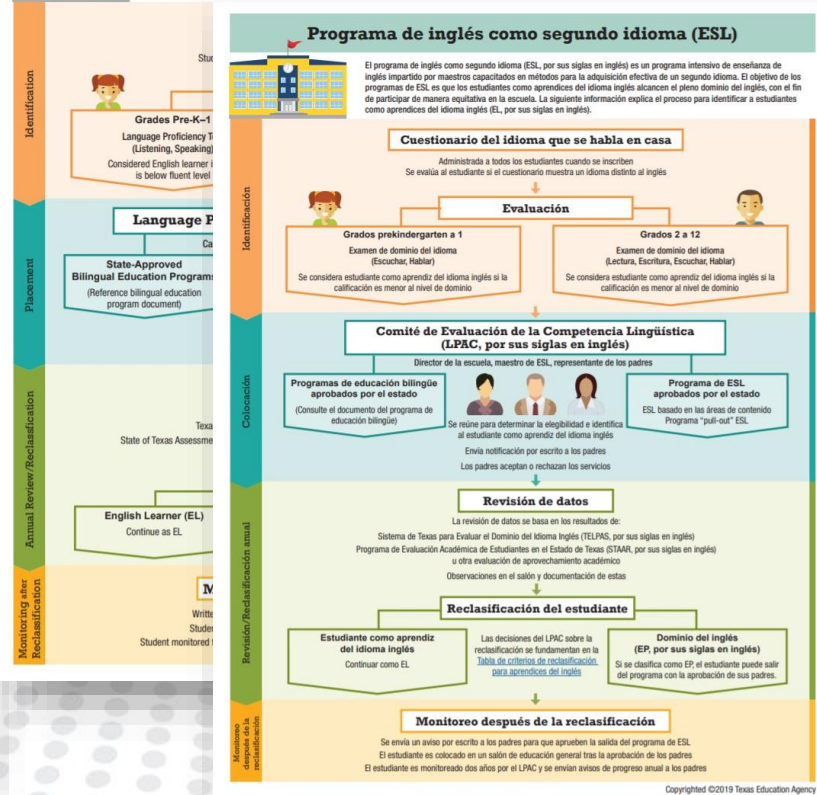
Bilingual Education Program

A bilingual education program is provided by teachers certified in bilingual education and who are trained in effective second language acquisition methods. The goal of bilingual education programs is for English learners to build on their primary language and literacy skills to attain full proficiency in English in order to participate equitably in school. The information below highlights the process of identifying English learners (EL).



English as a Second Language (ESL) Program

ESL is an intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods. The goal of ESL programs is for English learners to attain full proficiency in English in order to participate equitably in school. The information below highlights the process of identifying English learners (EL).



Parent Resources



1 | Page

What is TELPAS?

TELPAS is an assessment of English language. The Texas Education Agency assesses the English language of students who are learning English. TELPAS makes it become...

Who takes TELPAS?

Students who are learning English and are in grades K-12. TELPAS is an ongoing classroom assessment that provides information on the progress of beginning, intermediate, and advanced English learners. Young children and students who are learning English are evaluated and prewriting...

How are they evaluated?

In grades K-1, TELPAS is an ongoing classroom assessment that provides information on the progress of beginning, intermediate, and advanced English learners. Young children and students who are learning English are evaluated and prewriting...

What do TELPAS results mean?

Every student who takes TELPAS will receive a score at the end of each year. For them to make progress in listening, speaking, reading, and writing...

TEA
Texas Education Agency

¿Qué significa TELPAS?

TELPAS es un programa de evaluación en las escuelas públicas de Texas para los estudiantes que están aprendiendo inglés. Las siglas TELPAS (Texas English Language Proficiency System) significan Sistema de Texas para Evaluar el Dominio del Idioma Inglés. La Agencia de Educación de Texas desarrolló TELPAS para cumplir con requisitos estatales y federales de evaluación. TELPAS evalúa cada año a los estudiantes que están aprendiendo inglés en su habilidad para escuchar, hablar, leer y escribir. Se evalúa el progreso de cada estudiante en grados K-12 en su aprendizaje y uso de inglés académico.

¿Quién toma TELPAS?

Los estudiantes en grados K-12 que han sido identificados como estudiantes que están aprendiendo inglés deben participar en TELPAS. Esto incluye a estudiantes cuyos padres no han dado permiso para los servicios de programas bilingües o de inglés como segundo idioma (ESL). Dejarán de participar en TELPAS cuando el comité que evalúa su progreso – llamado LPAC (Language Proficiency Assessment Committee) – determine que tienen el nivel adecuado en inglés y han cumplido con los requisitos para salir del programa bilingüe o ESL. Esto se aplica a todos los estudiantes, incluso, a aquellos que no están en un programa bilingüe o ESL. Una vez que un estudiante ha cumplido con los requisitos para salir del programa bilingüe o ESL, ya no tendrá que participar en TELPAS. Para información relativa a los requisitos de los programas bilingües o ESL, visite <https://tea.texas.gov/bilingual/esl/education/>.

¿Cómo se evalúan las áreas del lenguaje en TELPAS?

Para los estudiantes de kindergarten hasta primer grado, TELPAS consiste en evaluar las habilidades de escuchar, hablar, leer y escribir en forma directa por medio de observaciones que se llevan a cabo en la clase. Para cada área de lenguaje que se evalúa, los maestros usan guías específicas para determinar el nivel de dominio del inglés en el que se encuentra su hijo o hija: principiante, intermedio, avanzado, o avanzado superior. Las guías para evaluar el nivel de dominio del inglés toman en consideración que los niños no aprenden a leer y a escribir a un mismo ritmo. A los estudiantes que no están todavía en la etapa de leer o escribir en cualquier idioma, se les evalúa en la habilidad que tienen cuando utilizan el inglés en actividades de prelectura y preescritura.

Para estudiantes en grados 2-12, TELPAS incluye pruebas en línea para evaluar las habilidades de leer, escuchar, y hablar. El dominio de escritura está evaluado por maestros que usan guías específicas para determinar el nivel de inglés que demuestro su hijo o hija en una colección de escritura. La prueba de lectura y la prueba de audición y oratoria están diseñadas especialmente para los estudiantes que no hablan inglés como su primer idioma. La prueba consiste en lecturas y preguntas que abarcan una amplia variedad de niveles en inglés. Mientras que para el nivel principiante las lecturas y las preguntas incluyen palabras sencillas de uso común y muchas ilustraciones, en los niveles avanzado y avanzado superior las preguntas requieren de una comprensión del inglés que se aproxime a la de una persona cuyo primer idioma es el inglés. Una vez que los estudiantes logran un nivel de dominio avanzado superior en la prueba TELPAS, probablemente tendrán poca dificultad para comprender lo que leen en clase y en las evaluaciones estatales sobre habilidades académicas. Los resultados en las habilidades para escuchar, hablar y escribir indican el nivel de comprensión y uso del inglés que los estudiantes demuestran durante la instrucción académica.

PARENT TIPS

SUGERENCIAS PARA PADRES

TELPAS is an assessment of English language. The Texas Education Agency assesses the English language of students who are learning English. TELPAS makes it become...

Crear un ambiente rico para la lectura.

Have a lot of books, magazines, and newspapers. They can be part of the local library or bookstore.

Read together or independently.

Make time to read together. Different types of books with no words to spell expand his/her thoughts event or theme.

Read some things progress in fluency.

Read non-fiction books.

Some strategies that help the title, the subtitles of a reading. You can also use an adhesive note pads.

Listen to audio books.

Write down unknown words and their description of an important word.

Make lists or oral reports.

Ask your child to help write movies. To practice writing daily activity.

Write letters, notes, or cards.

Help or ask your child to write invitations to a party or to help writing can change different than a letter for...

TELPAS es un programa de evaluación en las escuelas públicas de Texas para los estudiantes que están aprendiendo inglés. Las siglas TELPAS (Texas English Language Proficiency System) significan Sistema de Texas para Evaluar el Dominio del Idioma Inglés. La Agencia de Educación de Texas desarrolló TELPAS para cumplir con requisitos estatales y federales de evaluación. TELPAS evalúa cada año a los estudiantes que están aprendiendo inglés en su habilidad para escuchar, hablar, leer y escribir. Se evalúa el progreso de cada estudiante en grados K-12 en su aprendizaje y uso de inglés académico.

Aquí hay sugerencias para ayudar a preparar a su hijo/a para TELPAS. Estos consejos son ideas sencillas para ayudar a su hijo/a con la habilidad para escuchar, hablar, leer y escribir. Las actividades se pueden hacer en español o en inglés. Aunque TELPAS evalúa el progreso de su hijo/a en el uso del inglés, desarrollar destrezas en español le ayudará también a mejorar su inglés. Es importante seguir desarrollando habilidades en español mientras aprende inglés.

Crear un ambiente rico para la lectura.

Tenga disponible todo tipo de libros, revistas y/o periódicos sobre varios temas. Hasta un menú de restaurante o un folleto de ventas pueden ser parte de un ambiente rico para la lectura. No olvide la poesía y letra de canciones. Visite la biblioteca o librería más cercana para encontrar más recursos.

Leer juntos o independientemente.

