2026 – 2027
Santa Rosa ISD
Bilingual Education
English as a Second Language (ESL)
Handbook

Santa Rosa Independent School District

Bilingual Education
ESL Program Model

Mission Statement

The Santa Rosa I.S.D. will implement the Bilingual Education ESL Program Model to ensure that all Emergent Bilingual students achieve their full academic potential. Emergent Bilingual students will learn to read, write, and speak English so that they can compete in the world they live in. Santa Rosa I.S.D is committed to:

1) Addressing the needs of students who are identified as Emergent Bilingual (EB); and
2) Providing an equal educational opportunity for all identified students through bilingual education and English as a Second Language (ESL) programs.

Santa Rosa I.S.D. Bilingual Education ESL Programs will emphasize the mastery of English language skills enabling students to participate effectively in regular classroom instruction and support mastery of the state's curriculum, the Texas Essential Knowledge and Skills (TEKS), the ELAR/SLAR, and ELPS Standards. This will allow students to reach their full potential through equitable experiences which ensure that they become confident, productive and competent members of our multicultural society.

Goals

The goal of the Texas ESL Framework is to provide a structured, systematic approach to language instruction to help local education agencies meet TAC state policy. The goal of ESL programs is to enable emergent bilingual students to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of content-based language instructional methods. The ESL programs include the mastery of grade level English reading and language arts, mathematics, science, and social studies knowledge and skills as integral parts of the academic goals for all students to enable emergent bilingual students to effectively participate in school (§89.1201).

ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the special needs of English learners. The basic curriculum content of the programs shall be based on the essential knowledge and skills required by the state (§89.1201 (d)).

Objective

The Santa Rosa I.S.D. ESL Program will ensure that EB students participate in and receive equitable opportunities with regards to positive learning environments and high stakes curriculum which enable them to...

- become literate and competent in the reading, writing, oral and written conventions, research, listening and speaking of the English language through the development of on grade level TEKS in both the primary language and English through effective second language strategies;
- attain academic skills in mathematics, science and social studies;
- achieve mastery through teachers' use of individualized instruction, pacing, appropriate curriculum, materials and strategies, assessment, and supplementary/enriched instruction; and
- participate equitably in gifted and talented programs, technology (e.g., computers, lab equipment/time); and other special programs/services available to other students including school-to-work, leadership skills, community service, and independent study, etc.

Overview of the English as a Second Language Program

19 TAC Chapter 89 An Adaptation for Special Populations specifies that the ESL Education program must address the affective, linguistic and cognitive needs of Emergent Bilingual students. SRISD's Instructional Model for effective ESL Program implementation provides a written description of instructional supports and resources that will provide continuity from grade to grade and school to school. Implementation will require:

- support from the family, community, and school administration.
- well trained certified teachers with bilingual/ESL education certification, endorsements or permits to provide instruction.
- appropriate and well-designed strategies and teaching materials.
- state adopted texts and supplementary materials are used as curriculum tools to enhance the learning process.

Program Features

EB students in an ESL program shall be provided instruction using content-based language instructional methods in English to acclimate students to the school environment and to develop academic language skills, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall be designed to incorporate the students' home languages and learning experiences and shall incorporate the cultural aspects of the students' backgrounds in accordance with TEC, §29.055(b).

EB students in an ESL program shall be provided targeted and intentional academic language instruction to develop proficiency in listening, speaking, reading, and writing in the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects, providing individualized linguistically accommodated content instruction commensurate with the students' language proficiency levels. The ELPS student expectations are provided for English development in conjunction with the TEKS.

EB students in an ESL program shall be provided instruction in English in reading and language arts, mathematics, science, and social studies using content-based language instructional methods. The instruction in all academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

The ESL program shall be implemented through:
An ESL/pull-out program model is an English acquisition program that serves identified EB students through English instruction using content-based language instruction methods provided by an appropriately certified ESL teacher under TEC, §29.061(c), in reading and language arts in a pull-out or inclusionary delivery setting.

The goal of ESL pull-out is for program participants to attain full proficiency in English in order to participate equitably in school.

1. Classroom instruction shall effectively integrate second language acquisition with quality content area instruction to ensure that EBs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential (§74.4 English Language Proficiency Standards)
2. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum (§74.4 English Language Proficiency Standards)
3. ESL instruction must occur daily. English instruction gradually increases as the students' proficiency in English develops;
4. Assessment will be administered in the primary language and/or the second language as specified by the Language Proficiency Assessment Committee (LPAC) at the elementary.
5. The classroom environment may have a language and content rich setting and reflects a bilingual setting.
6. Strong parental support and involvement is essential to reinforce children's educational progress and communicate high expectations about academic achievement.

