

Identification

The following sections from Commissioner's Rules, Chapter 89, pertain to the LPAC Framework: Identification. Access each section at the [Supporting English Learners](#) portal.

§89.1215. Home Language Survey.

§89.1220. Language Proficiency Assessment Committee.

§89.1226. Testing and Classification of Students.

§89.1230. Eligible Students with Disabilities.

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19 TAC Chapter 89, Subchapter BB, §89.1215
(Home Language Survey applicable ONLY if administered for students enrolling in pre-kindergarten through grade 12)

TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS ENROLLING IN PREKINDERGARTEN THROUGH GRADE 8 (OR BY STUDENT IN GRADES 9-12): The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

Dear Parent or Guardian:

To determine if your child would benefit from Bilingual and/or English as a Second Language program services, please answer the two questions below.

If either of your responses indicates the use of a language other than English, then the school district must conduct an assessment to determine how well your child communicates in English. This assessment information will be used to determine if Bilingual and/or English as a Second Language program services are appropriate and to inform instructional and program placement recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

For more information on the process that must be followed, please visit the following website:
https://projects.esc20.net/upload/page/0084/docs/EL%20Identification_ReclassificationFlowchart%202018.pdf

This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT: _____ STUDENT ID#: _____
ADDRESS: _____ TELEPHONE #: _____
CAMPUS: _____

NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

- 1. What language is spoken in the child's home most of the time? _____
2. What language does the child speak most of the time? _____

Signature of Parent/Guardian _____ Date _____ Signature of Student if Grades 9-12 _____ Date _____

NOTE: If you believe you made an error when completing this Home Language Survey, you may request a correction, in writing, only if: 1) your child has not yet been assessed for English proficiency; and 2) your written correction request is made within two calendar weeks of your child's enrollment date.

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19 TAC Chapter 89, Subchapter BB, §89.1215
(Home Language Survey applicable ONLY if administered for students enrolling in pre-kindergarten through grade 12)

TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS ENROLLING IN PREKINDERGARTEN THROUGH GRADE 8 (OR BY STUDENT IN GRADES 9-12): The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

Commented [KB1]: •NOTE: Pre-kindergarten, for the purposes of the HLS, is defined as early childhood services for a student, aged 3 or 4, enrolling for the first time in a Texas school. This includes all students, with or without identified special needs.

Commented [KB2]: TEXT Box: Paragraph #1, in accordance with ESSA non-regulatory guidance, makes the purpose and use of the HLS clear to parents/guardians.

Dear Parent or Guardian:

To determine if your child would benefit from Bilingual and/or English as a Second Language program services, please answer the two questions below.

If either of your responses indicates the use of a language other than English, then the school district must conduct an assessment to determine how well your child communicates in English. This assessment information will be used to determine if Bilingual and/or English as a Second Language program services are appropriate and to inform instructional and program placement recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

For more information on the process that must be followed, please visit the following website: <http://web.esc20.net/LPAC-Interactive/InteractiveFlowchart-EN.htm>.

This survey shall be kept in each student's permanent record folder.

Commented [KB3]: HLS shall be retained, either as a hard copy or as an electronic document.

NAME OF STUDENT: _____ STUDENT ID#: _____

ADDRESS: _____ TELEPHONE #: _____

CAMPUS: _____

NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

Commented [KB4]: In cases where multiple languages are indicated for one question, the district is responsible for asking the parent to indicate which language is spoken "most of the time" and documenting in writing, or through a documented phone conversation, any changes to the HLS. This must occur prior to assessing the child for language proficiency.

- 1. What language is spoken in the child's home most of the time? _____
- 2. What language does the child speak most of the time? _____

Signature of Parent/Guardian Date

Commented [KB5]: Digital signatures are allowable, as are traditional signatures; in the event of an audit or when transferring records to another school district, the district must have the ability to provide documentation that the HLS was signed by the appropriate party, regardless of the method used.

Signature of Student if Grades 9-12 Date

Commented [KB6]: NOTE: Any changes to responses on the two HLS questions shall be made within two weeks of the child's enrollment date.

NOTE: If you believe you made an error when completing this Home Language Survey, you may request a correction, only if: 1) your child has not yet been assessed for English proficiency; and 2) corrections are made within two calendar weeks of your child's enrollment date.

English Learner Transfer Request Documentation Form

The following documents are needed to conduct the LPAC meeting and to determine English learner's eligibility or continuation of services. The LPAC has within four weeks of initial enrollment to gather documentation, conduct LPAC meeting, place student, and receive parent permission. It is critical to receive information prior to the LPAC meeting to make the best decision possible. NOTE: Number of attempts is not limited to three times. All attempts must be made with previous districts to receive required documents.

Student name:	Enrollment date:
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Transfer Request Document	Document attempts & gather information – Name of District staff, time, & date			
Home Language Survey (HLS)	1st	2nd	3rd	Additional
TEA-Approved Oral Language Proficiency Test (OLPT)	1st	2nd	3rd	Additional
TEA-Approved Norm-Referenced Standardized Achievement Instrument	1st	2nd	3rd	Additional
LPAC Initial Review	1st	2nd	3rd	Additional
LPAC	1st	2nd	3rd	Additional
Parent Permission	1st	2nd	3rd	Additional
Denial Form	1st	2nd	3rd	Additional
Reclassification Form	1st	2nd	3rd	Additional
Monitoring Form	1st	2nd	3rd	Additional

- **Home Language Survey (HLS)**—original or copy of the student's first HLS from when they first enrolled into school.
- **TEA-Approved Oral Language Proficiency Test (OLPT)**—copy of the OLPT from when student started school. If student was in a bilingual program, request should be made for the English and Spanish test. Required for all grade levels.
- **TEA-Approved Norm-Referenced Standardized Achievement Instrument**—the test is required for an English learner who entered Texas at Grade 2 and above, in addition to the OLPT.
- **LPAC Initial Review**—the initial review form will contain information related to LPAC initial recommendations and eligibility as an English learner. It may also have information related to the OLPT.
- **LPAC**—Most recent LPAC documentation prior to transfer.
- **Parent Permission**—the parent permission form provides permission for services in the Bilingual or ESL program.
- **Denial Form**—the denial form denies services for the Bilingual or ESL program.
- **Reclassification Form**—the reclassification form provides the student's reclassification information. If English learner is participating in Bilingual or ESL program, they will not have reclassification information. Student will be monitored for after being reclassified.
- **Monitoring**—the monitoring form provides the student's monitoring status. PEIMS coding is as follows: F—1st year (previously—M1), S—2nd year (previously—M2), 3—3rd Year (federal requirement), and 4—4th Year (federal requirement).
- **Assessment**—Current TELPAS and state assessment information.