The banner features the acronym 'LPAC' in large, bold, blue letters. To the right of the letters is a graphic of a globe with several stylized human figures in various colors (red, orange, yellow, green, blue) standing on top of it, holding hands. Below the 'LPAC' text, a dark blue horizontal bar contains the text 'LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE' in white. Underneath this bar, the text '2020-2021 END OF THE YEAR TRAINING' is centered. Further down, the name 'Karina E. Chapa, M.Ed.' is listed, followed by her title: 'Language Proficiency, Biliteracy, and Cultural Diversity Director', 'Center for Excellence in Education of Diverse Students', and 'Region One Education Service Center'. Contact information includes the email 'kchapa@esc1.net' and the Twitter handle '@esc1bilingual'. The Texas Education Agency (TEA) logo is positioned in the bottom right corner. At the very bottom of the banner, a dark blue bar contains the text 'Remote Check-In Code: LPAC2021' in white.

**LPAC**

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

2020-2021 END OF THE YEAR TRAINING

*Karina E. Chapa, M.Ed.*  
Language Proficiency, Biliteracy, and Cultural Diversity Director  
Center for Excellence in Education of Diverse Students  
Region One Education Service Center  
[kchapa@esc1.net](mailto:kchapa@esc1.net) [@esc1bilingual](https://twitter.com/esc1bilingual)

TEA  
Texas Education Agency

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Please be familiar with the following program statutes that pertain to English Learners.

- 19 Texas Administrative Code (TAC) Chapter 89, Subchapter BB
- Texas Education Code Section 29, Subchapter B

***These document can be found on the Resources page.***

- Decision-Making Guide for LPACs (STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, and TELPAS Alternate) which is overseen by the Division of Student Assessment

Visit the English learner web portal at [www.txel.org](http://www.txel.org) for more resources and information on English learners.

## Let's chat...

What has been the most valuable lesson you have learned this school year?



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What changes are you planning to make next year based on this new knowledge?



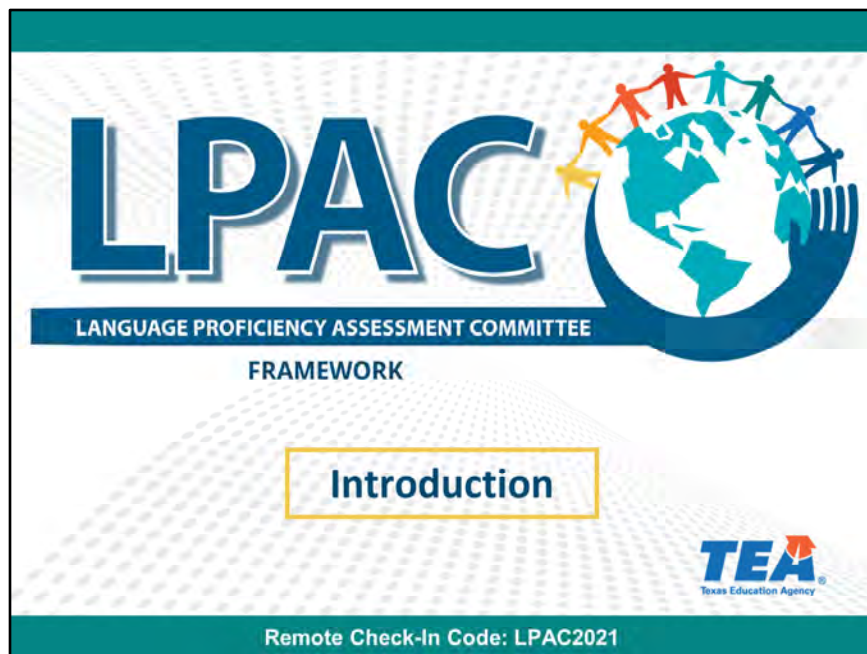
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## Professional Learning Essential Agreements

- Be respectful of others
- Be an active participant
- Take care of your needs
- Use electronic devices as learning tools
- Paper, pencil, markers...

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## 19 TAC Chapter 89

### 19 TAC Chapter 89: Adaptations for Special Populations, Subchapter BB, last amended and effective on April 14, 2020

Commissioner's Rules concerning the state plan for educating English learners state that all school districts that are required to provide bilingual education and/or English as a Second Language (ESL) programs establish and operate a language proficiency assessment committee (LPAC).

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Locate the **amended** version of 19 TAC Chapter 89 (*effective on April 14, 2020*).

The purpose of this document is to provide guidance regarding the policies, procedures, program designs, and all other aspects related to the education of English learners.

It is recommended that when each section is discussed, locate the section within the Chapter 89 document for reference, as needed.