Haga tiempo para leer juntos o independientemente y luego hablen o escriban sobre lo que han leído. Escija diferentes tipos de libros como libros de capítulos, una novela infantil o un libro o artículo informativo. También pueden usar libros de dibujos que no tengan palabras para iniciar conversaciones de la narración de la historia, los detalles de las ilustraciones, y para ayudar a su hijo o hija a expandir sus pensamientos o vocabulario. Hable sobre la puntuación y lo que significa para el sentido del evento o el tema.

Leer algunas cosas más de una vez para descubrir nuevos detalles o hechos y mostrar el progreso en la fluidez o facilidad de leer.

Leer libros informativos o de no ficción.

Algunas estrategias que ayudarán con la comprensión de libros de no ficción incluyen revisar el título, los subtítulos de diferentes secciones, el arte o las gráficas como mapas, fotos, tablas de datos antes de leer. También pueden anotar palabras desconocidas y hacer notas mientras leen. Pueden escribir preguntas o hechos en notas adhesivas y pegafitas en la sección que corresponden.

Escuchar libros en audio y luego hablar sobre el tema, los personajes o las partes más divertidas del libro.

Pueden escribir palabras desconocidas para buscar los significados en el diccionario. También pueden escribir un breve resumen del libro o una descripción de un evento importante.

Hacer listas o escribir pasos de un proceso.

Pida a su hijo o hija que le ayude a escribir listas de compras, los nombres de miembros de la familia o los horarios de televisión y películas. Para practicar sobre los pasos en un proceso, pida a su hijo o hija que escriba los pasos en un proceso científico o en una actividad diaria.

State Assessments: LPAC Decision-Making



Close to the time of testing administration of the state criterion-referenced test (STAAR) each year, the language proficiency assessment committee shall

- determine the appropriate **assessment option** for each English learner.
- make **designated support decisions** based on
 - an individual student's particular needs for second language acquisition support and
 - whether the student routinely, independently, and effectively uses the designated support in instruction and classroom testing.

TELPAS Participation



- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate:
 - Fulfill federal requirements for annually assessing English language proficiency of **ELs in K-12**
 - Assess language proficiency in **listening, speaking, reading and writing**
- For TELPAS assessments, all English learners are assessed, regardless of whether parents or guardians have **denied bilingual education or ESL program services**.
- For **ELs receiving special education** services, the LPAC works in conjunction with the admission, review, and dismissal (ARD) committee.

LPAC Decision-Making – Student Assessment Division

Alternate English Language Proficiency (ELP) Assessment



34 CFR §200.6(h)(5) requires that a State administer an alternate ELP assessment for English learners with the most significant cognitive disabilities who cannot participate in the ELP assessment, even with appropriate accommodations.

Texas developed the **TELPAS Alternate**, a holistic inventory that assesses English language proficiency to

- satisfy the alternate ELP assessment requirement for students with the most significant cognitive disabilities **AND**
- reduce exemptions from specific language domains on TELPAS.

[TELPAS Alternate](#)

LPAC Annual Review



At the end of the year, the LPAC reviews every English learner identified in PEIMS

- being served in a bilingual or ESL program;
- with a parental denial; and
- who has been reclassified as an English proficient student and is in his or her first (F) or second (S) year of monitoring.

For each English learner, the LPAC (1) reviews the progress of academic and language proficiency, (2) determines if reclassification criteria has been met, and (3) notifies the parent or guardian of progress and reclassification/exit, as applicable.

Reclassification of English Learners



At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following areas:

- (1) a proficiency rating on the state-approved **English language proficiency test** for reclassification 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 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.

English Learner Reclassification Rubric



Subjective Teacher Evaluation

To meet ESSA Title III, Part A requirements as described in the Texas ESSA State Plan for a standardized, statewide exit criteria, the *English learner Reclassification Rubric* is utilized for the Subjective Teacher Evaluation portion of the reclassification criteria.

The *English Learner Reclassification Rubric-Alternate* is utilized for English learners with a significant cognitive disability to fulfill the Subjective Teacher Evaluation portion of the individualized reclassification criteria.

English Learner Reclassification Rubric



English Learner Reclassification Rubric Teacher Documentation

Student Name: _____
Grade Level: _____

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria, providing teacher documentation of the student's English language proficiency with academic language and informing the Language Proficiency Assessment Committee (LPAC) of the student's readiness for reclassification as a non-English learner with potential placement in a general education classroom setting.

Academic Language	
Description of Receptive Skills: Listening and Reading (Select one descriptor from the choices below)	Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)
<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.	<input type="checkbox"/> Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.
<input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.	<input type="checkbox"/> Grade appropriate with some second language acquisition support needed to be successful: Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.
Comments:	

This student **routinely demonstrates the readiness for reclassification as English proficient** and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports. Yes No
Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: _____ Teacher Signature: _____ Date of Completion: _____



English Learner Reclassification Rubric - ALTERNATE



English Learner Reclassification Rubric - ALTERNATE Teacher Documentation

Student Name: _____
Grade Level: _____

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for English learners who meet the [definition of a student with a significant cognitive disability](#). This rubric provides teacher documentation as part of the [individualized reclassification process](#) in accordance with TAC 89.1226(h), (i) and (m) and informs the Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review, and Dismissal (ARD) Committee when making reclassification decisions. Caution should be exercised when considering the reclassification of students using the individualized process.

Academic Language	
Description of Receptive Skills: Listening and Reading <small>(Select one descriptor from the choices below)</small>	Description of Expressive Skills: Speaking and Writing <small>(Select one descriptor from the choices below)</small>
<input type="checkbox"/> Student routinely demonstrates listening and reading comprehension skills during Individualized Education Program (IEP)-aligned instruction that meet the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to no longer benefit from second language acquisition supports in the areas of listening and reading.	<input type="checkbox"/> Student routinely demonstrates speaking and writing comprehension skills during Individualized Education Program (IEP)-aligned instruction that meet the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to no longer benefit from second language acquisition supports in the areas of speaking and writing.
<input type="checkbox"/> Student appears to still benefit from second language acquisition supports in the areas of listening and reading. Student's routine demonstration of listening and reading comprehension skills may meet or fall below the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.	<input type="checkbox"/> Student appears to still benefit from second language acquisition supports in the areas of speaking and writing. Student's routine demonstration of speaking and writing comprehension skills may meet or fall below the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.
Comments: <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	

This student **routinely demonstrates** that he/she no longer appears to benefit from second language acquisition support and is **eligible for reclassification**.

Yes No

Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: _____ Teacher Signature: _____ Date of Completion: _____

Reclassification of English Learners



- A student in prekindergarten or kindergarten may **not** be reclassified as an English learner; the first opportunity for an English learner to be considered for reclassification is at the **end of first grade**.
- A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.

Reclassification of Dual-Identified Students



For English learners who are also eligible for special education services, the district assures that:

- decisions regarding reclassification as English proficient are made by the **LPAC in conjunction with the ARD** committee, implementing assessment procedures that differentiate between language proficiency and disabling conditions; and
- the standardized process for English learner reclassification is followed, **EXCEPT** in cases where the student has a **significant cognitive disability** and the individualized process for reclassification is used.

Reclassification of English Learners with Significant Cognitive Disabilities



- For English learners with significant cognitive disabilities, the LPAC in conjunction with the ARD committee shall meet and may:
 - determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition;
 - may recommend that the student take the state's alternate English language proficiency assessment (TELPAS Alt) and shall determine an appropriate performance standard requirement for reclassification by language domain.

Updated 2020-2021 EL Reclassification Criteria and Guidance



Updated 2020-2021 English Learner Reclassification Criteria and Guidance



Due to continued effects of the Coronavirus pandemic as well as the impact of winter storms, the 2020-2021 English learner reclassification criteria has been updated to provide additional allowances for Local Education Agencies (LEAs) to ensure English learners have the opportunity to demonstrate readiness for reclassification as English proficient.

It is important to note that waiving the English Language Proficiency (ELP) Assessment, as allowed in the 2019-2020 school year, is not allowed for the 2020-2021 school year, based on [federal guidance](#). However, in accordance with this guidance, the Texas English Language Proficiency Assessment System (TELPAS) testing window has been extended until May 28th, 2021 to fulfill the federal ELP assessment requirement.

In order for the Language Proficiency Assessment Committee (LPAC) to fulfill their responsibilities during the 2020-2021 school year, including reclassification decisions, the LPAC may

- utilize alternative meeting methods, which may include phone or video conferencing and the use of electronic signatures in accordance with their LEA policy while maintaining confidentiality;
- incorporate the required LPAC parent representative in an optional capacity (although highly encouraged); and
- extend the timeline for English learner reclassification decisions through the first 60 calendar days of the 2021-2022 school year if unable to complete before the close of the 2020-2021 school year.

Below the following 2020-2021 English Learner Reclassification Criteria Chart, additional allowances have been provided for LPACs to consider for individual student reclassification decisions.

Guidance Quick Links

- [2020-2021 EL Reclassification Criteria](#)
- [EL Reclassification Allowances](#)
- [Reclassification for ELs with a Significant Cognitive Disability](#)
- [Resources](#)

2020-2021 English Learner Reclassification Criteria Chart					
At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code 89.1226(j).					
	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	TELPAS Advanced High in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	lowa Form F (Reading/Language) 40 th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	lowa Form F (Reading/Language) 40 th percentile or above
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric				
*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.					
Notes:					
<ul style="list-style-type: none"> Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year. English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability. For an EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. For an EL who is blind/visually impaired (VI) and exempt from participating in the reading domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EL's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification. 					

