

# LPAC Guidance:



## Emergent Bilingual Support Division

Complete any pending PEIMS coding for EB students that are reclassified.

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

- x 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.
- x Parental approval of program exit

# 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.

- x LEAs must use the [standardized state approved English language proficiency test for identification](#)
  - Pre-LAS for Pre-K and Kindergarten
  - LAS Link for grade 1 (listening and speaking components)
  - LAS Link for grades 2-12 (listening, speaking, reading, and writing components)
- x Pre-LAS/LAS Link can be administered in person or virtually.
- x See the [Pre-LAS/LAS Links FAQs](#) for more details on appropriate test administration practices.
- x 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.
  - o Students with a home language of Spanish: LEAs must administer the LAS Link (Speaking 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 English language proficiency assessment and recommend bilingual education or ESL program placement for each identified EB student.

- x The student is considered an emergent bilingual if any of the identification assessment scores are below the level indicated for English proficiency.
- x 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 07.9 (e)-000N

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