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## Division of English Learner Support

**Julie Lara-Martinez, PhD**

Director of English Learner Support

**Amy Barra Johnson**

Bilingual Program Coordinator

**Carlene Thomas**

ESL Program Coordinator

**Xóchitl Rocha**

Dual Language Program Coordinator

**Roberto Manzo**

Coordinator of English Learner Initiatives

**Rickey Santellana**

Title III Program Coordinator

[EnglishLearnerSupport@tea.texas.gov](mailto:EnglishLearnerSupport@tea.texas.gov)


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## Terminology

<p><b>English learner (EL)</b></p> <p>A student who is in the process of acquiring English and has another language as the student's primary language or home language; synonymous with English language learner (ELL) and limited English proficient (LEP)</p>	<p><b>Reclassification</b></p> <p>The process by which the language proficiency assessment committee (LPAC) determines that an English learner has met the appropriate criteria to be classified a English proficient, non-LEP.</p>
<p><b>English proficient (EP)</b></p> <p>A student who has met reclassification criteria and is no longer identified as an English learner; synonymous with non-EL, non-ELL, and non-LEP. <i>EP also means a student who has never been identified as an English learner.</i></p>	<p><b>Exit</b></p> <p>The point at which an English learner has met reclassification criteria and no longer requires bilingual or English as a second language (ESL) program services; student exits with parent or guardian approval</p>



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These terms are foundational to understanding English learner programming.

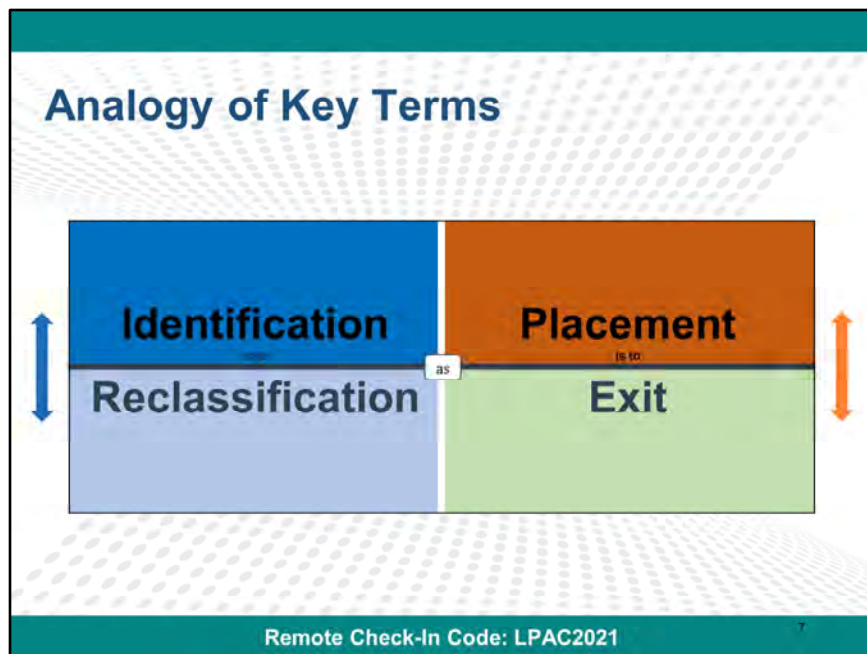
Due to the nature of some language program models, a reclassified English proficient student may continue in the program with parent or guardian approval.

The term “English learner” will be used throughout the training to align with the Elementary and Secondary Education Act of 1965 Public Law 115-141, as amended by the Every Student Succeeds Act (ESSA).

The term “English learner” and the introduction of the term “English proficient,” when referring to students who do not need English language support, is intentional. This terminology replaces the use of abbreviations such as EL or EP, to ensure a “people first” approach when referring to the students we serve.

All students who have met the reclassification criteria must have their coding updated in PEIMS.





Think about this analogy: Identification is to Reclassification as Placement is to Exit.

Identification and reclassification is determined by the LPAC, whereas placement and exit are dependent on parent or guardian approval based on LPAC recommendation.

## Equal Educational Opportunity

To ensure equal educational opportunity, as required in the Texas Education Code (TEC), §1.002(a) and TEC 29.051, TAC Chapter 89 Subchapter BB 1201(a), policy states a school district shall:

- (1) **identify** English learners based on criteria established by the state;
- (2) **provide** bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002;
- (3) seek appropriately **certified** teaching personnel to ensure that English learners are afforded full opportunity to master the essential knowledge and skills required by the state; and
- (4) **assess** achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for English learners and the schools that serve them.

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## Purpose of the LPAC Framework

- The Framework for the Language Proficiency Assessment Committee (LPAC) process includes **clarification of the legal requirements** for the LPAC and provides documents and forms to facilitate the training of LPAC members.
- The forms included in the LPAC Framework are samples for districts to use for the implementation of a bilingual/ESL program.

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Sample forms may be adapted or enhanced to meet each district or charter school's individual needs for proper documentation.