LPAC Process for Identification

The LPAC Campus Committee is comprised of a Campus Coordinator (Principal or Dean of Instruction), Case Manager (Counselor or Dean of Instruction), BE/ESL Certified Teacher and Parent volunteer. The LPAC Campus Admin, Campus Case Manager & Parent volunteer are trained by the Campus Administration. The LPAC Campus Administrator trains the Campus Committee with the BOY, MOY, and EOY LPAC Procedures/Confidentiality and ensures Oaths are signed. LPAC works in collaboration with the ARD and RtI/504 to facilitate services for our Emergent Bilingual students. Each campus Case Manager is responsible for collecting all EB documentation and placing it in the Purple EB folder. Frontline-Success Ed ELLA online program is used to document all EB documentation. Case Managers have a timeline that is followed throughout the year to make sure that all compliance documentation is completed (oaths, 6 weeks failure lists, EB/PD list, M1/M2 lists, email EB lists to teachers, LPAC Reports & Minutes, EOY LPAC Summary, etc.). At the end of the year, each campus case manager organizes their EB purple folders that will be sent to the next year's campus (ex. 5th grade folders to Jo Nelson Middle School & 9th grade folders to Santa Rosa High School). Lists are created by case managers and reviewed by the Campus Coordinators to ensure folders are ready to be sent to the receiving campus.

Required LPAC Meetings

- Within four calendar weeks of the initial enrollment, for identification and/or review. (BOY)
- Prior to state assessments, for determination of appropriate assessments and designated supports. (MOY)
- At the end of the year, for annual review and for the following year's placement decisions. (EOY)
- As needed, to discuss student progress. If an EB is failing at any time during the school year an LPAC must be held to assure that appropriate interventions/instructional accommodations are put in place.

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

Required Members

ESL Programs
Campus Administrator
Bilingual or ESL Teacher
LPAC Parent Representative

Campus LPAC Teams

Campus	Members	Phone Number
Santa Rosa High School	**Campus Admin:** Michael Solis Marcy Cuevas Laura Buentello **Counselor:** Andrea Loya	956-636-9830
Jo Nelson Middle School	**Campus Admin:** Ludybina Torres Marcy Cuevas Laura Buentello **Counselor:** Crystal Hernandez	956-636-9850
Elma E. Barrera Elementary	**Campus Admin:** Cynthia Hernandez Marcy Cuevas Laura Buentello **Counselor:** Melissa Ramos	956-636-9870

Decision-Making Process for State Assessments

EB students are required to:

- take STAAR with or without accommodations,
- meet assessment graduation requirements, and
- take TELPAS (or TELPAS Alternate if they meet the participation requirements).

For EB students who receive special education services or services under section 504, the Language Proficiency Assessment Committee (LPAC) is required to work in conjunction with the applicable committee to make and document assessment and accommodation decisions.

The LPAC committee must ensure the following takes place BEFORE any state assessment is administered:

- Train all members of the Language Proficiency Assessment Committee (LPAC) using the LPAC Decisions Educator Guide and associated training presentation found on the TEA Language Proficiency Assessment Committee Resources webpage.
- Meet as an LPAC to make participation and designated support decisions for state assessments of emergent bilingual (EB) students.
    - Refer to the Accommodations Policy Documents.
    - Make STAAR designated support decisions on an individual student basis and as close as possible to the assessment based on the student's current language proficiency levels.
    - Document decisions using the LPAC Participation and Designated Supports Form for grades K-5 and grades 6-12. (Ensure that components of required state documentation are included in the sample forms if they are modified by the school district.)
- Remember that for End-of-Course (EOC) assessments, designated support decisions can be carried over from fall to the spring and summer administrations.
- Coordinate with:
    - content area teachers of emergent bilingual students to make STAAR designated support decisions based on classroom instruction and students' linguistic needs.
    - the Admission, Review, and Dismissal (ARD) committee for students receiving Special Education services to determine TELPAS/TELPAS Alternate and STAAR/STAAR Alternate 2 participation and designated support decisions.
    - other specialized committees, such as Section 504 Committee, Response to Intervention (RtI) team, or the appropriate team of people at the campus level for eligible students to determine STAAR participation decisions and designated support decisions for STAAR and TELPAS.
- Obtain content teacher signatures for applicable STAAR designated supports to signify agreement of necessity and confirm the use of these designated supports are used routinely and effectively as instructional linguistic accommodations during classroom instruction and assessment throughout the year.
- Maintain required LPAC documentation of STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, and TELPAS Alternate participation decisions and the decisions to provide designated supports for linguistic needs in each student's permanent record file.

STAAR Preparation

Prepare and maintain documentation to ensure that

• a STAAR exemption has only been applied to emergent bilingual students who meet the following criteria:

- Qualify as an unschooled asylee or refugee,
- Are in the first year of enrollment in U.S. schools, and
- Are in grades 3-8.