Last Updated March 2021

English Learner Reclassification Allowances for Individual Students

The following allowances are only to be considered for individual students who are unable to complete the state requirements for English learner reclassification in the 2020-2021 school year as described in the chart above. For students in grade 1, no additional allowances to the English Language Proficiency (ELP) component are needed due to the nature of the TELPAS holistic ratings for Grade 1 that can be scored remotely.

English Language Proficiency (ELP) Assessment Allowances*

- Allowance 1: TELPAS Combined Results (Grades 2-12)**
If an English learner in grade 2-12 completes one or more domains of the 2020-2021 TELPAS but not all, completed domains from the 2019-2020 TELPAS may be used to complete the ELP Assessment requirement. For domains in which the student has a score from both school years, the proficiency level from the 2020-2021 school year (most recent) must be used.
- Allowance 2: Use of LAS Links (Grades 2-12)**
If an English learner in grade 2-12 is unable to receive a completed score for all four domains of the 2020-2021 TELPAS, the LAS Links assessment, which can be administered remotely, may be administered after the TELPAS testing window to determine that the student has met the level designated for English proficiency for the ELP component of the 2020-2021 EL reclassification criteria. LAS Links and TELPAS scores cannot be combined, and LAS Links can only be administered for reclassification purposes:
 - to students who did not complete all four domains of the 2020-2021 TELPAS.
 - to students who have demonstrated a potential for reclassification.
 - once the TELPAS window has closed (starting May 29, 2021).
- Allowance 3: Use of 2020-2021 STAAR Reading (Grades 3-10)**
If an English learner is able to have a completed score of Meets or Masters Grade Level on the STAAR Reading (3-8) or STAAR English I or II EOC (9-10) exam but does not have a completed TELPAS Reading score, the STAAR results of Meets or Masters Grade Level can cover the ELP assessment criteria for meeting Advanced High on the TELPAS Reading component.

* Combining allowances is only possible with Allowance 1 and 3 based on the student's individual situation.

Reclassification of English Learners with a Significant Cognitive Disability

2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability			
Grade Level(s)	English Language Proficiency Assessment*	Academic Content Assessment	Subjective Teacher Evaluation
Grade 1	TELPAS (Holistic)	(not required)	English Learner Reclassification Rubric - ALTERNATE
Grade 2		(not required)	
Grade 3-8	TELPAS Alternate	STAAR Alternate 2 Reading	
Grades 9-10		STAAR Alternate 2 English I/II EOC	
Grade 11-12		(not required)	

* Due to the nature of the TELPAS Alternate assessment design for grades 2-12 and the TELPAS holistic ratings for Grade 1 that can be scored remotely, no additional flexibilities are needed to the English Language Proficiency (ELP) component of the Individualized Reclassification Process for a student with a significant cognitive disability for the 2020-2021 school year.

Resources

- [TEA Approved Norm-Reference Standardized Achievement Test](#) (Iowa Form F, Riverside Insights)
- [State Assessments for English Learners](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [LPAC Guidance for Deaf or Hard of Hearing English Learners](#) and associated training video
- [LAS Links Texas](#) (Data Recognition Corporation)
- Explanatory examples of reclassification allowances for the ELP component:
 - Allowance 1 Example:** For 2020-2021 TELPAS, an English learner has a completed Writing score of Advanced High, but does not have a completed score for the Listening, Speaking, and Reading components. If this student has completed Listening, Speaking, and Reading scores of Advanced High from 2019-2020, the LPAC may use the combination of the 2019-2020 and 2020-2021 results in order to demonstrate that the student has met the ELP requirement of the 2020-2021 EL reclassification.
 - Allowance 2 Example:** An English learner was unable to complete all four domains of TELPAS during the testing window, but this student has demonstrated a potential for meeting reclassification criteria based on linguistic progress monitoring. Therefore, after the TELPAS testing window, the school assesses the student with LAS Links, and the student meets or exceeds the level designated for English proficiency. The LPAC may use the LAS Links results to document that the student has met the ELP component of the 2020-2021 EL reclassification criteria.
 - Allowance 3 Example:** An English learner in grade 3 has a completed score of Advanced High on the 2020-2021 TELPAS Listening, Speaking, and Writing but does not have a completed score for TELPAS Reading. If the student receives a STAAR Reading score of Meets or Masters Grade Level, the LPAC can document that the STAAR Reading score of Meets or Masters Grade Level covers the TELPAS Reading Advanced High criteria, so this student would meet the ELP and State Standardized Reading components of the 2020-2021 EL reclassification criteria.

Last Updated March 2021

Remote Check-In Code: LPAC2021

Updated 2020-2021 EL Reclassification Criteria and Guidance



In order for the LPAC to fulfill their responsibilities during the 2020-2021 school year, including reclassification decisions, the LPAC may

- utilize **alternative meeting methods**, which may include phone or video conferencing and the use of electronic signatures in accordance with their LEA policy while maintaining confidentiality;
- incorporate the required **LPAC parent representative** in an **optional** capacity (although highly encouraged); and
- **extend the timeline** for English learner reclassification decisions through the **first 60 calendar days of the 2021-2022** school year if unable to complete before the close of the 2020-2021 school year.

2020–2021 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state’s English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j).

	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	TELPAS Advanced High in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	Iowa Form F (Reading/Language) 40 th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	Iowa Form F (Reading/Language) 40 th percentile or above
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric				

*Satisfactory performance on STAAR Reading/English EOC includes *Approaches, Meets, and Masters Grade Level* performance levels.

Notes:

- Students for whom the LPAC recommends the use of **Oral Administration, Content and Language Supports, or Extra Time** as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- English learners with **significant cognitive disabilities** who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).
- For an EL who is **deaf/hard of hearing (DHH)** and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EL who is **blind/visually impaired (VI)** and exempt from participating in the reading domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EL's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall **monitor the academic progress** of each student who has met reclassification criteria during the first two years after reclassification.

ELP Assessment Allowances



Updated 2020-2021 English Learner Reclassification Criteria and Guidance



Due to continued effects of the Coronavirus pandemic as well as the impact of winter storms, the 2020-2021 English learner reclassification criteria has been updated to provide additional allowances for Local Education Agencies (LEAs) to ensure English learners have the opportunity to demonstrate readiness for reclassification as English proficient.

It is important to note that waiving the English Language Proficiency (ELP) Assessment, as allowed in the 2019-2020 school year, is not allowed for the 2020-2021 school year, based on [federal guidance](#). However, in accordance with this guidance, the Texas English Language Proficiency Assessment System (TELPAS) testing window has been extended until May 28th, 2021 to fulfill the federal ELP assessment requirement.

In order for the Language Proficiency Assessment Committee (LPAC) to fulfill their responsibilities during the 2020-2021 school year, including reclassification decisions, the LPAC may

- utilize alternative meeting methods, which may include phone or video conferencing and the use of electronic signatures in accordance with their LEA policy while maintaining confidentiality;
- incorporate the required LPAC parent representative in an optional capacity (although highly encouraged); and
- extend the timeline for English learner reclassification decisions through the first 60 calendar days of the 2021-2022 school year if unable to complete before the close of the 2020-2021 school year.

Below the following 2020-2021 English Learner Reclassification Criteria Chart, additional allowances have been provided for LPACs to consider for individual student reclassification decisions.

Guidance Quick Links

- [2020-2021 EL Reclassification Criteria](#)
- [EL Reclassification Allowances](#)
- [Reclassification for ELs with a Significant Cognitive Disability](#)
- [Resources](#)

2020-2021 English Learner Reclassification Criteria Chart					
At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j).					
	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	TELPAS Advanced High in each domain of Listening, Speaking, Reading and Writing.				
State Standardized Reading Assessment	lowa Form F (Reading/Language) 40 th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	lowa Form F (Reading/Language) 40 th percentile or above
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric				

*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.

Notes:

- Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).
- For an EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EL who is blind/visually impaired (VI) and exempt from participating in the reading domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EL's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Last Updated March 2021

English Learner Reclassification Allowances for Individual Students

The following allowances are only to be considered for individual students who are unable to complete the state requirements for English learner reclassification in the 2020-2021 school year as described in the chart above. For students in grade 1, no additional allowances to the English Language Proficiency (ELP) component are needed due to the nature of the TELPAS holistic ratings for Grade 1 that can be scored remotely.

English Language Proficiency (ELP) Assessment Allowances*

- Allowance 1: TELPAS Combined Results (Grades 2-12)**
If an English learner in grade 2-12 completes one or more domains of the 2020-2021 TELPAS but not all, completed domains from the 2019-2020 TELPAS may be used to complete the ELP Assessment requirement. For domains in which the student has a score from both school years, the proficiency level from the 2020-2021 school year (most recent) must be used.
- Allowance 2: Use of LAS Links (Grades 2-12)**
If an English learner in grade 2-12 is unable to receive a completed score for all four domains of the 2020-2021 TELPAS, the LAS Links assessment, which can be administered remotely, may be administered after the TELPAS testing window to determine that the student has met the level designated for English proficiency for the ELP component of the 2020-2021 EL reclassification criteria. LAS Links and TELPAS scores cannot be combined, and LAS Links can only be administered for reclassification purposes:
 - to students who did not complete all four domains of the 2020-2021 TELPAS.
 - to students who have demonstrated a potential for reclassification.
 - once the TELPAS window has closed (starting May 29, 2021).
- Allowance 3: Use of 2020-2021 STAAR Reading (Grades 3-10)**
If an English learner is able to have a completed score of Meets or Masters Grade Level on the STAAR Reading (3-8) or STAAR English I or II EOC (9-10) exam but does not have a completed TELPAS Reading score, the STAAR results of Meets or Masters Grade Level can cover the ELP assessment criteria for meeting Advanced High on the TELPAS Reading component.