## Purpose of the LPAC Framework

The LPAC Framework is organized into the following sections:

- **Introduction**
  - Establishment of the LPAC
  - General English learner policies
- **Identification**
  - Procedures and assessment practices
  - Decision-making for identification
- **Placement**
  - Parent or guardian notification and approval
  - Establishment of Bilingual and ESL programs

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The intent of the LPAC Framework is to establish guidelines that describe the steps necessary in the implementation of a consistent and standardized LPAC process across school districts and the state. Further information regarding the purpose of the LPAC Framework is shared on the following (next) slide.

## Purpose of the LPAC Framework

- **English Learner Services**
  - Bilingual and ESL program models
  - Staffing and staff development
- **Review and Reclassification**
  - Ongoing and annual review
  - Reclassification and exit
- **Monitoring and Evaluation**
  - Monitoring of reclassified English learners
  - Program evaluation

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## Training Agenda

- **Introduction**
- Identification
- Placement
- English Learner Services
- Review and Reclassification
- Monitoring and Evaluation

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## **TAC Ch. 89 LPAC Establishment**

- LPAC Policy and Training
- LPAC Membership
- LPAC Requirements
- Required LPAC Meetings
- Required English Learner Documentation

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## LPAC Policy and Training

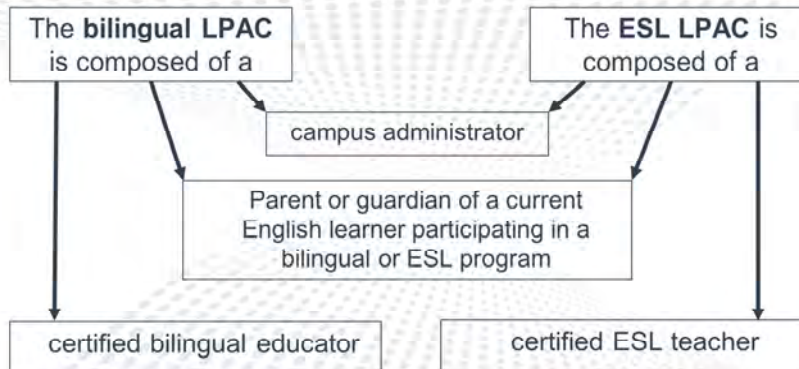
- School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

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- The written board policy shall be ON FILE in the district.
- A school district shall establish and operate a sufficient number of LPACs to enable them to discharge their duties within four weeks of the enrollment of English learners.
- Some school districts may choose to have more than one training opportunity for the parent or guardian representatives.
- It may be necessary to train more than one parent or guardian to be able to cover the number of LPACs for a year, especially early in the year and at the end of the year.

## LPAC Membership



*All members must be present. However, due to COVID, the presence of the LPAC parent is temporarily not required, but highly encouraged and recommended.*

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## LPAC Requirements

Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all English learners identified in accordance with §89.1226(f) of this title (relating to Testing and Classification of Students)

(1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to §89.1226(b)-(f) of this title;

(2) designate the level of academic achievement of each English learner;

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“Initial enrollment” refers to a student’s **first-time enrollment** in a public school district within the state of Texas (any Local Education Agency-LEA, including districts, charters, and districts of innovation).

More information on the LPAC requirements is provided on the following (next) slide.

## LPAC Requirements

(3) designate, subject to parental approval, **the initial instructional placement** of each English learner in the required program;

(4) facilitate the participation of English learners in **other special programs** for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and

(5) **reclassify students**, at the end of the school year **only**, as English proficient in accordance with the criteria described in §89.1226(i).

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## LPAC Requirements

- All members of the LPAC, including parents or guardians, shall be acting for the school district and shall observe all **laws and rules** governing confidentiality of information concerning individual students.
- The school district shall be responsible for the **orientation and training** of all members, including the parents or guardians, of the LPAC.
- All LPAC members shall be **trained annually**.
- **All LPAC records** must be maintained for **five years after reclassification**. The five-year period begins at the first year of monitoring.

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Each trained member shall also sign an oath of confidentiality because of testing results and other information that is shared and analyzed. This is a requirement, due to each student and his or her family's right to confidentiality.

Members who have been formerly trained need to receive updated information annually to stay current.



## LPAC Requirements

- If the parent or guardian's primary language is other than English,
  - the training shall be provided **in the parent or guardian's primary language** or delivered via interpreter, and
  - the meetings shall be conducted **in the parent or guardian's primary language** or via interpreter, as needed.

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The LPAC Framework PPT is available in Spanish for LEAs needing to provide training for Spanish speaking parents or guardians. Visit the English learner web portal at [www.txel.org](http://www.txel.org) for LPAC parent training resources.

