



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT A

CHECKLIST

STUDENT NAME: _____ STUDENT ID: _____

- Review LAUSD Bulletin 6890.2
- Conduct review of student progress and complete Attachment B, *Records Review*. Data should be student-specific and current.
- Schedule and convene IEP team meeting and ensure EL representative and parent (or student if over 18 and not conserved) participate.
- Complete Attachment C, “*IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12*” at the IEP team meeting. **Attachment C may be drafted prior to the IEP meeting but must be reviewed in its completion at the meeting with the parent/guardian.**
 - Fill out student demographic information
 - Complete Criterion 1 – Assessment of English Language Proficiency
 - Part A
 - Part B
 - Complete Criterion 2 - Teacher’s Evaluation of Student Academic Performance
 - Part A
 - Part B
 - Complete Criterion 3 - Parent/Guardian Opinion and Consultation
*Note: Parent/Guardian **must** participate in the IEP meeting. If parent/guardian participates via phone, form can be sent home for signature.*
 - Complete Criterion 4 - Comparison of Performance in Basic Skills
 - Part A
 - Part B
 - Complete IEP Team Determination - Obtain Signatures
All individuals must participate in the IEP meeting.
 - Parent/Guardian/18+ Student Name and Signature
 - EL Representative Name and Signature
 - IEP Case Manager Name and Signature
 - Administrator Name and Signature
- Required IEP Components
 - IEP **must be** in Active or Pending status (not In Process or Recessed)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT A

CHECKLIST

STUDENT NAME: _____ STUDENT ID: _____

- ELD Present Level of Performance (PLP) addresses all four language domains (listening, speaking, reading, and writing.)
- ELD Goal page should include a statement regarding reclassification rather than a goal.
Ex. Student has reclassified per BUL-6890.2: Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12.
- Page 10 Parent Participation must be indicated
Note: Parent/Guardian participation via phone is acceptable but should be marked as "parent/student has participated in the IEP meeting" in the upper left box on Page 10 of the IEP.
- FAPE 2, Section 4 (Additional Discussion) must include a statement regarding reclassification and the IEP team's determination.
Ex. "A discussion was held regarding reclassification and the IEP determined that student no longer needs ELD services and can reclassify. See Attachment C in IEP Management section."
- Page 11 (Meeting Sign-In) must reflect EL Representative's participation in IEP meeting.
- Upload scanned copy of signed Attachment C in the Attached Documents section of the IEP Management screen in Welligent.

- Within 5 business days of obtaining parent signature on Attachment C, *IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12*, submit copy of Attachment C, along with Attachment B, *Records Review* to the Local District EL Programs Coordinator.

- File original copies of Attachment B and Attachment C in student's blue Master Plan folder in their cumulative record.
Note: Once documents have been processed by the Office of Data and Accountability, reclassification letters and labels will be generated by the Multilingual Multicultural Education Department and distributed to school sites.

- Upon receipt of reclassification letters and labels, follow the procedures below:
 - Have the principal sign the *Notification of Reclassification* letter



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT A

CHECKLIST

STUDENT NAME: _____ STUDENT ID: _____

- Copy the letter and send it to the parent/guardian for signature to acknowledge the change in the child's language classification to Reclassified Fluent English Proficient (RFEP)
- File the letter permanently in the blue Master Plan folder located in the student's cumulative record
- File an additional copy of the *Notification of Reclassification* letter permanently in a separate file at the school site
- Upload the *Notification of Reclassification* letter into Welligent in the notes section of the IEP.
- Affix the reclassification label to the appropriate section of the cumulative record
- Enter the parent notification date (the date the notification was sent to the parent/guardian) into the *Mass Notification Date Entry* screen in MiSiS



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

ATTACHMENT B

RECORDS REVIEW

Student Name _____ Student ID _____

Completed by (list names of school members completing form, including EL and SPED representatives):

PRIMARY ELIGIBILITY:	IMPACT OF ELIGIBILITY ON LANGUAGE ACQUISITION:
MOST RECENT ELD GOAL:	NOTES/COMMENTS:
ELD CURRICULUM USED:	HOW OFTEN USED/IN WHICH SETTING(S):
INSTRUCTIONAL ACCOMMODATIONS USED:	NOTES/COMMENTS:
INSTRUCTIONAL MODIFICATIONS USED:	NOTES/COMMENTS:
INSTRUCTIONAL STRATEGIES USED:	NOTES/COMMENTS:
ASSESSMENT MEASURES USED (FORMAL/INFORMAL):	ASSESSMENT RESULTS:

Note: Submit completed document with Attachment C to Local District EL Programs Coordinator and file in blue Master Plan Folder



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT C, 6890.2

IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ENGLISH LEARNERS WITH IEPs IN GRADES 6-12

Student Name: _____ Student ID: _____

School: _____ Location Code: _____ Grade: _____ Date of IEP Meeting: _____ Years in EL Program: _____ IEP Case Manager: _____ Current Master Plan Program: <u>LTEL</u>	RFEP Date: _____ This section can only be completed after IEP meeting and match MiSiS date
--	--

Consideration of the four criteria for reclassification (EC 313(F)):

Criterion 1: Assessment of English Language Proficiency Using an Objective Assessment Instrument

A. Current School Year Data:

Assessment Date: _____ Assessment Name: ELPAC VCCALPS (*Alternate curriculum only, check "No" below and continue to Part B.*)

Overall ELPAC Performance Level: _____

Student met Overall performance level criteria as assessed by ELPAC. Yes* No

If yes, proceed to Criterion 2. If no, continue to Part B:

B. Determination:

The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities when compared to English proficient students with similar disabilities; therefore, proficiency was determined using other indicators as follows (check one or more):

- Analysis of growth in English Language Development areas (listening, speaking, reading, and/or writing) from one year to the next per student's IEP. (Present Level of Performance and Goal/Objectives Achievement)
- Comparison of student's formative assessment data with that of native English-speaking peers with similar disabilities in the same grade level.

Criterion 2: Teacher Evaluation of Student Academic Performance

A. Grades:

Most Recent Reporting Period: _____ English/ELA Course grade*: _____ LTEL Course grade*: _____

Alt. Curr. ELD A/B Course grade***: _____

**Note: Students must earn a C or better in grade-level English or LTEL course.*

***Note: Alternate Curriculum passing grade will not meet Criterion 2; check "No" below and continue to Part B.*

Student met academic performance indicators set by District. Yes No

If yes, proceed to Criterion 3. If no, continue to Part B.

B. Determination:

The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities when compared to English proficient students with similar disabilities in the same grade level; therefore, proficiency was determined using other indicators as follows (check one or more):

- Progress towards meeting ELA/ELD goals as determined in the student's IEP.
- Progress on curriculum-based measures or formative assessments.
- Student artifacts/work samples.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT C, 6890.2

IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ENGLISH LEARNERS WITH IEPs IN GRADES 6-12

Student Name: _____ Student ID: _____

Criterion 3: Parent/Guardian Opinion and Consultation (Check one box only.)

- The parent/guardian participated in this discussion.
- Student is 18+ years old, has educational rights and participated in this discussion.

Parent/Student comments (if applicable): _____

Criterion 4: Comparison of Performance in Basic Skills (Data must be within the current academic school year of the reclassification recommendation.)

A. Assessment: (Check all that apply.)

- RI Date: _____ RI Score/Level: _____ Smarter Balanced Assessment ELA School Year: _____ SBA Score/Level: _____ (SBA must be within the prior academic school year.)
- CAA Date: _____ (Alternate curriculum only, use most recent CAA test data, check "No" below and continue to Part B.)

Student met academic performance indicators set by District. Yes No
If yes, proceed to Criterion 4. If no, continue to Part B.

B. Determination:

- The IEP team has determined the student has received ELD services for more than six years and has demonstrated an appropriate level of performance in ELA basic skills commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.

IEP Team Determination (This section can only be completed *at the IEP meeting*.)

- The members of the IEP team have determined that the student is proficient in English based upon review of reclassification criteria and other data sources. The student demonstrates skills commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.**

Parent/Guardian/18+ Student Name: _____ Parent/Guardian/18+ Student Signature: _____

Date: _____

IEP Case Manager Name: _____ IEP Case Manager Signature: _____

Email: _____@lausd.net

EL Representative Name*: _____ EL Rep. Signature: _____

Email: _____@lausd.net

Administrator Name: _____ Administrator Signature: _____

*Must have provided input for this discussion at the IEP meeting.

Upload signed Attachment C into Welligent IEP Management Screen. Submit completed Attachment B and Attachment C to Local District EL Programs Coordinator.

Definition of terms:

ELPAC: English Language Proficiency Assessments for California

VCCALPS: Ventura County Comprehensive Alternate Language Proficiency Survey

SBA: Smarter Balanced Assessment CAA: California Alternate Assessments RI: Reading Inventory