* Combining allowances is only possible with Allowance 1 and 3 based on the student's individual situation.

Reclassification of English Learners with a Significant Cognitive Disability

2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability			
Grade Level(s)	English Language Proficiency Assessment*	Academic Content Assessment	Subjective Teacher Evaluation
Grade 1	TELPAS (Holistic)	(not required)	English Learner Reclassification Rubric - ALTERNATE
Grade 2		(not required)	
Grade 3-8	TELPAS Alternate	STAAR Alternate 2 Reading	
Grades 9-10		STAAR Alternate 2 English I/II EOC	
Grade 11-12		(not required)	

* Due to the nature of the TELPAS Alternate assessment design for grades 2-12 and the TELPAS holistic ratings for Grade 1 that can be scored remotely, no additional flexibilities are needed to the English Language Proficiency (ELP) component of the Individualized Reclassification Process for a student with a significant cognitive disability for the 2020-2021 school year.

Resources

- [TEA Approved Norm-Reference Standardized Achievement Test](#) (Iowa Form F, Riverside Insights)
 - [State Assessments for English Learners](#)
 - [Guidance Related to ARD Committee and LPAC Collaboration](#)
 - [LPAC Guidance for Deaf or Hard of Hearing English Learners](#) and associated training video
 - [LAS Links Texas](#) (Data Recognition Corporation)
 - Explanatory examples of reclassification allowances for the ELP component:
 - Allowance 1 Example:** For 2020-2021 TELPAS, an English learner has a completed Writing score of Advanced High, but does not have a completed score for the Listening, Speaking, and Reading components. If this student has completed Listening, Speaking, and Reading scores of Advanced High from 2019-2020, the LPAC may use the combination of the 2019-2020 and 2020-2021 results in order to demonstrate that the student has met the ELP requirement of the 2020-2021 EL reclassification.
 - Allowance 2 Example:** An English learner was unable to complete all four domains of TELPAS during the testing window, but this student has demonstrated a potential for meeting reclassification criteria based on linguistic progress monitoring. Therefore, after the TELPAS testing window, the school assesses the student with LAS Links, and the student meets or exceeds the level designated for English proficiency. The LPAC may use the LAS Links results to document that the student has met the ELP component of the 2020-2021 EL reclassification criteria.
 - Allowance 3 Example:** An English learner in grade 3 has a completed score of Advanced High on the 2020-2021 TELPAS Listening, Speaking, and Writing but does not have a completed score for TELPAS Reading. If the student receives a STAAR Reading score of Meets or Masters Grade Level, the LPAC can document that the STAAR Reading score of Meets or Masters Grade Level covers the TELPAS Reading Advanced High criteria, so this student would meet the ELP and State Standardized Reading components of the 2020-2021 EL reclassification criteria.
- Last Updated March 2021

Remote Check-In Code: LPAC2021

ELP Assessment Allowances



The following allowances are only to be considered for **individual students who are unable to complete the state requirements** for English learner reclassification in the 2020-2021 school year as described in the chart above.

For students in grade 1, **no additional allowances** to the English Language Proficiency (ELP) component are needed due to the nature of the TELPAS holistic ratings for Grade 1 that can be scored remotely.

ELP Assessment Allowances



- **Allowance 1: TELPAS Combined Results (2-12)**

If an English learner in grade 2-12 completes **one or more domains** of the 2020-2021 TELPAS but not all, completed domains from the 2019-2020 TELPAS may be used to complete the ELP Assessment requirement.

For domains in which the student has a score from **both school years**, the proficiency level from the **2020-2021** school year (most recent) must be used.

ELP Allowance #1



TELPAS
2020-2021



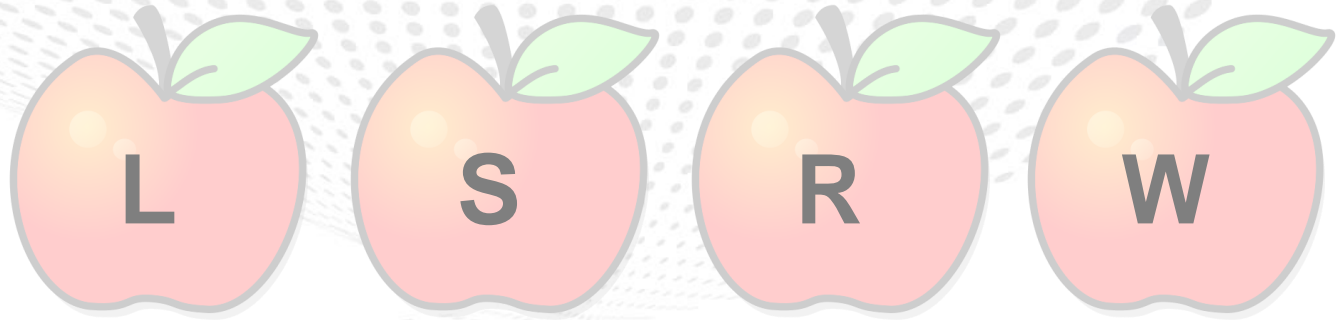
Allowance #1 is NOT applicable, since
student completed ALL domains

Remote Check-In Code: LPAC2021

ELP Allowance #1



TELPAS
2020-2021



Allowance #1 is NOT applicable, since student did not complete ANY domains

Remote Check-In Code: LPAC2021

ELP Allowance #1



TELPAS
2020-2021



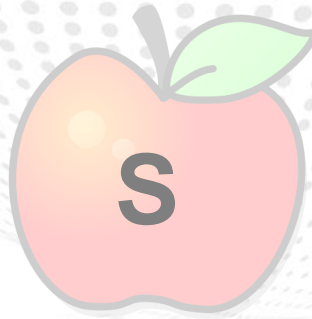
Allowance #1 IS applicable, since student
completed at least ONE domain

Remote Check-In Code: LPAC2021

ELP Allowance #1



**TELPAS
2020-2021**



**TELPAS
2019-2020**



Remote Check-In Code: LPAC2021

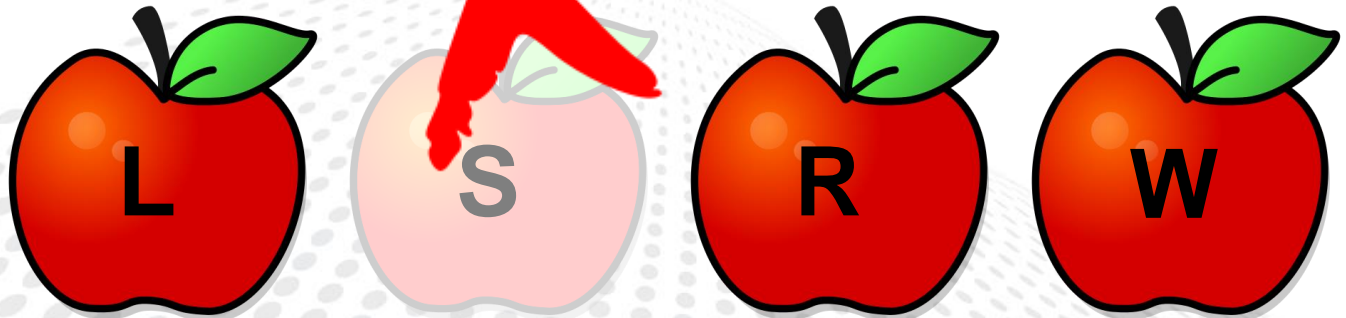
ELP Allowance #1



TELPAS
2020-2021



TELPAS
2019-2020



Allowance #1 is NOT applicable

Remote Check-In Code: LPAC2021

ELP Assessment Allowances



- **Allowance 2: Use of LAS Links (2-12)**

If an English learner in grade 2-12 is **unable** to receive a **completed score for all four domains** of the 2020-2021 TELPAS, the **LAS Links** assessment, which can be administered remotely, may be administered **after the TELPAS testing window** to determine that the student has met the level designated for English proficiency for the ELP component of the 2020-2021 EL reclassification criteria.

LAS Links and TELPAS scores **cannot** be combined, and LAS Links can only be administered for reclassification purposes to students who **did not complete all four domains** of the 2020-2021 TELPAS; to students who have demonstrated a **potential for reclassification**; and once the **TELPAS window has closed** (starting **May 29, 2021**).