**Required LPAC Meetings**

- Within four calendar weeks of the initial enrollment, for identification and/or review;
- Prior to state assessments, for determination of appropriate assessments and designated supports;
- At the **end of the year**, for annual review and for the following year's placement decisions;
- As needed, to discuss student progress.

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“Four calendar weeks” will be explained later in the presentation (Identification section).

Prior to state assessments, refer to the LPAC Decision-Making Manual from the Student Assessment Division at TEA. Refer to the Accommodations Manual for the designated supports found at <http://tea.texas.gov/student.assessment/accommodations/>. These instructional linguistic accommodations and designated supports need to be implemented during classroom instruction throughout the year prior to being used in the assessments.

At the end of year, the LPAC meets for an annual review to determine if reclassification criteria has been met and program placement for the following year.

The LPAC must also convene on students who are being monitored, are parent denials, and students who are failing.

## Required English Learner Documentation

The student's permanent record shall contain documentation (paper or electronic) of all actions impacting the English learner.

Documentation shall include

- the identification of the student as an English learner;
- the designation of the student's level of language proficiency;
- the recommendation of program placement;
- parent or guardian approval of entry or placement into the program;
- the dates of entry into, and placement within, the program;

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## Required English Learner Documentation

- assessment information as outlined in Chapter 101, Subchapter AA, of this title;
- additional instructional interventions provided to address the specific language needs of the student;
- the date of exit from the program and parental approval;
- the results of monitoring for academic success, including students formerly classified as English learners, as required under the TEC, §29.063(c)(4); and
- the home language survey.

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Maintain records for a total of five years after reclassification (which includes the two years of monitoring). For more information on record retention, direct participants to the Local Government Retention Schedules page at the Texas State Library and Archives Commission <https://www.tsl.texas.gov/slr/localretention>. Participants will need to scroll down the page to SD: Records of Public School Districts, and click on the PDF. The information needed will be in Section 3-2: Bilingual and Special Language Program Records.

## LPAC Requirements: Coordination of Services

- The LPAC may also recommend other programs or services offered through the school district.
- The LPAC is also responsible for facilitating student participation in other special programs (Advanced Academics/Gifted and Talented, Special Education, Career and Technical Education, Dyslexia, etc.).

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The LPAC should ensure that English learners who are eligible for other special programs have full access to the language program services required under the TEC, 29.053

- Special programs may also include Multi-Tiered System of Supports (MTSS), extended-day or year, content-specific tutorials, etc.
- Tutorials should be targeted to meet the specific need(s) of the student.
- Districts should have policies on file for identifying gifted English learners. Teachers need to be trained to observe cues that indicate giftedness and follow up with referrals.



## ARD/LPAC Collaboration

For English learners with identified special needs:

- LPAC shall meet **in conjunction with** the Admission, Review, Dismissal (ARD) committee members to review and provide recommendations with regard to the educational needs of the dual-identified student.
- Decision-making must be based on the input of members of the **LPAC and the ARD** committee who are directly familiar with the student's language needs and abilities in the classroom setting.

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In Texas, eligibility for special education services and most of the major decisions about a child's special education program are made by an admission, review, and dismissal (ARD) committee. You may also hear this group referred to as an individualized education program (IEP) team, which is the term used in federal law.

The LPAC in conjunction with the ARD may determine that a student has a disability identified by the special education program and is **also** an English learner. It is allowable for a dual-identified English learner to be served by **both programs**, special education and bilingual or ESL education.

Additional guidance relating to Testing and Classification of Students (§89.1226 (h)):

*The language proficiency assessment committee (LPAC) in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in subsection (c) of this section cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee).*



# LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE  
2020-2021 END OF THE YEAR TRAINING

**Review and Reclassification**



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## Agenda

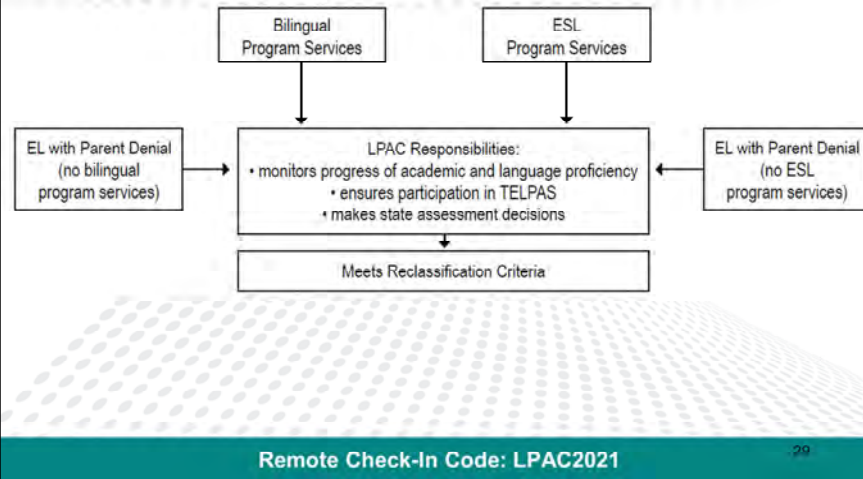


- Introduction
- Identification
- Placement
- English Learner Services
- **Review and Reclassification**
- Monitoring and Evaluation


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# Ongoing/Mid-Year Review



## Ongoing Monitoring of English Learners



For English learners **participating** in a program and those with a **parental denial**, the LPAC

- monitors the **progress** of academic and language proficiency and
- ensures participation in **TELPAS** (listening, speaking, reading, and writing) until reclassification as an English proficient student.