• the STAAR English I special provision has only been applied to emergent bilingual students who meet the following criteria:

- Are enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course,
- Have been enrolled in U.S. schools for 3 years or less or qualify as an unschooled asylee or refugee enrolled in U.S. schools for 5 school years or less, and
- Have not attained a TELPAS Advanced High reading rating in grade 2 or above.

Ensure that LPAC coordination with the ARD committee for EB students receiving special education services has

• distinguished between disability-related needs and support for second language acquisition-related needs.

• only assigned STAAR Alternate 2 to eligible students with a significant cognitive disability.

Provide resources and training to teachers of emergent bilingual students to ensure that available accessibility features as well as designated supports assigned for STAAR are being utilized in classroom instruction.

TELPAS Preparation

Ensure that LPAC coordination with the ARD committee for EB students receiving special education services has determined

- if eligibility for TELPAS Alternate has been met or if the student will take general TELPAS.
- if the student taking general TELPAS will be exempted on a domain-by domain basis, providing well-supported and documented reasoning based on the student's special education related needs.

Provide resources and training to teachers of emergent bilingual students to ensure that available accessibility features for TELPAS (as well as designated supports assigned to students with an ARD or other specialized committee) are being utilized in classroom instruction.

TELPAS encompasses listening, speaking, writing, and reading. **All** Emergent Bilingual students in grades K-12, including parental denials, must participate in TELPAS assessments. EBs in grades 2- 12 participate in TELPAS until they meet reclassification criteria. Students that qualify for STAAR Alt will automatically qualify for TELPAS Alt.

TELPAS is to EBs as STAAR is to all students. TELPAS is not an optional test, but a state-required assessment. The TELPAS components for grades K–1 and 2–12 differ in the following ways:

Grades K–1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.

Grades 2–12: TELPAS includes online reading and writing, as well as listening and speaking tests based on academic content and language.

The following brief descriptions summarize the abilities generally demonstrated by students at the four English proficiency levels.

Beginning—Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.

Intermediate—Students who receive this rating are able to use common, Basic English in routine academic activities but need considerable English-language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may not comprehend all the details.

Advanced—Students who receive this rating are able to understand and use academic English in classroom activities when given some English-language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.

Advanced High—Students who receive this rating are able to use academic English in classroom activities with little English language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situation.

Language Categories

PRE-LAS® 2000 (PK3, PK and K)

Total Scores		PRE-LAS® 2000 Proficiency Categories	
AGE			
36-59 mos. 3 & 4 yr olds	**60-83 mos.** 5 & 6 yr olds	**Level** **Pre-LAS 2000 Category**	
0-56	0-61	**1**	Non-English Speaker
57-66	62-71	**2**	Limited English Speaker
67-76	72-81	**3**	Limited English Speaker
77-86	82-91	**4**	Fluent English Speaker
87-100	92-100	**5**	Fluent English Speaker

LAS Links (1-12)
Overall Listening and Speaking (L/S) Level

Overall L/S Level	Category
1	Beginning
2	Early Intermediate
3	Intermediate
4	Proficient
5	Above Proficient

Pre-Kinder & Kinder
Oral Language Proficiency Testing

English PreLAS	Spanish PreLAS
Form C – Beginning of the Year	**Form C –** Beginning & End of the Year
Form C – Beginning of Year Stories	**Form C** – Beginning of Year Stories
Form D – End of Year Stories	**Form C** – End of Year Stories

Content Area Instruction through Sheltered English Instruction (SEI)

The SEI component of the ESL Program is essential to the student's academic achievement and his/her second language development as he/she progresses through the program. SEI instruction in grades K-12 will focus on:

- Teaching objectives for listening/speaking appropriate to the student's level of English proficiency (i.e. Beginner, Intermediate, and Advanced)
- Teaching selected reading/writing skills appropriate to the student's level of English proficiency (i.e. Beginner, Intermediate, and Advanced)
- Integrating language and content objective

Emergent Bilingual Summer School Programs

Local Education Agencies (LEAs) are required to provide summer school for emergent bilingual (EB) students served in bilingual education and English as a second language (ESL) programs entering kindergarten and grade 1 (Texas Education Code Sec. 29.060; Texas Administrative Code §89.1250). The required summer school program is intended to prepare our youngest EB students 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.

(1) Purpose of summer school programs.
   (A) A school that operates on a semester system shall offer the program during the period school is recessed for the summer. A school that operates on a system permitted by this code other than a semester system shall offer 120 hours of instruction on a schedule the board of trustees of the district establishes [TEC Sec. 29.060 (a)].
   (B) Instruction focuses on language development, and essential knowledge and skills appropriate to the level of the student [TAC §89.1250 (1)(B)].
   (C) Program addresses the affective, linguistic, and cognitive needs of EB students [TAC §89.1250 (1)(C)].