ELP Allowance #2



TELPAS
2020-2021




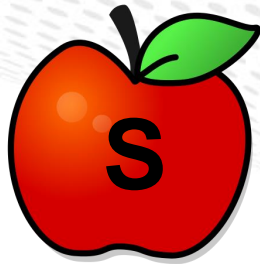













Allowance #2 is NOT applicable, since
student completed ALL domains

Remote Check-In Code: LPAC2021

ELP Allowance #2



TELPAS 2020-2021

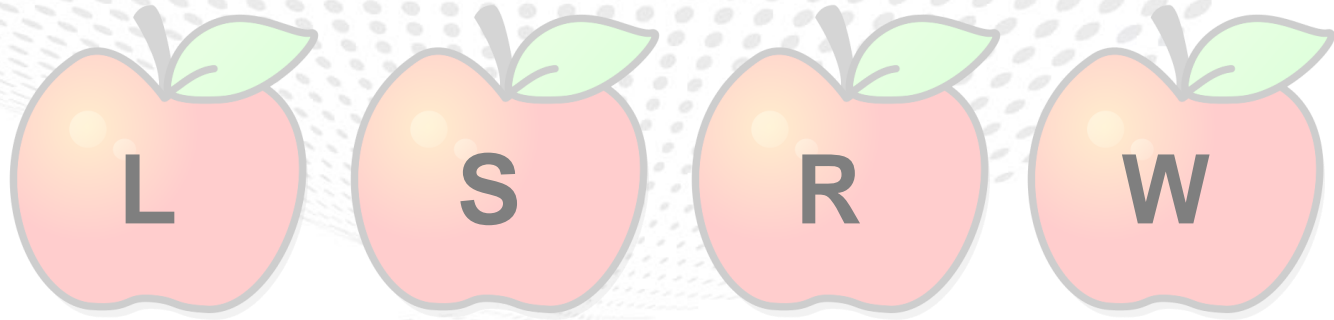
				
				
				

Allowance #2 IS applicable, since student did not receive a score for ALL domains

ELP Allowance #2



**TELPAS
2020-2021**



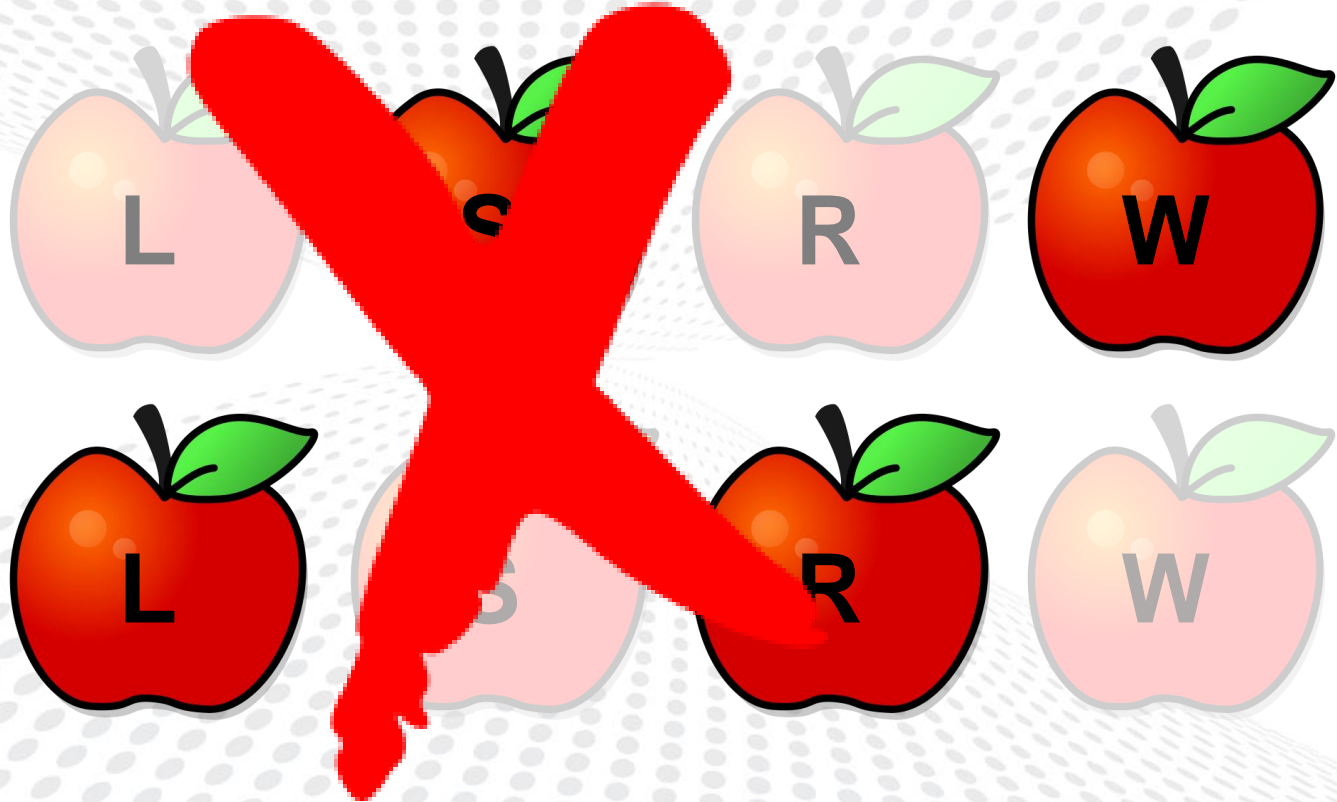
**Allowance #2 IS applicable, since student
did not receive a score for ALL domains**

Remote Check-In Code: LPAC2021

ELP Allowance #2



**TELPAS
2020-2021**



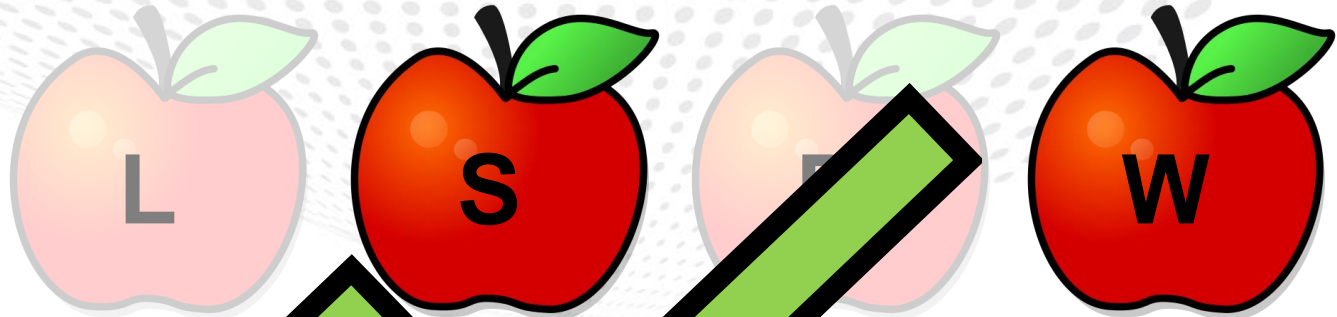
**LAS Links
on or after
May 29th**

Remote Check-In Code: LPAC2021

ELP Allowance #2



**TELPAS
2020-2021**



**LAS Links
on or after
May 29th**



Remote Check-In Code: LPAC2021

ELP Allowance #2



**TELPAS
2020-2021**



**LAS Links
on or after
May 29th**



Remote Check-In Code: LPAC2021

ELP Assessment Allowances



- **Allowance 3: Use of 2020-2021 STAAR Reading (3-10)**

If an English learner is able to have a **completed score** of **Meets or Masters Grade Level** on the STAAR Reading (3-8) or STAAR English I or II EOC (9-10) exam but **does not** have a completed **TELPAS Reading** score, the STAAR results of Meets or Masters Grade Level **can cover** the ELP assessment criteria for meeting **Advanced High** on the TELPAS Reading component.

** Combining allowances is only possible with Allowance 1 and 3 based on the student's individual situation.*

ELP Allowance #3



TELPAS
2020-2021



STAAR Reading or English I/II
EOC Meets/Masters



Remote Check-In Code: LPAC2021

DRC: LAS LINKS & RIVERSIDE: IOWA



LEADING THE WAY IN LANGUAGE ASSESSMENT



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Reclassification



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Texas Approved Reclassification Assessment



Texas English Learner Reclassification Testing for Grades 1, 2, 11, and 12

The **Texas Education Agency (TEA)** replaced its Commissioner's List of Approved Tests with a single statewide assessment for English Learner reclassification, effective in the 2019-2020 school year. TEA selected **Riverside Insights** as the single State Standardizes Reading Assessment for English Learner Reclassification for grades 1, 2, 11, and 12, per contract #4023.

Steps to Successful Testing



Remote Check-In Code: LPAC2021

Reclassification of English Learners with Significant Cognitive Disabilities



2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability

Grade Level(s)	English Language Proficiency Assessment*	Academic Content Assessment	Subjective Teacher Evaluation
Grade 1	TELPAS (Holistic)	(not required)	English Learner Reclassification Rubric - ALTERNATE
Grade 2	TELPAS Alternate	(not required)	
Grade 3-8		STAAR Alternate 2 Reading	
Grades 9-10		STAAR Alternate 2 English I/II EOC	
Grade 11-12		(not required)	

**Due to the nature of the TELPAS Alternate assessment design for grades 2-12 and the TELPAS holistic ratings for Grade 1 that can be scored remotely, no additional flexibilities are needed to the English Language Proficiency (ELP) component of the [Individualized Reclassification Process](#) for a student with a significant cognitive disability for the 2020-2021 school year.*

Remote Check-In Code: LPAC2021



Reclassification of English Learners with Significant Cognitive Disabilities

Guidance on Identification/ Reclassification: LPAC and ARD Committee Collaboration

When a student with a disability is, or might be identified as an English learner (EL), the student's admission, review, and dismissal (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to determine appropriate identification and reclassification criteria for a bilingual education or English as a Second Language (ESL) program. (19 TAC §§89.1226(h), (l), and (m)).