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The students' teachers should be aware of which students have a parental denial of program services.

The LPAC should continue to communicate with the students' parents or guardians throughout the school year, providing updates on the students' progress.

# Parent Resources



**Bilingual Education Program**


**Programa de educación bilingüe**

**English as a Second Language (ESL) Program**

**Programa de inglés como segunda idioma (ESL)**

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# Parent Resources



**TEA**

**¿Qué significa TEFL?**

El TEFL es un programa de enseñanza de idiomas para extranjeros que se imparte en un país extranjero. Este programa está diseñado para ayudar a los estudiantes a aprender el idioma inglés de manera efectiva y eficiente. El programa incluye cursos de gramática, vocabulario y práctica de conversación. Los estudiantes también tienen acceso a recursos en línea y actividades de práctica.

**¿Cómo se enseña el inglés en TEFL?**

El TEFL se enseña a través de un programa de enseñanza de idiomas que incluye cursos de gramática, vocabulario y práctica de conversación. Los estudiantes también tienen acceso a recursos en línea y actividades de práctica.

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**PARSES TIPS**

**SUGERENCIAS PARA PADRES**

**TELPAS**

El TELPAS es un programa de enseñanza de idiomas que incluye cursos de gramática, vocabulario y práctica de conversación. Los estudiantes también tienen acceso a recursos en línea y actividades de práctica.

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## State Assessments: LPAC Decision-Making

Close to the time of testing administration of the state criterion-referenced test (STAAR) each year, the language proficiency assessment committee shall

- determine the appropriate assessment option for each English learner.
- make designated support decisions based on
  - an individual student's particular needs for second language acquisition support and
  - whether the student routinely, independently, and effectively uses the designated support in instruction and classroom testing.

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LPACs are responsible for following administrative procedures in the guide, making decisions on an individual student basis, working as a committee to make decisions, and maintaining the required documentation.


LPACs must coordinate with subject-area teachers. Providing unfamiliar accommodations may hinder rather than help a student.

Designated support decisions should be made as close as possible to the assessment to account for the student's progress in acquiring the English language.

LPACs may not recommend designated supports, special assessment considerations, or accountability provisions for an English learner whose parents or guardians have denied bilingual or ESL services. This includes no designated supports, no testing in Spanish, no English I special provision, and no unschooled asylee or refugee provisions.

Please visit the LPAC Decision-Making Resources located at the following link:  
<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/language-proficiency-assessment-committee-resources>.

## TELPAS Participation



- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate:
  - Fulfill federal requirements for annually assessing English language proficiency of **ELs in K-12**
  - Assess language proficiency in **listening, speaking, reading and writing**
- For TELPAS assessments, all English learners are assessed, regardless of whether parents or guardians have **denied bilingual education or ESL program services**.
- For **ELs receiving special education** services, the LPAC works in conjunction with the admission, review, and dismissal (ARD) committee.

*LPAC Decision-Making – Student Assessment Division*

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Please visit the LPAC Decision-Making Resources located at the following link:  
<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/language-proficiency-assessment-committee-resources>

LPACs are responsible for making and documenting TELPAS participation decisions.

## Alternate English Language Proficiency (ELP) Assessment



34 CFR §200.6(h)(5) requires that a State administer an alternate ELP assessment for English learners with the most significant cognitive disabilities who cannot participate in the ELP assessment, even with appropriate accommodations.

Texas developed the **TELPAS Alternate**, a holistic inventory that assesses English language proficiency to

- satisfy the alternate ELP assessment requirement for students with the most significant cognitive disabilities **AND**
- reduce exemptions from specific language domains on TELPAS.

[TELPAS Alternate](#)

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Please visit the LPAC Decision-Making Resources located at the following link:  
<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/language-proficiency-assessment-committee-resources>

## LPAC Annual Review



**At the end of the year**, the LPAC reviews **every** English learner identified in PEIMS

- being **served** in a bilingual or ESL program;
- with a **parental denial**; and
- who has been reclassified as an English proficient student and is in his or her **first (F) or second (S) year** of monitoring.