(2) Establishment of, and eligibility for, the program.
   (A) LEAs must offer summer school to families of EB students if the LEA is required to offer bilingual or English as a second language (ESL) programs [TAC §89.1250 (2)(A)].
   (B) To be eligible for enrollment, a student must be eligible for kindergarten or grade 1 during the subsequent school year, be identified as an emergent bilingual student, and have parental/guardian approval for bilingual/ESL program placement [TAC §89.1250 (2)(B)].
   (C) Emergent Bilingual students shall be determined by screening students using informal oral language inventories or oral proficiency instruments approved by the commissioner of education, or other appropriate instruments.

(3) Operation of the program.
   (A) Enrollment in the program is optional with the parents of the student.
   (B) The program shall be operated on a one-half day basis, a minimum of three hours each day, for eight weeks or the equivalent of 120 hours of instruction.
   (C) The student/teacher ratio for the program district-wide shall not exceed 18 to one.
   (D) A district is not required to provide transportation for the summer program.
   (E) Program is staffed by teachers appropriately certified for the bilingual/ESL program [TAC §89.1250 (3)(E)].
   (F) Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to parents/guardians at the conclusion of the program and next year's teacher [TAC §89.1250 (3)(F)].
   (G) A district may join with other districts in cooperative efforts to plan and implement programs.
   (H) The summer school program shall not substitute for any other program required to be provided during the regular school term, including those required in the Texas Education Code, &29.153.

(4) Funding and records for programs.

(A) An LEA shall use state and local funds for program purposes [TAC §89.1250 (4)(A)].

(i) Available funds appropriated by the legislature from the Foundation School Program for the support of summer school programs provided under the Texas Education Code, &29.060, shall be allocated to school districts in accordance with this subsection.

(ii) Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18:1. Payment to LEAs for summer school programs shall be based on units employed [TAC §89.1250 (4)(A)(ii); (iv)].

(iii) LEAs must document that they have communicated to parents/guardians and encouraged participation in multiple ways; however, if an LEA has fewer than 10 students LEA-wide desiring to participate, they are not required to provide the program [TAC §89.1250 (4)(A)(iii)].

(iv) Payment to districts for summer school programs shall be based on units employed and shall be made through the regular foundation program payment.

(v) Districts shall apply to the commissioner of education for funding of summer school programs operated under this subsection. Applications for funding shall contain the number of students who will participate in the program and other information necessary to assure the commissioner that programs will be operated in accordance with this subsection

(B) A district An LEA shall maintain records of eligibility, attendance, and progress of students [TAC §89.1250 (4)(B)].

Annual Program Evaluation

Santa Rosa I.S.D. shall conduct a periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas for the English as a Second Language program.

Annual reports of educational performance shall reflect the academic progress in either language of the Emergent Bilingual students, the extent to which they are becoming proficient in English, the number of students who have been exited from the English as a Second Language program, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to 89.1260 of the Texas Education Code.

Santa Rosa I.S.D. shall report to parents the progress of their child as a result of participation in the program offered to Emergent Bilingual students in English and the home language at least annually.

Santa Rosa I.S.D. shall develop a comprehensive evaluation design that utilizes formative and summative evaluative processes and specifically details performance measures for the Emergent Bilingual students proposed to be served each year.

Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code, 11.253, for the purpose of improving student performance for Emergent Bilingual students.

2026 TELPAS Results

EEBE	Number of Students	#	Beginner	#	Intermediate	#	Advanced	#	Advanced High
Kinder	N/A		N/A		N/A		N/A		N/A
1st Grade	N/A		N/A		N/A		N/A		N/A
2nd Grade	12	3	25%	9	75%	0	0%	0	0%
3rd Grade	2	1	50%	0	0%	0	0%	1	50%
4th Grade	2	0	0%	0	0%	0	0%	2	100%
5th Grade	5	0	0%	1	20%	3	60%	1	20%
TOTAL	**21**	**4**	**19%**	**10**	**48%**	**3**	**14%**	**4**	**19%**
JNMS		**#**	**Beginner**	**#**	**Intermediate**	**#**	**Advanced**	**#**	**Advanced High**
6th Grade	8	0	0%	5	63%	3	38%	0	0%
7th Grade	13	0	0%	5	38%	5	38%	3	23%
8th Grade	17	1	5%	3	18%	11	65%	2	12%
TOTAL	**38**	**1**	**3%**	**13**	**34%**	**19**	**50%**	**5**	**13%**
SRHS		**#**	**Beginner**	**#**	**Intermediate**	**#**	**Advanced**	**#**	**Advanced High**
9th Grade	11 (1 NR)	4	40%	2	20%	2	20%	2	20%
10th Grade	9 (1 NR)	1	13%	5	63%	1	13%	1	13%
11th Grade	12 (1 NR)	2	18%	2	18%	6	55%	1	9%
12th Grade	13	1	8%	9	69%	2	15%	1	8%
TOTAL	**42**	**8**	**19%**	**18**	**43%**	**11**	**26%**	**5**	**12%**

