

LPAC Guidance: End of the Year Procedures

Emergent Bilingual Support Division

EMERGENT BILINGUAL (EB) STUDENT RECLASSIFICATION AS ENGLISH PROFICIENT, PROGRAM EXIT, AND PARENTAL NOTIFICATION OF PROGRESS

SPRING

Conduct Language Proficiency Assessment Committee (LPAC) End of Year (EOY) Review of all emergent bilingual (EB) students, including EB students served in bilingual/ESL programs, EB students with parental denial, and students in their first two years of monitoring after reclassification.

The EOY Review should

- Be individualized,
- Include a variety of progress measures to demonstrate linguistic and academic progress, and
- Culminate in a recommendation to continue program services or a recommendation for reclassification based on readiness illustrated in the above progress measures.

The LPAC may

- Use alternative meeting methods, which may include phone or video conferencing, and
- Use electronic signatures that align with local education agency (LEA) policy while maintaining confidentiality.

Determine which EB students the LPAC recommends for reclassification based on progress monitoring data from current SY and previous TELPAS data.

- **Utilize** the [Emergent Bilingual Reclassification Criteria Chart](#) to determine appropriate reclassification criteria per grade level.
- Gather teacher subjective forms, and
- Identify and schedule EB students requiring TEA Approved Norm-Referenced Standardized Achievement Test.

Ensure coordination between the LPAC and the Annual Review and Dismissal (ARD) Committee for emergent bilingual students who are also served through special education.

Send [Parent Notification on Student Progress](#) to parents of:

- EB students who have met reclassification criteria and are recommended to exit program services (or EB students reclassifying with parental denial of services),
- EB students who have met all reclassification criteria and are recommended to continue 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 EB students who are:

- reclassifying and exiting program services,
- reclassifying and continuing DLI program services, or

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Prepare *Parent Notification on Student Progress* and *Parent Notification of Reclassification and Approval of Program Exit* forms for EB students who are recommended for reclassification **pending assessment results**. See Summer section below for instructions on completing this process.

Send TELPAS reports (if available) to all parents of emergent bilingual students, including EB students with parental denial. Reporting dates for all assessments can be found at [Reporting for the Texas Assessment Program](#).

SUMMER

For emergent bilingual (EB) students recommended for reclassification pending assessment results, a member of the LPAC follows through with the LPAC reclassification decision made at the EOY prior to the start of the upcoming school year as follows:

- If assessment results confirm the LPAC recommendation 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.
- If assessment results do not confirm the LPAC recommendation 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 EB student identification and participation in program services, as applicable. The Teacher Subjective Evaluation that was likely completed is now an additional piece of data to be maintained in the student's records.

Prepare [PEIMS descriptor](#) changes for EB students who are reclassifying as follows:

- **Reclassification:** EB/EL Descriptor changes from EB/EL (1) to Monitor Year 1 (F); the EB/EL Descriptor change is effective on the first day of the **current** school year.
- **Exit:** Removal of Parental Permission Descriptor and Bilingual, ESL, or Alternative Methods Descriptor
 - If parental approval of exit is received on or before the first day of the **current** school year, the exit is effective on the first day of school.
 - If parental approval of exit has not yet been received on or before the first day of the **current** school year, 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 (G) and the appropriate program descriptor (Bilingual, ESL, or Alternative Methods) is indicated. Based on the goals of the program, the LPAC would only recommend program continuation after reclassification for dual language immersion one-way or two-way program models (Bilingual Program Type Descriptor 4 or 5).

FALL

Ensure parental approval of exit is obtained promptly. Reclassified, Monitor 1 students must remain placed in their bilingual or English as a second language (ESL) program until parental approval of exit has been

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obtained, even though they are English proficient. 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 **current** school year, **send** *Parent Notification on Student Progress* form to parents of:

- Emergent bilingual students continuing bilingual or ESL program services and
- Emergent bilingual students with parental denial.
- Emergent bilingual students with a change of program and moving from an elementary bilingual program to a secondary ESL program.

Note: Within this communication, it is important to provide explanation for a program change when the student has participated in a bilingual program in elementary grades and will be participating in a secondary ESL program if the bilingual program has not extended into secondary. Additionally, the Program Descriptor in [PEIMS](#) will be adjusted accordingly with a start date of the first day of the current school year.

Communicate to teachers the status of EB students continuing in program services, continuing as identified EB students 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.

RESOURCES

- [Emergent Bilingual Reclassification Criteria Chart](#)
- TSDS PEIMS [Descriptor Guide](#) for Bilingual and ESL Program Association
- [Texas Education Data Standards](#) (TSDS Web-Enabled Data Standards)
- [Reporting for the Texas Assessment](#)
- [Student Assessment Testing Calendar](#)
- LPAC Resources: [Review and Reclassification](#)