For each English learner, the LPAC (1) reviews the progress of academic and language proficiency, (2) determines if reclassification criteria has been met, and (3) notifies the parent or guardian of progress and reclassification/exit, as applicable.

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The LPAC end-of-year review may include:

- Benchmarks
- Classroom Tests
- State Criterion-Referenced Test Data
- Norm-referenced English and Spanish (when applicable) Standardized Achievement Test Data
- Oral Language/English Language Proficiency Test Data
- TELPAS, Primary Reading Assessments, etc.
- Passing grades in all subjects and courses taken
- Any input that will give a well-rounded picture of the student's growth and progress

## Reclassification of English Learners



At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following areas:

- (1) a proficiency rating on the state-approved **English language proficiency test** for reclassification that is designated for indicating English proficiency in each the four language domains (**listening, speaking, reading, and writing**);
- (2) passing standard met on the **reading assessment instrument** under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; and
- (3) the results of a **subjective teacher evaluation** using the state's standardized rubric.

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## English Learner Reclassification Rubric



### Subjective Teacher Evaluation

To meet ESSA Title III, Part A requirements as described in the Texas ESSA State Plan for a standardized, statewide exit criteria, the *English Learner Reclassification Rubric* is utilized for the Subjective Teacher Evaluation portion of the reclassification criteria.

The *English Learner Reclassification Rubric-Alternate* is utilized for English learners with a significant cognitive disability to fulfill the Subjective Teacher Evaluation portion of the individualized reclassification criteria.


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See the *English Learner Reclassification Rubric* and *English Learner Reclassification Rubric – Alternate* on the TEA Bilingual/ESL Programs webpage: <https://tea.texas.gov/academics/special-student-populations/bilingual-esl-education>.


These rubrics are NOT suggested forms. They are **required** forms that must be used without modification and must be retained in the student's records.

# English Learner Reclassification Rubric



English Learner Reclassification Rubric  
Teacher Documentation

Student Name: \_\_\_\_\_  
Grade Level: \_\_\_\_\_



This document outlines requirements in 19.124 (a)(1)(4)(A) for the subjective teacher evaluation component of the reclassification process, assessing teacher documentation of the student's English language proficiency from listening language and listening and Language Proficiency Assessment (LPAC) of the student's readiness for reclassification as a non-English learner with potential placement in a general education classroom setting.

Academic Language	Academic Language
<p><b>Description of Receptive Skills: Listening and Reading</b> <small>(Identify and describe how to use the student's ability)</small></p> <p><input type="checkbox"/> <b>Grade appropriate with no second language acquisition support needed to be successful:</b> Student successfully demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.</p> <p><input type="checkbox"/> <b>Grade appropriate with some second language acquisition support needed to be successful:</b> Student demonstrates listening and reading comprehension skills that are meaning but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less frequent topics.</p> <p>Comments: _____</p>	<p><b>Description of Expressive Skills: Speaking and Writing</b> <small>(Identify and describe how to use the student's ability)</small></p> <p><input type="checkbox"/> <b>Grade appropriate with no second language acquisition support needed to be successful:</b> Student routinely expresses thoughts and ideas in speaking and writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.</p> <p><input type="checkbox"/> <b>Grade appropriate with some second language acquisition support needed to be successful:</b> Student expresses thoughts and ideas in speaking and writing that are meaning but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.</p>

This student routinely demonstrates the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisition supports.  Yes  No

Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Signature: \_\_\_\_\_
Teacher Signature: \_\_\_\_\_
Principal/Supervisor: \_\_\_\_\_

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This is NOT a suggested form. This is a **required** form that must be used, and not modified, and must be retained in the student's records.



# English Learner Reclassification Rubric - ALTERNATE



English Learner Reclassification Rubric - ALTERNATE  
Teacher Documentation

Student Name: \_\_\_\_\_  
Grade Level: \_\_\_\_\_

This document fulfills requirements in TEC 29.256(a)(3) for the subjective teacher evaluation component of the reclassification criteria for English learners who meet the definition of a student with a significant cognitive disability. This rubric provides teacher documentation as part of the individualized reclassification process in accordance with FAC 89.1226(1) (j) and (m) and informs the Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review, and Dismissal (ARD) Committee when making reclassification decisions. Caution should be exercised when considering the reclassification of students using the individualized process.