2026 – 2027 Counts by Grade level

Count of English Learners by Grade level Enrolled (not counting M1-M4 students)													
Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
9	**9**	**3**	**9**	**9**	**7**	**1**	**8**	**9**	**10**	**14**	**9**	**7**	**11**

Reclassification Counts

	2023 – 2024	2024 – 2025	2025 – 2026
1st Grade	0	0	0
2nd Grade	0	0	0
3rd Grade	1	0	1
4th Grade	0	1	1
5th Grade	0	2	2
6th Grade	3	0	2
7th Grade	4	3	1
8th Grade	14	1	3
9th Grade	7	26	2
10th Grade	1	8	1
11th Grade	9	2	1
12th Grade	11	7	1

Bilingual/ESL Program Codes

Bilingual Program Type Codes – C175

0 Does not participate
2 Transitional Bilingual/Early Ext
3 Transitional Bilingual/Late Ext
4 Dual Language Immersion/Two-Way
5 Dual Language Immersion/One-Way

ESL Program Type Codes – C176

0 Does not participate
2 ESL / Content-Based
3 ESL / Pull-Out

EB Indicator Codes – C061

0 Not EB/English Proficient
1 Identified as EB
F Exited, First year monitoring
S Exited, Second year monitoring
3 Exited, Third year monitoring
4 Exited, Fourth year monitoring
5 Former EB; Completed 4 yrs monitoring

Bilingual ESL Fund Codes – C

BE Standard Bilingual/ESL
D1 Dual Language Immersion/One-Way
D2: Dual Language Immersion/Two-Way

Alternative Language – C221

00 No Alternative Program
01 Alt Bil Language Program
02 Alt ESL Language Program

Parental Permission Codes – C093

3 Parent/Guard Request BIL (non-EB/EP Student)
7 Parent/Guard Did Not Respond
8 Parent/Guard Was Not Contacted
A Parent/Guard denied BIL, Approved ESL
C Parent/Guard Denied EB Placement in ALL Language Pgm.
D Parent/Guard Approved BIL placement

E Parent approved placement of EB student in Bilingual prog. but the LEA is implementing alternative language prog. approved by TEA

G Parent approved placement of reclassified non-EB/EP student in Bilingual or ESL prog
H Parent requested placement on non-EB student in ESL program
J Parent has approved placement of a EB student in ESL program, but the LEA is implementing alternative language prog. approved by TEA
K Parent approved placement of EB student in the ESL program

Emergent Bilingual Student Reclassification Criteria Chart

EMERGENT BILINGUAL STUDENT RECLASSIFICATION CRITERIA CHART

At the end of the school year, a district may reclassify an emergent bilingual (EB) student as English proficient if the student has demonstrated content mastery for the grade level and receives satisfactory performance in the assessment areas below and on the subjective teacher evaluation using the state's form. An EB student may not be reclassified as English proficient in prekindergarten or Kindergarten as per Texas Administrative Code (TAC) §89.1226(j). The language proficiency assessment committee (LPAC) will recommend that reclassified students exit bilingual or English as a second language (ESL) program services or continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in the program beyond reclassification must be obtained.

Important:

- All emergent bilingual students that receive designated supports for English reading language arts, English I, or English II assessments recommended by the LPAC or other committees will be eligible for reclassification at the end of the school year if the data demonstrates that the student continues linguistic and academic progress and will be able to participate in an all English instruction with no linguistic supports per TAC, §89.1226(i).
- For an EB student 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 EB student who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student'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.
- For an EB student with most significant cognitive disabilities, the LPAC and ARD committee in collaboration 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.
- The LPAC shall monitor the academic progress of each student, including any student who previously had a parental denial of program participation, who has met reclassification criteria in accordance with TEC, §29.056(g), during the first two years after reclassification per TAC, §89.1220(k).