This document outlines processes for identification and reclassification of two groups of English learners:

- English learners served through special education; and
- English learners with a significant cognitive disability served through special education.

Student Population	Identification	Reclassification
Students served through special education	Follow <u>standard</u> process in 19 TAC §89.1226 as described in Section 1	Follow <u>standard</u> process as described in Section 2
Students served through special education with a <u>significant cognitive disability</u>		Follow <u>individualized</u> process described in Section 3

Section 1: Identification of English Learners also Served through Special Education

The LPAC in conjunction with the ARD committee will identify a student 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 assessments described in 19 Texas Administrative Code (TAC) §89.1226(c) cannot be administered. Local education agencies (LEAs) shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with 19 TAC Subchapter AA (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or ESL program is not refused solely because the student has a disability. Access to special education and bilingual or ESL services may not be restricted or denied due to limited staffing, scheduling, or other reasons of administrative convenience.

Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs from Bilingual Services (Fall Semester)

_____ Independent School District/Charter School

Prior to completing this form, see the document *Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs* found in the LPAC Framework Manual. Students eligible to be considered using the reclassification criteria under TAC §89.1226(m) should only be those designated to take STAAR Alternate 2 and/or those who meet participation requirements for TELPAS Alternate, as determined by the language proficiency assessment committee (LPAC), in conjunction with the admission, review and dismissal (ARD) committee.

Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies Using This Process

At or near the beginning of the school year a meeting to discuss whether the student is eligible to be reclassified using criteria under §TAC 89.1226(m).

(Student's Name) _____ was held on (Date of meeting to discuss reclassification criteria) _____.

Attendees:

LPAC Representative: _____

General Ed Representative: _____

Sp. Ed Representative: _____

Administrative Representative: _____

Other: _____

- o Through this process, a determination is made about the assessments and/or English language proficiency assessment standards to be used for reclassification.
- o This process applies ONLY when one or more assessments and/or English language proficiency assessment standards under TAC §89.1226(i) are not appropriate for the student in a particular language domain for reasons directly associated with the student's disability. In following this process, refer also to the document titled Guidance Related to ARD Committee and LPAC Collaboration found at <http://tea.texas.gov/index2.aspx?id=2147496923>.
- o This process must be conducted by key ARD committee members (including a diagnostician when applicable) and key LPAC members who are familiar with the student's current progress and needs, including one or more teachers with in-depth knowledge of the student's second language acquisition and academic achievement.

At the meeting, the participants discuss the second language acquisition of the student within the context of the individual student's disability to consider whether the TAC §89.1226(m) reclassification criteria are warranted.

- o Does the student's particular disabling condition warrant the need for process for considering reclassification criteria? _____
- o What evidence is documented in the IEP that indicates that the student will not be able to attain the English Language Proficiency Standards (as measured by TELPAS) in one or more domains? _____
- o What evidence is documented to indicate that the student no longer appears to benefit (or is expected to reach that point during the year) from second language acquisition support in English to address cognitive, linguistic, and affective needs? _____

Parent or Guardian Notification and Approval



The school district shall:

- Give **written notification** to the student's parent or legal guardian that his or her child has met all criteria to be reclassified as English proficient;
- Share the LPAC's recommendation for **program exit or for continued participation** in program (e.g. for students in a dual language immersion program);
- Acquire **written parental approval**, as appropriate, for exit from the bilingual education or ESL program, and as required under the Texas Education Code, §29.056(a).

Parent or Guardian Notification and Approval



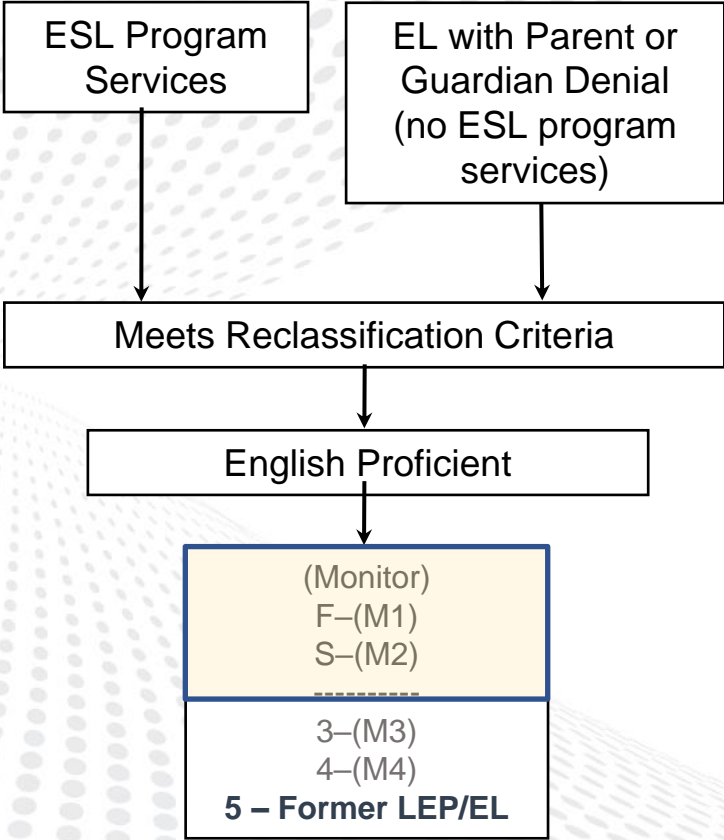
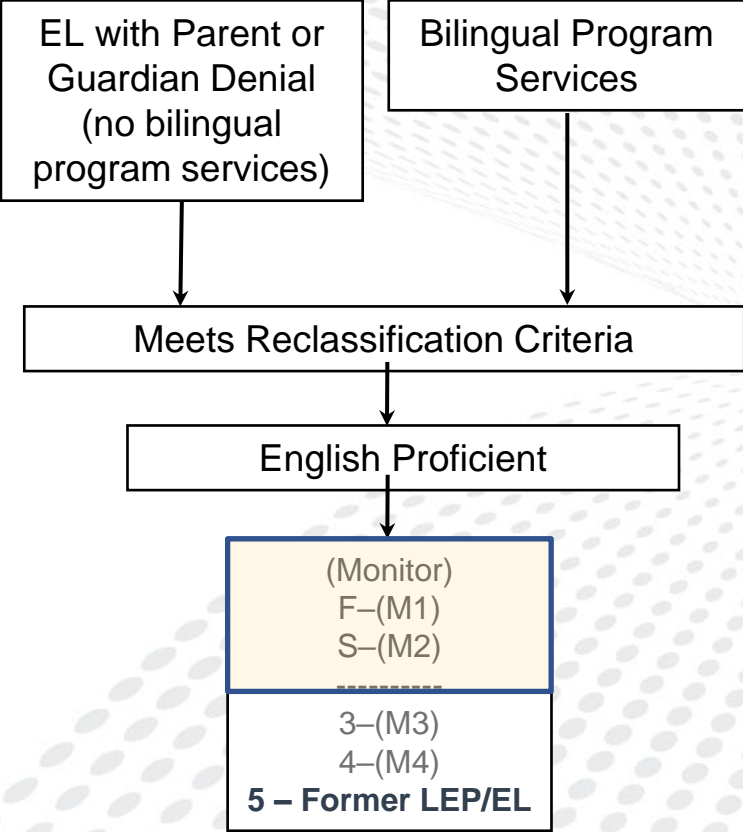
- Students meeting the requirements for **reclassification** may, at parent or guardian request, **continue** in the bilingual education or ESL program, at the district's discretion.
- Only **reclassified students** who continue to participate in **dual language two-way** programs **will continue** to generate bilingual education allotment funds.

Training Agenda



- Introduction
- Identification
- Placement
- English Learner Services
- Review and Reclassification
- **Monitoring and Evaluation**

Monitoring After Reclassification





Monitoring After Reclassification

- The LPAC shall monitor the **academic progress** of each student who has met criteria for reclassification in accordance with TEC, §29.056(g) for **the first two years after reclassification.**
- Monitoring for the first two years after reclassification **includes** students who had a **parental denial.**
- PEIMS LEP/EL Indicator Codes **F (first year)** and **S (second year)**
- This is a **State** requirement.



Reclassified Students (F&S Only)

In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance and consider:

- (1) the **total amount of time** the student was enrolled in a bilingual education or special language program;
- (2) the **student's grades** each grading period in each subject in the foundation curriculum;



Reclassified Students (F&S Only)

- (3) the student's performance on **State assessments**;
- (4) the **number of credits** the student has earned toward high school graduation, if applicable; and
- (5) any **disciplinary actions** taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

Monitor Year (3) and (4) Students



- The LPAC's sole responsibility for students in monitoring years 3 and 4 is to **coordinate with PEIMS** to ensure that students are coded appropriately.
- The LPAC **does not monitor academic progress** of students in monitoring years 3 and 4.
- ESEA requires this data collection **for accountability purposes only**.
- This is a **federal requirement**.