Academic Language	
<p><b>Description of Receptive Skills: Listening and Reading</b> <i>(Select one descriptor from the options below.)</i></p> <p><input type="checkbox"/> Student <b>routinely</b> demonstrates listening and reading comprehension skills during individualized Education Program (IEP) aligned instruction that <b>meet</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to <b>no longer benefit</b> from second language acquisition supports in the areas of listening and reading.</p> <p><input type="checkbox"/> Student appears to <b>still benefit</b> from second language acquisition supports in the areas of listening and reading. Student's <b>readable</b> demonstration of listening and reading comprehension skills may <b>meet or fall below</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.</p>	<p><b>Description of Expressive Skills: Speaking and Writing</b> <i>(Select one descriptor from the options below.)</i></p> <p><input type="checkbox"/> Student <b>routinely</b> demonstrates speaking and writing comprehension skills during individualized Education Program (IEP) aligned instruction that <b>meet</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to <b>no longer benefit</b> from second language acquisition supports in the areas of speaking and writing.</p> <p><input type="checkbox"/> Student appears to <b>still benefit</b> from second language acquisition supports in the areas of speaking and writing. Student's <b>readable</b> demonstration of speaking and writing comprehension skills may <b>meet or fall below</b> the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.</p>
<p>Comments:</p>	

This student **routinely** demonstrates that he/she no longer appears to benefit from second language acquisition support and is **eligible** for reclassification.  
 Yes  No  
 Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

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## Reclassification of English Learners



- A student in prekindergarten or kindergarten may **not** be reclassified as an English learner; the first opportunity for an English learner to be considered for reclassification is at the **end of first grade**.
- A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.

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## Reclassification of Dual-Identified Students



For English learners who are also eligible for special education services, the district assures that:

- decisions regarding reclassification as English proficient are made by the **LPAC in conjunction with the ARD** committee, implementing assessment procedures that differentiate between language proficiency and disabling conditions; and
- the standardized process for English learner reclassification is followed, **EXCEPT** in cases where the student has a **significant cognitive disability** and the individualized process for reclassification is used.

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For more information please read the Guidance Related to ARD Committee and LPAC Collaboration located at the following link:  
<https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/state-guidance/guidance-related-to-ard-committee-and-lpac-collaboration>.

## Reclassification of English Learners with Significant Cognitive Disabilities



- For English learners with **significant cognitive disabilities**, the LPAC in conjunction with the ARD committee shall meet and 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;
  - may recommend that the student take the state's alternate English language proficiency assessment (**TELPAS Alt**) and shall determine an **appropriate performance standard** requirement for reclassification by language domain.

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Please review the Steps to the Individualized Reclassification Process for a Student with a Significant Cognitive Disability: Section 3

<https://tea.texas.gov/sites/default/files/LPAC%20ARD%20Collaboration%20Guidance%20and%20Process%20for%20Reclassification.pdf>

# Updated 2020-2021 EL Reclassification Criteria and Guidance



## Updated 2020-2021 English Learner Reclassification Criteria and Guidance

For an updated list of the assessment questions used in the English Language Proficiency (ELP) Assessment, see the English Language Proficiency Assessment (ELPA) Assessment Questions and Answers document. For more information on the assessment questions for reclassification as English learners, see the English Language Proficiency Assessment (ELPA) Assessment Questions and Answers document.

It is important to note that during the English Language Proficiency (ELP) Assessment, an absence in the 2020-2021 school year is not allowed for the 2020-2021 school year. If a student is absent during the assessment, the student's score will be based on the previous year's assessment. If a student is absent during the assessment, the student's score will be based on the previous year's assessment.

Below the English Language Proficiency Assessment (ELPA) in ELPA Item Specifications during the 2020-2021 school year, including reclassification criteria, are the following:

- **Assessment Administration Guidelines**, which describe the rules for administering the assessment.
- **Assessment Administration Guidelines**, which describe the rules for administering the assessment.
- **Assessment Administration Guidelines**, which describe the rules for administering the assessment.

Below the English Language Proficiency Assessment (ELPA) in ELPA Item Specifications during the 2020-2021 school year, including reclassification criteria, are the following:

- **Assessment Administration Guidelines**
- **Assessment Administration Guidelines**
- **Assessment Administration Guidelines**

### 2020-2021 English Learner Reclassification Criteria Chart

English Language Proficiency	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score
English Language Proficiency	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score
English Language Proficiency	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score
English Language Proficiency	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score

For more information on the assessment questions for reclassification as English learners, see the English Language Proficiency Assessment (ELPA) Assessment Questions and Answers document.

### English Learner Reclassification Allowances for Individual Students

The following allowances are made to the reclassification criteria for individual students who are unable to complete the English Language Proficiency Assessment (ELPA) in the 2020-2021 school year or who are unable to complete the assessment in the 2020-2021 school year. The student's score will be based on the previous year's assessment. If a student is absent during the assessment, the student's score will be based on the previous year's assessment.

Below the English Language Proficiency Assessment (ELPA) in ELPA Item Specifications during the 2020-2021 school year, including reclassification criteria, are the following:

- **Assessment Administration Guidelines**
- **Assessment Administration Guidelines**
- **Assessment Administration Guidelines**

### 2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability

English Language Proficiency	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score
English Language Proficiency	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score
English Language Proficiency	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score
English Language Proficiency	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score	2020-2021 ELPA Score

For more information on the assessment questions for reclassification as English learners, see the English Language Proficiency Assessment (ELPA) Assessment Questions and Answers document.