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) **A *Composite* Score of Advanced High**					
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading ***and*** Language **40th percentile or above** on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading ***and*** Written Expression **40th percentile or above** on each	
		Satisfactory performance on STAAR Reading/English EOC includes **Approaches, **Meets**, and **Masters Grade** Level performance levels.*				
Subjective Teacher Evaluation	Form: Subjective Teacher(s) Evaluation / ALTERNATIVE Subjective Teacher(s) Evaluation					

Resources:

- State Assessments for Emergent Bilingual Students
- LPAC Guidance: EOY Procedures
- LPAC Guidance for Deaf or Hard of Hearing Emergent Bilingual Students/English Learners
- Guidance on Identification and Reclassification of Dually-Identified Students
- Guidance Related to ARD Committee and LPAC Collaboration

Updated February 2025

LPAC Guidance: Beginning of the Year Procedures

Texas Education Agency

Emergent Bilingual Support Division

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

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, Parental Denial, and Monitoring) 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 Childhood Special Education (ECSE) setting.

- It is the responsibility of the LEA to ensure the parent/family member understands the purpose and impact of the HLS form, including 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.

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 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 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)
  - Students with a home language other than Spanish: 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 other pertinent student information and recommend bilingual 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 or ESL program; and
- purpose, content, and benefits to the student of the recommended bilingual/ESL program**.

**The EB web portal Parents and Families page provides a video on the Process for Serving emergent bilingual students, available in Spanish and English.*

***Parent bilingual and ESL program brochures are available on the EB 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.

- 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. The student will still receive linguistic support until they meet all reclassification criteria.
- **Note:** It is highly encouraged that LEAs contact the parents/ families of EB students that have denied services **each year** to remind them of the benefits of bilingual education and to inform them that the student will remain identified as EB and will be required to meet reclassification criteria.

Enter the student information into the TSDS PEIMS, using the appropriate TEDS codes outlined in this Descriptor Table Guide for Bilingual and English as a Second Language (ESL) Programs .

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 student 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 or ESL program services with the parent/family member.

Enter the student information into the TSDS PEIMS, using the appropriate TEDS codes outlined in this Descriptor Table Guide for Bilingual and English as a Second Language (ESL) Programs .

LPAC Guidance: Beginning of the Year Procedures

Texas Education Agency

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 Descriptor Table Guide for Bilingual and English as a Second Language (ESL) Programs .

STUDENTS ALSO SERVED THROUGH SPECIAL EDUCATION (NEW AND TRANSFER)

Collaborate with special education personnel for students with an existing IEP who are **new to Texas.**

Ensure that the identification process, from assessment to placement recommendation, takes the IEP into consideration. For dually identified students **transferring from another Texas LEA**, collaboration will involve appropriate continuation of all services for which a student is eligible.

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 (TAC 89.1230(a).

Consult the Dually Identified Technical Assistance Guide for additional information.

Enter the student information into the TSDS PEIMS, using the appropriate TEDS codes outlined in this Descriptor Table Guide for Bilingual and English as a Second Language (ESL) Programs

RESOURCES

- LPAC Framework Training Resources
- Emergent Bilingual Reclassification Criteria Chart (English and Spanish)
- Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) – TSDS Web-Enabled Data Standards (TWEDS)
- Descriptor Table Guide for Bilingual and English as a Second Language (ESL) Programs
- Program Implementation Resources

https://tea.texas.gov/sites/default/files/lpac-boy-guidance-checklist.pdf

LPAC Guidance: Middle of the Year Procedures

Texas Education Agency

Emergent Bilingual Support Division

LPAC DECISION-MAKING: PRIOR TO ASSESSMENTS

- State of Texas Assessment of Academic Readiness (STAAR) and
- Texas English Language Proficiency Assessment System (TELPAS)

Questions on STAAR and TELPAS? Contact the Assessments for Special Populations Help Desk.

Train all members of the Language Proficiency Assessment Committee (LPAC) using the *LPAC Decisions Educator Guide* and associated training presentation found on the TEA Language Proficiency Assessment Committee Resources webpage.

Meet as an LPAC to make participation and designated support decisions for state assessments of emergent bilingual (EB) students.

- **Refer** to the Accommodations Policy Documents.
- **Make** STAAR designated support decisions on an *individual* student basis and as close as possible to the assessment based on the student's current language proficiency levels.
- **Document** decisions using the *LPAC Participation and Designated Supports Form* for grades K-5 and grades 6-12. (Ensure that components of required state documentation are included in the sample forms if they are modified by the school district.)

Remember that

- for End-of-Course (EOC) assessments, designated support decisions can be carried over from fall to the spring and summer administrations.

Coordinate with

- **content area teachers of emergent bilingual students to make STAAR designated support decisions based on classroom instruction and students' linguistic needs.**
- the admission, review, and dismissal (ARD) committee for students receiving Special Education services to determine TELPAS/TELPAS Alternate and STAAR/STAAR Alternate 2 participation and designated support decisions.
- other specialized committees, such as Section 504 Committee, response to intervention (RTI) team, or the appropriate team of people at the campus level for eligible students to determine STAAR participation decisions and designated support decisions for STAAR and TELPAS.

