


2021-2022 BEGINNING OF YEAR LPAC GUIDANCE

 **Notice:** The term “English learner” has been replaced by the term “emergent bilingual student” in accordance with decisions made in the 2021 Texas legislative session.



Reminder of [2020-2021 End of Year \(EOY\) Guidance](#): Emergent Bilingual (EB) Student Reclassification and Parental Notification of Progress

- Complete** any pending reclassification assessments ([LAS Links](#)) and decisions for EB student reclassification.
 - The process for determining reclassification (typically completed in the spring) has been extended into the first 60 calendar days of the 2021-2022 school year. The timeline for these 60 calendar days begins when the local education agency (LEA) resumes school for all students for the 2021-2022 school year.
 - See the [Updated 2020-2021 English Learner Reclassification Criteria and Guidance](#) for details on reclassification allowances.
 - Using LAS Links for reclassification:
 - LAS Links should only be administered to EB students who did not complete all four domains of the 2020-2021 TELPAS **and** who have demonstrated potential for reclassification.
 - If using LAS Links for reclassification purposes, the student should be assessed with the LAS Links grade level assessment for which the student was enrolled in the 2020-2021 school year.
 - The 2020-2021 LAS Links for reclassification testing window has been extended through November 1, 2021.
 - For students who were in grades 1, 2, 11, or 12 in the 2020-2021 school year and need to take the Iowa Form F for the state standardized reading component of the reclassification criteria, the 2020-2021 testing window has been extended through November 1, 2021.
 - This year, LEAs will have the opportunity to correctly enter 2020-2021 reclassification decisions through the [TSDS PEIMS](#) extended fall submission (January 20, 2022). The Fatal Warning for a reclassification date at the beginning of the year has been reduced to Warning level.
 - The Language Proficiency Assessment Committee (LPAC) may use the following provisions, as needed, during the 2021-2022 school year:
 - Alternative meeting methods, such as
 - Phone or video conferencing
 - Use of electronic signatures that adhere with local education agency (LEA) policy
 - Optional LPAC parent representation (although highly encouraged) due to extenuating circumstances where the parent is unable to participate in-person or remotely
- 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 [Parent Notification on Student Progress](#)** form to parents/family member within the first 30 calendar days of the 2021-2022 school year, for:
 - EB students continuing bilingual or ESL program services (who did not meet reclassification) 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 2021-2022 school year, LEAs have the opportunity to enter accurate identification and placement TEDS codes through the [TSDS PEIMS](#) extended fall submission (January 20, 2022).

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.
 - 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.
- Verify** that the HLS indicates only one language per response of the two questions. It is the responsibility of the LEA to contact the parent/family member and seek clarification if more than one language is indicated for each response prior to assessing for English language proficiency.
- Assess** the student if a 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)
 - PreLAS/LAS Links can be administered in person or virtually.
 - See the [Pre-LAS/LAS Links FAQs](#) for more details on appropriate test administration practices.
- 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, during the 2021-2022 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) due to extenuating circumstances where the parent is unable to participate in-person or remotely
- 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](#) 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 English and Spanish.*

***[Parent bilingual and ESL program brochures](#) are available on the EL web portal in English, Spanish, and Vietnamese.*
- Place** the EB student in the recommended bilingual or ESL program until the LEA receives the signed parental approval or denial of program services.

- 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.
- 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.
- 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/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 emergent bilingual/English learner in [TSDS PEIMS](#).
- Honor** the original identification as an emergent bilingual/English learner if there is sufficient evidence that indicates that the student was previously identified in Texas.
- Communicate** continuation of bilingual or ESL services with the parent/family member. Send [Parental Notification of Identification and Approval of Placement](#) if there is a change in program services.
- Enter** the student information into the [TSDS PEIMS](#), using the appropriate TEDS codes outlined in this [Code Guide](#).

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 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 [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 are in process for all LPAC Framework Training Resources.*
- [Updated 2020-2021 English Learner Reclassification Criteria and Guidance](#)
- 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](#)