

LPAC Guidance: Beginning of the Year Procedures



Emergent Bilingual Support Division

EMERGENT BILINGUAL (EB) STUDENT RECLASSIFICATION AND PARENTAL NOTIFICATION OF PROGRESS

Complete any pending PEIMS coding for EB students that met reclassification.

Ensure parental approval of exit is obtained promptly for those who have been reclassified.

- 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.
- Parental approval of program exit can be obtained in writing, through a documented phone conversation, or by e-mail that is documented and retained.

Send *Parental Notification of Student Progress* ([BE](#)) ([ESL](#)) form to parents/family member within the first 30 calendar days of the current school year, for:

- EB students continuing bilingual or ESL program services (who did not meet reclassification),
- EB students changing program from elementary to middle school, and
- EB students with a parental denial of services

IDENTIFICATION AND PROGRAM PLACEMENT

LEAs (including all school districts, open-enrollment charter schools, and districts of innovation) are required to complete necessary emergent bilingual (EB) student identification assessment and convene the LPAC to determine identification of emergent bilingual students and to recommend program placement within four calendar weeks of a student's initial enrollment in a Texas public school.

NOTE: For students enrolling at the beginning of the current school year, LEAs have the opportunity to enter accurate identification and placement TEDS codes through the [TSDS PEIMS](#) extended fall submission (January 20th).

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. Prekindergarten (in this case) includes students participating in an Early Education (EE) setting.

- It is the responsibility of the LEA to ensure the parent/family member understands the purpose and impact of the HLS form, this includes understanding program differences, benefits of bilingualism, making corrections, etc.
- Students in grades 9-12 can complete the HLS for themselves. It is the responsibility of the LEA to ensure the student, in this case, understands the purpose and impact of the HLS form.
- In addition to written documentation, the answers to the HLS can be obtained from the parent/family member through an email or phone conversation that is documented and retained.

LPAC Guidance: Beginning of the Year Procedures

Emergent Bilingual Support Division

Verify that the HLS indicates responses to the **three** questions. It is the responsibility of the LEA to contact the parent/family member and seek clarification if multiple languages other than English are indicated for each response prior to assessing for English language proficiency.

Assess the student if any response on the HLS indicates a language other than English.

- LEAs 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)
- Pre-LAS/LAS Links can be administered in person or virtually.
- See the [Pre-LAS/LAS Links FAQs](#) for more details on appropriate test administration practices.
- LEAs that provide a bilingual education program at the elementary grades shall administer a language proficiency test in the home language of the student eligible to be served in the bilingual education program. These assessments do not influence identification as emergent bilingual.
 - Students with a home language of Spanish: LEAs must administer the LAS Links Español (listening and speaking) For students which home language is language assessment is not in their language, the LEA shall determine the student’s level of proficiency using informal oral language assessment measures.

Convene an LPAC meeting to determine a student’s identification as emergent bilingual based on the above English language proficiency assessment and recommend bilingual education or ESL program placement for each identified EB student.

- The student is considered an emergent bilingual if any of the identification assessment scores are below the level indicated for English proficiency.
- The LPAC may use the following provisions, as needed:
 - Video conferencing
 - Use of electronic signatures that adhere with LEA policy

Notify the parent/family member in the family’s primary language if the child has been identified as emergent bilingual. The *Parental Notification of Identification and Approval of Placement (BE) (ESL)* letter shall include:

- the child’s classification as an emergent bilingual*;
- 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**.

*The [EL web portal Parents and Families](#) page provides a video on the Process for Serving English Learners, available in Spanish and English.

**[Parent bilingual and ESL program brochures](#) are available on the EL web portal in Spanish, Vietnamese, and English.

Place the EB student in the recommended bilingual or ESL program until the LEA receives the signed parental approval or denial of program services.

LPAC Guidance: Beginning of the Year Procedures

Emergent Bilingual Support Division

- Once the parental approval form is signed, the LEA can code the student's program participation in [TSDS PEIMS](#) to start generating bilingual education allotment (BEA) funding, effective the date indicated on the signed parental approval form.
- Parental approval of program participation can be obtained in writing, through a documented phone conversation, or by e-mail that is documented and retained.
- If the parent denies program services, the student will be placed in a general education classroom and will **not** generate BEA funding.
- **Note:** It is highly encouraged for LEAs to contact the parents/ families of EB students that have denied services each year to remind them of the benefits of bilingual education.

Enter the student information into the [TSDS PEIMS](#), using the appropriate TEDS codes outlined in this [Code Guide](#).

STUDENTS TRANSFERRING FROM ANOTHER TEXAS PUBLIC SCHOOL

Request and secure the student's records, including the Home Language Survey (HLS) and all LPAC documentation including the [student's educational history worksheet](#).

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 emergent bilingual in Texas, but no HLS 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 emergent bilingual student in [TSDS PEIMS](#).

Honor the original identification as an emergent bilingual student if there is sufficient evidence that indicates that the student was previously identified in Texas.

Communicate continuation of bilingual education or ESL services with the parent/family member.

Enter the student information into the [TSDS PEIMS](#), using the appropriate TEDS codes outlined in this [Code Guide](#).

LPAC Guidance: Beginning of the Year Procedures



Emergent Bilingual Support Division

STUDENTS TRANSFERRING FROM OUTSIDE OF TEXAS

Review any documentation brought in by the student to provide background information.

Determine if evidence indicates that the student was previously enrolled in a Texas school by checking the [TREx](#) database, [TSDS PEIMS](#) or any other databases if applicable. If the student had at any time been previously enrolled) 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 [TSDS PEIMS](#), using the appropriate TEDS codes outlined in this [Code Guide](#).

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 emergent bilingual students (as described above). It is important to note that identification as an EB student 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 [TSDS PEIMS](#), using the appropriate TEDS codes outlined in this [Code Guide](#).

RESOURCES

- [LPAC Framework Training Resources](#)
 - **Note:** Terminology updates related to the 2021 legislative session and TAC Chapter 89 2023 revisions are in process for all LPAC Framework Training Resources.
- [Reclassification Criteria and Guidance for the 2023-2024 school year](#)
- [Texas Student Data System \(TSDS\) Public Education Information Management System \(PEIMS\) – TSDS Web-Enabled Data Standards \(TWEDS\)](#)
- [Code Guide for Bilingual and ESL Program Association](#)
- [Program Implementation Resources](#)