2020-2021 EOY LPAC Guidance



2020-2021 END OF YEAR LPAC GUIDANCE

Reclassification as English Proficient, Program Exit, and Parental Notification of Progress



SPRING 2021

- Utilize the [Updated 2020-2021 English Learner Reclassification Criteria and Guidance](#) to determine available allowances for individual students.
- Conduct Language Proficiency Assessment Committee (LPAC) End of Year (EOY) Review of all English Learners (ELs), including served ELs, ELs with parental denial, and students in their first two years of monitoring after reclassification. **The LPAC may**
 - utilize alternative meeting methods, which may include phone or video conferencing and the use of electronic signatures in accordance with their Local Education Agency (LEA) policy while maintaining confidentiality;
 - incorporate the required LPAC parent representative in an optional capacity; and
 - extend the timeline for English learner reclassification decisions through the first 60 calendar days of the LEA's 2021-2022 school year as needed.
- Ensure coordination between the LPAC and the Annual Review and Dismissal (ARD) Committee for English learners who are also served through special education.
- If all necessary assessment results have been received for LPAC's decision for reclassification, **send Parent Notification on Student Progress** to parents of:
 - ELs reclassifying and exiting program services (or ELs reclassifying with parental denial of services),
 - ELs reclassifying and continuing Dual Language Immersion (DLI) program services,
 - students moving from Monitoring Year 1 (F) after reclassification to Year 2 (S), or
 - students completing Year 2 of Monitoring.
- Send Parent Notification of Reclassification and Approval of Program Exit**, if reclassification is NOT pending any assessment results, to parents of ELs who are:
 - reclassifying and exiting program services or
 - reclassifying and continuing DLI program services.
- Prepare **Parent Notification on Student Progress** and **Parent Notification of Reclassification and Approval of Program Exit** forms for ELs who are reclassifying pending any assessment results. See below in Summer 2021 for instructions for a member of the LPAC to complete this process.
- Send** TELPAS reports (if available) to all parents of English learners, including ELs with parental denial. Report dates can be found on the [2020-2021 Student Assessment Testing Calendar](#).

*Note: Due to the allowable extended timeline for reclassification of English learners through the first 60 calendar days of the 2021-2022 school year, some of the tasks above may be likewise extended.

SUMMER 2021

- For ELs reclassifying pending any assessment results, when necessary results are received during the summer, a member of the LPAC follows through with the LPAC reclassification decision made at the EOY as follows:
 - If assessment results confirm the LPAC decision for reclassification, the LPAC representative **sends** the **Parent Notification on Student Progress** and **Parent Notification of Reclassification and Approval of Program Exit** forms that were prepared at EOY (Spring 2021).
 - If assessment results do not confirm the LPAC decision for reclassification, the LPAC representative **does not send** parent forms prepared at EOY; the parents of these students will receive a **Parent Notification on Student Progress** form at the beginning of the year (BOY) for continuation of EL identification and participation in program services, as applicable.
- Prepare **PEIMS code** changes for English learners who are reclassifying as follows:
 - **Reclassification:** LEP/EL Indicator Code changes from LEP/EL (1) to Monitor Year 1 (F)
 - If the 2020-2021 reclassification process is complete on or before the first day of the 2021-2022 school year, the LEP/EL Indicator code change is effective on the first day of school.

- If the 2020-2021 reclassification process is extended into the 2021-2022 school year, the LEP/EL Indicator code change is effective on the date of the LPAC decision for reclassification following assessment results*.
- **Exit:** Removal of Parental Permission Code and Bilingual, ESL, or Alternative Language Program Code
- If the 2020-2021 reclassification process is complete and parental approval of exit is received on or before the first day of the 2021-2022 school year, the exit is effective on the first day of school.
- If the 2020-2021 reclassification process is extended into the 2021-2022 school year and/or parental approval of exit has not yet been received on or before the first day of school, the exit is effective on the date of parental approval of exit*.
- If the student is continuing program participation after reclassification, Parental Permission Code indicates program continuation (C) and the appropriate program code (Bilingual, ESL, or Alternative Language) is indicated. Based on the goals of the program, the LPAC would only recommend program continuation after reclassification for Dual Language One-Way or Two-Way program models (Bilingual Program Type Code 4 or 5).

* Note: Fatal Warnings in PEIMS related to reclassifying or exiting students effective after the first day of school year will be lowered for the 2021-2022 school year.

FALL 2021

- Complete** any pending reclassification assessments and decisions for English learner reclassification. Remember, LAS Links should only be administered to English learners who did not complete all four domains of the 2020-2021 TELPAS **and** who have demonstrated potential for reclassification.
- Ensure** parental approval of exit is obtained promptly. Students must remain in their bilingual or English as a second language (ESL) program until parental approval of exit has been obtained, even though they have been reclassified as English Proficient/Non-LEP. Parental approval of program exit can be obtained in writing, through a documented phone conversation, or by e-mail that is documented in writing and retained. Phone or email source must be verified.
- Within the first 30 calendar days of the 2021-2022 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.
- Communicate** to teachers the status of English learners continuing in program services, continuing as identified ELs with a parental denial of services, and those who are entering year 1 of monitoring after reclassification. Additionally, communicate most current language proficiency levels of each student as well as the documented linguistic supports used by previous teachers.

* If LAS Links is administered for reclassification, the results may be included within this progress letter.

RESOURCES

- [2020-2021 English Learner Reclassification Updated Criteria and Guidance](#)
- [SY 20-21 English Learner Guidance FAQ](#) – located on the [TEA COVID-19 Support: Special Populations webpage](#)
- [Spring 2021 Assessment Guidance](#)

Remote Check-In Code: LPAC2021



LPAC Framework Web-Based Training

**MORE
INFORMATION
AVAILABLE AT:
txel.org/lpac**

The LPAC logo features the letters "LPAC" in a large, bold, blue, sans-serif font. To the right of the letters is a graphic of a globe with several stylized human figures in various colors (red, orange, yellow, green, blue) standing on top of it, holding hands. Below the globe is a dark blue hand icon. Underneath the entire graphic is a dark blue horizontal bar with the text "LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE" in white, uppercase, sans-serif font.


**How to Navigate to the LPAC
Framework Web-based Training Site**

The TEA logo is located in the bottom right corner of the LPAC graphic. It consists of the letters "TEA" in a bold, blue, sans-serif font, with a stylized orange and blue leaf/flame shape above the "A". Below "TEA" is the text "Texas Education Agency" in a smaller, blue, sans-serif font. A registered trademark symbol (®) is to the right of the "A".

Remote Check-In Code: LPAC2021

Summer School Guidance




**2021 English Learner Summer School
Guidance and FAQ**
 April 8, 2021
 (512) 463-9000 disasterinfo@tea.texas.gov tea.texas.gov/coronavirus

2021 English Learner (EL) Summer School Guidance

Local Education Agencies (LEAs) have been provided with flexibility in fulfilling the 2021 English learner summer school requirements for bilingual education and English as a second language (ESL) students entering kindergarten and grade 1 (Texas Education Code [Sec. 29.060](#); Texas Administrative Code [§89.1250](#)). Although 120 hours of instruction that are supplemental to the regular school day/year are still required, LEAs may choose to extend the summer school requirement by completing this supplemental program throughout the 2021-2022 school year. This document provides updated guidance and answers to frequently asked questions for implementing EL summer school with the available adjustments.

Guidance Sections


- [Requirements](#)
- [Considerations for Delivery Methods](#)
 - [Delivery Method Descriptions](#)
 - [Logistical Considerations](#)
 - [Skill Development Considerations](#)
 - [Progress Monitoring Considerations](#)
- [Additional Resources](#)
- [Voices from the Field](#)
- [Frequently Asked Questions](#)

Requirements

The required summer school program for English learners who are entering kindergarten or grade 1 is intended to prepare our youngest English learners for linguistic and academic success in early grades. This program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level.

The EL summer school program guidance described in Texas Administrative Code (TAC) §89.1250 will remain in effect for the summer of 2021 with the following alterations. The chart below highlights similarities and differences between statutory requirements and current flexibilities. A check mark (✓) indicates that the 2021 EL summer school requirement is identical to the statutory requirement.

Statutory EL Summer School Requirements	2021 EL Summer School
LEAs must offer summer school to families of English learners if they are required to offer bilingual or English as a second language (ESL) programs. TAC §89.1250 (2)(A)	✓
To be eligible for enrollment, a student must <ul style="list-style-type: none"> • be eligible for kindergarten or grade 1 during the 2021-2022 school year, • be identified as an English learner, and 	✓


**2021 English Learner Summer School
Guidance and FAQ**
 April 8, 2021
 (512) 463-9000 disasterinfo@tea.texas.gov tea.texas.gov/coronavirus

Statutory EL Summer School Requirements	2021 EL Summer School
<ul style="list-style-type: none"> • have parental/guardian approval for bilingual/ESL program placement. TAC §89.1250 (2)(B)	
Instruction focuses on language development and essential knowledge and skills appropriate to the level of the student. TAC §89.1250 (1)(B)	✓
Program addresses the affective, linguistic, and cognitive needs of English learners. TAC §89.1250 (1)(C)	✓
Enrollment is optional. TAC § 89.1250 (3)(A)	✓
LEA employs a traditional system for parents/guardians to register for the summer school program. (general guidance)	LEA creates an appropriate, accessible system for parents/guardians to register for the EL summer school program based on the LEA's current communication methods. Every effort should be made to ensure equitable access to information.
Duration of the program should be 120 hours of instruction. TAC §89.1250 (3)(B)	The 120 program hours may be completed via in-person, remote (synchronous and asynchronous), materials/paper delivery, or hybrid delivery methods. LEAs utilizing the materials/paper delivery method may estimate a number of instructional hours per bag or packet.
Student/teacher ratio does not exceed 18:1. TAC §89.1250 (3)(C)	For in-person delivery method, LEAs must follow current state and local health regulations for classroom organization. In all other delivery methods, the 18:1 ratio should be followed.
A school that operates on a semester system shall offer the program during the period school is recessed for the summer. TEC Sec. 29.060 (a)(1)	LEAs may complete 2021 EL summer school during the summer of 2021 or may adopt a schedule to complete the 120 hours of instruction (supplemental to the regular school day*) by the end of the 2021-2022 school year. *Supplemental to the regular school day may include before or after school hours, weekends, or during any LEA incremental breaks within a year-round schedule.
Program is staffed by teachers appropriately certified for the bilingual/ESL program. TAC §89.1250 (3)(E)	✓

Guidance on Identification and Placement of EL Prior to Kinder



Guidance on Identification and Placement of English Learners Prior to Kindergarten

The purpose of this guidance document related to identification and placement of English learners prior to Kindergarten is to distinguish between [key terms](#), explain [key elements](#) of the enrollment process, and to clarify common [enrollment process scenarios](#). Particularly, this resource explains the interrelatedness of services for students served through special education and the identification process for English learners to be dually served in bilingual education or English as a Second Language (ESL) programs.

