2020-2021 BEGINNING OF YEAR LPAC GUIDANCE

Reminder of 2019-2020 End of Year (EOY) Guidance:
English Learner Reclassification and
Parental Notification of Progress

☐ **Complete** any pending reclassification assessments (LAS Links) and decisions for English learner reclassification.

- LAS Links should only be administered to English learners who did not complete all four domains of the 2019-2020 TELPAS **and** who have demonstrated potential for reclassification.
- LAS Links can be administered in person (using DRC LAS Test Administration Guidelines) **or virtually (beginning on August 17th)**. See the LAS Links Texas webpage for additional guidance and resources for virtual assessments. The use of the virtual preLAS/LAS Links test administration is optional.
- TELPAS and LAS Links scores cannot be combined to meet reclassification criteria.
- For reclassification purposes, the student should be assessed with the LAS Links grade level assessment for which the student was enrolled in the 2019-2020 school year.

☐ **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.
- The process for determining reclassification (typically completed in the spring) has been extended into the first 30 calendar days of the 2020-2021 school year. The timeline for these 30 calendar days begins when the district resumes school for all students for the 2020-2021 school year, regardless of in-person or remote learning setting.
- If the reclassification process is unable to be completed within the extended timeline in the fall, the LPAC documents the reasons for which the timeline was extended, including the plan for completing the process in a timely manner.
- All 2019-2020 English learner reclassification assessment and decisions must be completed and documented by the PEIMS snapshot (last Friday in October 2020).

☐ Within the first 30 calendar days of the 2020-2021 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.

Parental Notification on Student Progress forms may include district-level assessments or teacher records of linguistic progress in lieu of TELPAS and STAAR scores, as needed. If LAS Links is administered for reclassification, the results may be included within this progress letter.

Identification and Program Placement

School districts (including charter schools) are required to complete necessary English learner identification assessment and convene the LPAC to determine English learner status and to recommend program placement for identified English learners within **four calendar weeks** of a student's initial enrollment in a Texas public school. This timeline for identification begins when the district resumes school for all students for the 2020-2021 school year, regardless of in-person or remote learning setting.

UPON INITIAL ENROLLMENT IN A TEXAS PUBLIC SCHOOL

☐ **Administer** a Home Language Survey (HLS) to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through grade 12.

- It is the responsibility of the district to ensure parents understand the purpose and impact of the HLS form.
- Students in grades 9-12 can complete the HLS for themselves.

- In addition to written documentation, the answers to the HLS can be obtained from the parent/guardian through an email or phone conversation that is documented in writing and retained. The use of these alternative approval methods that are typically allowable for parental approval of program placement and exit are now extended to the HLS.

☐ **Verify** that the Home Language Survey (HLS) indicates only one language per response of the two questions. It is the responsibility of the district to contact the parent and seek parental clarification if more than one language is indicated in each response prior to assessing for English language proficiency.

☐ **Assess** the student if a response on the HLS indicates a language other than English.
- School districts must use the [standardized state-approved English language proficiency test for identification](#):
  - **Pre-LAS** for Pre-K and Kindergarten
  - **LAS Links** for grade 1 (listening and speaking components)
  - **LAS Links** for grades 2-12 (listening, speaking, reading, and writing components)
- PreLAS/LAS Links can be administered in person (using [DRC LAS Test Administration Guidelines](#)) **or virtually (beginning on August 17th)**. See the [LAS Links Texas](#) webpage for additional guidance and resources for virtual assessments. The use of the virtual preLAS/LAS Links test administration is optional.

☐ **Convene** an LPAC meeting to determine English learner identification based on the above assessments and recommend bilingual education or ESL program placement for each identified English learner.
- The student is considered an English leaner if any of the identification assessment scores are below the level indicated for English proficiency.
- The LPAC may use the following provisions during the 2020-2021 school year:
  - 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)

☐ **Notify** the parent or legal guardian in the parent's primary language if the child has been identified as an English learner. The [Parent Approval for Initial Identification and Placement](#) notification shall include:
  - The child's classification as an English learner;
  - level of English proficiency;
  - recommendation for placement of the child in the required bilingual education or ESL program; and
  - purpose, content, and benefits to the student of the recommended bilingual/ESL program.

  Parent bilingual and ESL program brochures are available in English, Spanish, and Vietnamese at http://www.elltx.org/ under the parent/family section of the web portal.

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

☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate [PEIMS codes](#) for the 2020-2021 school year.

Identification and Program Placement continued

STUDENTS TRANSFERRING FROM ANOTHER TEXAS PUBLIC SCHOOL

☐ **Request** and secure the student's records, including the Home Language Survey (HLS) and all LPAC documentation.

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

- ☐ **Document** the evidence found in LPAC paperwork. If there is documented evidence that the student was previously identified as an English learner in Texas, but no home language survey has been obtained, the campus shall document this in writing and retain this documentation in the student's cumulative folder.
- ☐ **Determine** if the student was previously served in a program or identified as an English learner in PEIMS.
- ☐ **Honor** the original identification as an English learner if there is sufficient evidence that indicates that the student was previously identified as an English learner in Texas.
- ☐ **Communicate** continuation of bilingual or ESL services with the parent or guardian. Send Parental Approval for Identification and Placement if there is a change in program services.
- ☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2020-2021 school year.

STUDENTS TRANSFERRING FROM OUTSIDE OF TEXAS

- ☐ **Review** any documentation brought in by the student.
- ☐ **Determine** if evidence indicates that the student was previously enrolled in a Texas school by checking the TREx database, PEIMS or any other databases if applicable. If the student had any time been in a Texas public school, follow the procedures listed above for "Students Transferring From Another Texas Public School".
- ☐ **Proceed** with the statewide identification process as outlined in the section of this document titled "Upon Initial Enrollment in a Texas public school".
- ☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2020-2021 school year.

STUDENTS SERVED THROUGH SPECIAL EDUCATION (NEW AND TRANSFER)

- ☐ **Review** the Guidance Related to ARD Committee and LPAC Collaboration.
- ☐ **Follow** the state's established process for identifying an English learner (as described above). It is important to note that English learner identification and placement in language program services must not be refused solely on the basis of a student's disability.
- ☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2020-2021 school year.

RESOURCES

- English Learner Portal: COVID 19/Strong Start 20-21 Resources
- *Strong Start 20-21 English Learner Guidance FAQ* – located on the TEA COVID-19 Support: Special Populations webpage
- 2019-2020 English Learner Reclassification Updated Criteria and Guidance