Ensure that

- the LPAC considers STAAR Spanish for students in grades 3-5.

- a district-developed process is in place for determining appropriate STAAR/STAAR Spanish participation options for non-EB students participating in a Spanish bilingual program.

Obtain content teacher signatures for applicable STAAR designated supports to

- signify agreement of necessity and
- confirm the use of these designated supports are used routinely and effectively as instructional linguistic accommodations during classroom instruction and assessment throughout the year.

Maintain required LPAC documentation of STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, and TELPAS Alternate participation decisions and the decisions to provide designated supports for linguistic needs in each student's permanent record file.

TELPAS PREPARATION

Review training and resources on the TEA TELPAS Resources webpage.

Coordinate with testing coordinators to ensure completion of

- training for test administrators, other campus testing personnel, raters, assemblers, and verifiers on administration procedures at district's discretion.
- online basic training course and calibration for new raters.
- online calibration for returning raters.
- online verification of student identification, demographic, and program information including Years in U.S. Schools.

Prepare emergent bilingual students (including EB students with parental denials) for utilizing the TELPAS online platform.

- **Utilize** the online TELPAS Practice Sets and Released tests located on the Texas Assessment website. Multiple opportunities to use the practice sets and released tests are strongly encouraged since the online testing system has changed from last school year.
- **Communicate** TELPAS test features and allowable activities so that EB students are familiar with assessment procedures.

Ensure that LPAC coordination with the ARD committee for EB students receiving special education services has determined

- if eligibility for TELPAS Alternate has been met or if the student will take general TELPAS.
- if the student taking general TELPAS will be exempted on a domain-by domain basis, providing well-supported and documented reasoning based on the student's special education related needs.

Provide resources and training to teachers of emergent bilingual students to ensure that available accessibility features for TELPAS (*as well as designated supports assigned to students with an ARD or other specialized committee*) are being utilized in classroom instruction.

LPAC Guidance: Middle of the Year Procedures

Texas Education Agency

Emergent Bilingual Support Division

STAAR PREPARATION

Prepare and maintain documentation to ensure that

- a STAAR exemption has only been applied to emergent bilingual students who meet the following criteria:
  - Qualify as an unschooled asylee or refugee,
  - Are in the first year of enrollment in U.S. schools, and
  - Are in grades 3-8.
- the STAAR English I special provision has only been applied to emergent bilingual students who meet the following criteria:
  - Are enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course,
  - Have been enrolled in U.S. schools for 3 years or less or qualify as an unschooled asylee or refugee enrolled in U.S. schools for 5 school years or less, and
  - Have not attained a TELPAS Advanced High reading rating in grade 2 or above.

Ensure that LPAC coordination with the ARD committee for EB students receiving special education services has

- distinguished between disability-related needs and supports for second language acquisition-related needs.
- only assigned STAAR Alternate 2 to eligible students with a significant cognitive disability.

Provide resources and training to teachers of emergent bilingual students to ensure that available accessibility features as well as designated supports assigned for STAAR are being utilized in classroom instruction.

QUICK LINKS

- Information on State Assessments for Emergent Bilingual Students
- Language Proficiency Assessment Committee Resources
- Accommodation Resources
- TELPAS Resources
- TELPAS Alternate
- STAAR Resources
- STAAR Spanish Resources
- STAAR Alternate 2
- Guidance on Identification and Reclassification of Dual-Identified Students

https://tea.texas.gov/sites/default/files/moy-lpac-checklist.pdf

LPAC Guidance: End of the Year Procedures

Texas Education Agency

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

LPAC Guidance: End of the Year Procedures

Texas Education Agency

Emergent Bilingual Support Division

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

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

https://tea.texas.gov/sites/default/files/lpac-eoy-guidance-checklist.pdf

LPAC Trainings and Timelines

Training	Due Date	Person Responsible	Verifier
District BOY LPAC Training	August 2026 (Region 1 ESC)	C & I Director	C & I Director
BOY Campus LPAC Meeting	Within four calendar weeks of student enrollment	Campus LPAC Admin (Dean or Principal)	1. Campus Principal 2. C & I Director
New to the District and transfers: Send parental notification of the student's progress, continuation of services, change of program, and those with parental denials	Parent Letter – First week of School New to District – Within 10 days	Campus LPAC Admin (Dean or Principal)	1. Campus Principal 2. C & I Director
Meet with your PEIMS clerk to code/update new/returning students	3 weeks after the official date of enrollment	Campus LPAC Admin (Dean or Principal)	1. Campus LPAC Admin 2. Campus Principal
District MOY LPAC Training	October 2026 – Region One ESC	C & I Director	C & I Director
High School MOY Campus LPAC Meeting	November 2026 prior to Thanksgiving Break	Campus LPAC Admin (Dean or Principal)	1. Campus Principal 2. C & I Director
Elementary & Middle School MOY Campus LPAC Meeting	By the 2nd Friday of January 2027	Campus LPAC Admin (Dean or Principal)	1. Campus Principal 2. C & I Director
District EOY LPAC Training	April 2027 – Region One ESC	C & I Director	C & I Director
EOY Campus LPAC Meeting	By the 3rd Week of May 2027	Campus LPAC Admin (Dean or Principal)	1. Campus Principal 2. C & I Director
Update Years of US Schools Form	Confirm Update Via Success Ed	Campus LPAC Admin (Dean or Principal)	1. Campus LPAC Admin 2. Campus Principal