Enrollment Prior to Kindergarten

For any student initially enrolling in a three- or four-year-old public-school program, a [Home Language Survey \(HLS\)](#) shall be administered and the state process followed for identification as an English learner (LEP/EL).

- This includes:
 - students with or without identified special needs.
 - students who are enrolled, not in membership due to attending school for less than 2 instructional hours per day.
 - students in a Head Start or private school program that are dually enrolled in a local education agency (LEA), based on the district's partnership with the Head Start/private school program.
- The EL [identification and placement process](#) shall be completed within four calendar weeks of enrollment per 19 TAC §89.1226(b).
- If a parent believes an error was made when completing the HLS, the parent may request a correction, only if: 1) the child has not yet been assessed for English proficiency; and 2) corrections are made within two calendar weeks of the child's enrollment date.
- English learners [qualify for prekindergarten \(PK\)](#); however, ELs may be coded as Early Education (EE) based on special education services in conjunction with their language program services.

Enrollment Process Scenarios

What if...

- **the child is identified as EL during registration, but the child does not enroll?**
The HLS and EL identification apply when coupled with initial enrollment during the same school year. If the child does not attend school during the school year for which he/she has been classified as an EL, then the HLS and EL identification documentation must be retained. If the student comes back to enroll in the following school year, he/she should be given a new HLS and the [state's process for identification](#) would begin again.

What if...

- **the child is not yet three years old during spring or summer registration when EL identification assessments are occurring?**
The English learner identification assessment cannot be administered before the child is three as it is not valid until age three.
- **the three- or four-year-old attends school for less than two hours of instruction per day for special education services?**
Although this child would be enrolled, not in membership, the HLS will be administered, and the [state's English learner identification process](#) followed at this time. If the child is identified as an English learner, the LPAC in conjunction with the ARD committee will collaborate to ensure that the child has access to both the special education and bilingual/ESL program services. The [LPAC in conjunction with the ARD committee](#) may determine:
 - that the child will participate in the district's available full-time prekindergarten program (in the appropriate age level), since the child has met prekindergarten eligibility based on English learner status;
 - that the child will receive his/her special education and bilingual/ESL program services in the district's early education (EE) setting; or
 - that the child will only receive drop-in services at this time.
 - In this scenario of drop-in services only, the district would not have a way to provide the required bilingual education or ESL program yet for this child.
 - This child is still identified as an English learner, but his/her English learner services will begin when the child is able to participate in a full-time prekindergarten program or early education setting.
 - It will be vital for the LPAC and ARD committee to ensure the full participation of the child in a bilingual education or ESL program once the child has a full-time program to attend. Keep in mind that a "full-time program" includes half- and full-day programs.
- **the child has been receiving special education services prior to age three and is now turning three?**
A child with a particular disability, such as blind/visually impaired or deaf/hard of hearing, may be receiving supportive services prior to his/her third birthday. However, the HLS administration and [EL identification process](#) do not begin prior to age three. When the child turns three, the ARD committee meets and determines eligibility for Early Childhood Special Education (ECSE) services. If the ARD committee determines that the child is eligible for ECSE services beginning at age three, the HLS is administered, and the EL identification process is initiated. If identified, the English learner will receive the bilingual education or ESL program through the ECSE services. However, although a student identified as an EL qualifies for a 3-year-old prekindergarten program (if available), the student must be three by Sept. 1 of the current school year to be eligible for prekindergarten program entry.



SY 20-21 English Learner FAQ



TEA Texas Education Agency
SY 20-21 English Learner FAQ
March 11, 2021
STRONG START 2020-21

(512) 463-9000 disasterinfo@tea.texas.gov tea.texas.gov/coronavirus

English Learner FAQ: Section Topics

Click on the links below to go directly to that section of the FAQ

- English Learner Program Services
- Language Proficiency Assessment Committee (LPAC) Procedures
 - General
 - English Learner Identification and Placement
 - 2020-2021 English Learner Reclassification

Note: This guidance only applies to the 2020-2021 school year and may include updates to guidance provided in response to the COVID-19 pandemic and resulting school closures during the 2019-2020 school year.

For information on instructional guidance and further detail on program implementation, see the [SY 20-21 English Learner Program Implementation Guidance](#) located on the [COVID-19 Support: Special Populations](#) webpage.

English Learner Program Services

- What are the expectations for bilingual and ESL teacher certification within remote and in-person learning?** *Posted August 26, 2020*
Teacher certification requirements for serving English learners and providing equitable access to the appropriate [bilingual education](#) or [ESL](#) program have not changed. If the LEA does not have the appropriately certified teachers to implement the bilingual education and/or ESL program, the LEA must apply for a bilingual education exception and/or ESL waiver on or before November 1st. For further information, see the [Bilingual Education Exception and ESL Waiver FAQ](#).
As the LEA considers staff and student learning arrangements, it is important to be mindful not to overly complicate student arrangements in order to bypass applying for a bilingual education exception or ESL waiver.

REVISED 3/11/2021

- Will LEAs be required to conduct the 2020-2021 annual bilingual education/ESL program evaluation?** *Revised March 11, 2021*
Yes. Per 19 TAC §89.1265, all school districts required to provide a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation and shall report to the board of trustees before November 1 of each year. In addition to the requirements listed in [19 TAC §89.1265 \(b\) and \(c\)](#), LEAs may also include other district-based

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academic progress assessments/benchmarks. Based on the [updated English learner reclassification criteria chart](#), LEAs will report the number of English learners reclassified. Also, documentation of the district's professional development efforts, including all information on teachers under a bilingual education exception or ESL waiver, will be reported. Furthermore, LEAs may also consider other anecdotal programmatic data to include that can demonstrate growth, such as reflections from the [Program Implementation rubrics](#).

NEW 3/11/2021

- Are there any allowances to the language proficiency and academic performance components of the eligibility criteria for the Languages Other Than English (LOTE) Dual Language Immersion (DLI) credit?** *NEW March 11, 2021*
No. Eligibility requirements remain the same for the 2020-2021 school year, per [TAC §74.12 \(b\)\(5\)\(F\)](#). For more information, see the [LOTE FAQ](#) question #14.

LPAC Procedures – General

- What continued adjustments to the LPAC responsibilities are available during the 2020-2021 school year?** *Posted July 2, 2020*
The LPAC may use the following provisions:
 - Alternative meeting methods**, such as
 - Phone or video conferencing
 - Use of electronic signatures that adhere with LEA policy
 - Optional LPAC parent representation** (although highly encouraged)

LPAC Procedures – English Learner Identification and Placement

- With potential for on-campus and remote learning during the 2020-2021 school year, are LPACs required to complete the English learner identification process within the required four calendar weeks of a student's initial enrollment in Texas public schools?** *Posted August 6, 2020*
As with other circumstances beyond the LEA's control, the LPAC attempts to complete the English learner identification process within the **four calendar weeks** requirement, as feasible, and documents in the student's permanent record the reasons for which the timeline was extended. Important notes:
 - The English learner identification assessment ([preLAS/LAS Links](#)) can be administered in person (using [DRC LAS Test Administration Guidelines](#)) or remotely. The use of the remote preLAS/LAS Links test administration is optional.
 - If a student is assessed for English proficiency prior to a period of school closure, the LPAC may meet through alternative meeting methods (phone or video conference) in order to complete the identification.
 - The participation of the LPAC parent is optional.
 - If the student is identified by the LPAC, the student's parent is notified of identification, and parental approval may be obtained in writing or through an email or documented phone conversation.
 - The summer or intermittent breaks (holidays, planned or unplanned periods of closure, etc.) can be used to complete the identification process, per local health

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TEA Contact Information



Email: EnglishLearnerSupport@tea.texas.gov



<https://tea.texas.gov/academics/special-student-populations/english-learner-support>



Division of English Learner Support:
(512) 463-9414



LPAC Web-Based Training
<https://www.txel.org/lpac>

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Region One Contact Information



Email: kchapa@esc1.net



<https://www.esc1.net/bilingual>

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Bilingual/ESL Program
(956) 984-6246



[Bilingual Newsletter: Beyond Fronteras](#)
[Upcoming Bilingual Events](#)

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¡Mil gracias!



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