LPAC Folder Organization (Purple Folder)

LEFT SIDE OF EB FOLDER	RIGHT SIDE OF EB FOLDER
Section 1 - Placement Information/Status	**SECTION 2 – Student Identification & Progress Information *(SuccessEd Copy)***
1. Original Home Language Survey (must be dated and signed by parent) **ONLY ONE** 2. Bilingual/ESL Consent OR Denial Form (signed and dated by parent and principal) **Reclassification Forms (if applicable)** 3. Success Ed Reclassification form with complete information and ALL LPAC committee signatures 4. Parent Letter of Program Exit Notification (with parent signature) *EXIT letter must be sent home at the end of the year when the child meets Reclassification Criteria, and a copy must be kept on file until the parent returns a signed copy. Each attempt to obtain the parent signature must be documented on the Program Exit Letter. *Due to STAAR & TELPAS scores, you may send the letter at the beginning of the 2025-2026 school year (only for the 2024-2025 school year).* 5. Emergent Bilingual Reclassification Rubric 6. Notification letter of student re-entry into Bilingual/ESL Program (if applicable) ***Form #'s 3-5 are placed ON TOP OF 1 & 2 when an EB meets state reclassification criteria to exit the Bilingual/ESL Program.	1. **Updated** Student History Worksheet (Front: Hard Copy) 2. **UPDATED** Santa Rosa ISD Success Ed Identification and Review Form (A) Identification (B) Academic Progress: TELPAS Confidential Student Reports (most current year on top) (C) State Assessment: STAAR Participation and Linguistic Accommodation Decision Form (D) Recommendation & Signatures **A copy needs to be updated and inserted at the end of year.** 3. PK – Kinder ESL Summer School 4. ***Out of District*** LPAC info (A) Entry, Withdrawal, and Re-Entry Dates if applicable must be added to NOTES/Minutes on SUCCESS ED (B) Annual reviews will continue to be documented for each EB in the district (Students that have withdrawn **MUST** be included). ****NOTE**** **Oral Language Proficiency Tests Score Sheets** • Most current on top (PreLAS together & LAS Links together • English on top, Spanish on the bottom • **Include OLPT from Out of District –if applicable* • **Original oral test profile sheets in English and Spanish for identification* **TELPAS Writing Samples (2021-2022 is the last school year for writing samples)** • Place 2 consecutive years of writing samples (most current year on top)

KEEP IN PERMANENT RECORD FILE

Student History Worksheet

Student Name:	Initial Date of Enrollment in U.S. Schools:
Student ID:	Date Identified as an EB Student:

		Schooling Outside U.S.			Schooling in U.S.					
School Year	Grade	Where	All or Partial School Year? (A,P)	Total Time Enrolled if Partial (NS=No schooling)	Where	Enrolled 60 Consecutive Days (Y or N)	Program Participation	School Year of Enrollment in U.S. *(Designated LPAC member to sign and date each year)*	TELPAS/ TELPAS Alternate Reading Rating	Test Decision

This form can help:

- keep track of a student's EB status, program participation, years in U.S. schools, and TELPAS or TELPAS Alternate reading rating;
- monitor extensive absences of schooling outside the U.S. and the schooling patterns of students who move in and out of the U.S.; and
- summarize a student's test history.

Texas Education Agency
Student Assessment Division
August 2025

https://tea.texas.gov/student-assessment/assessments-for-special-populations/lpac-instructions-for-years-in-us-schools-and-student-history-worksheet.pdf-0

Additional Resources:

- LPAC TEA Home Page https://www.txel.org/LPAC
- LPAC Procedure Forms, Student Progress Forms, Summer School Forms: https://www.txel.org/lpac/forms/
- LPAC Confidentiality Statement, LPAC Confidentiality Statement, State Assessments https://www.txel.org/lpac/frequentlyusedresources/
- Standardized Letters – Individual https://www.txel.org/lpac/standardizedletters/


SANTA ROSA INDEPENDENT
SCHOOL DISTRICT