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## Updated 2020-2021 EL Reclassification Criteria and Guidance



In order for the LPAC to fulfill their responsibilities during the 2020-2021 school year, including reclassification decisions, the LPAC may

- utilize **alternative meeting methods**, which may include phone or video conferencing and the use of electronic signatures in accordance with their LEA policy while maintaining confidentiality;
- incorporate the required **LPAC parent representative** in an **optional** capacity (although highly encouraged); and
- **extend the timeline** for English learner reclassification decisions through the **first 60 calendar days of the 2021-2022** school year if unable to complete before the close of the 2020-2021 school year.

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2020–2021 English Learner Reclassification Criteria Chart					
At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(i).					
	1 <sup>st</sup> /2 <sup>nd</sup>	3 <sup>rd</sup> through 8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup> /12 <sup>th</sup>
English Language Proficiency Assessment	TELPAS	Advanced High in each domain of Listening, Speaking, Reading and Writing			Writing
State Standardized Reading Assessment	Iowa Form F (Reading/Language) 40 <sup>th</sup> percentile or above	STAAR Reading (English) *	STAAR English I EOC*	STAAR English II EOC*	Iowa Form F (Reading/Language) 40 <sup>th</sup> percentile or above
Subjective Teacher Evaluation	Form: <a href="#">English Learner Reclassification Rubric</a>				
*Satisfactory performance on STAAR Reading/English EOC includes <i>Approaches, Meets, and Masters Grade Level</i> performance levels.					
Notes:					
<ul style="list-style-type: none"> <li>Students for whom the LPAC recommends the use of <a href="#">Oral Administration, Content and Language Supports, or Extra Time</a> as designated supports for <a href="#">English reading or English EOC assessments</a>, may not be considered for reclassification at the end of the school year.</li> <li>English learners with <a href="#">significant cognitive disabilities</a> who are receiving special education services may qualify to be reclassified using the following: <a href="#">Individualized Reclassification Process for a Student with a Significant Cognitive Disability</a>.</li> <li>For an EL who is <a href="#">deaf/hard of hearing (DHH)</a> and exempt from participating in the <a href="#">listening and/or speaking</a> 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.</li> <li>For an EL who is <a href="#">blind/visually impaired (VI)</a> and exempt from participating in the <a href="#">reading</a> domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EL'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.</li> <li>The LPAC shall <a href="#">monitor the academic progress</a> of each student who has met reclassification criteria during the <a href="#">first two years</a> after reclassification.</li> </ul>					

You can find the English Learner Reclassification Chart on TEAs Bilingual/ESL webpage:  
<https://tea.texas.gov/academics/special-student-populations/bilingual-esl-education>

# ELP Assessment Allowances



## Updated 2020-2021 English Learner Reclassification Criteria and Guidance

**Updated 2020-2021 English Learner Reclassification Criteria and Guidance**

For the 2020-2021 school year, TEA updated its criteria for ELP assessment, as allowed in the 2019-2020 state plan. It is important to note that while the English Language Proficiency (ELP) Assessment, as allowed in the 2019-2020 state plan, is still offered for the 2020-2021 school year, there is a significant change in assessment content and structure. The new English Language Proficiency (ELP) Assessment was created for the 2020-2021 school year and is available for use as of August 1, 2020.

**Important to Note:** The English Language Proficiency Assessment (ELPA) is still being administered during the 2020-2021 school year, including individual assessment, for the following reasons:

- Administered to students who were assessed in the 2019-2020 school year and whose scores were used for reclassification purposes.
- Administered to students who were assessed in the 2019-2020 school year and whose scores were used for reclassification purposes.
- Administered to students who were assessed in the 2019-2020 school year and whose scores were used for reclassification purposes.

**Before the 2020-2021 ELP Assessment (ELPA) is administered, additional allowances have been provided for ELPA) on criteria for individual student reclassification decisions.**

Reclassification Decisions:

- **Students with Significant Cognitive Disability**
- **Students with Significant Language Proficiency**
- **Students with Significant Academic Achievement**

**2020-2021 English Learner Reclassification Criteria Chart**

Assessment	2020-2021 ELP Assessment (ELPA)	2020-2021 ELP Assessment (ELPA)	2020-2021 ELP Assessment (ELPA)	2020-2021 ELP Assessment (ELPA)	2020-2021 ELP Assessment (ELPA)
2020-2021 ELP Assessment (ELPA)	2020-2021 ELP Assessment (ELPA)	2020-2021 ELP Assessment (ELPA)	2020-2021 ELP Assessment (ELPA)	2020-2021 ELP Assessment (ELPA)	2020-2021 ELP Assessment (ELPA)

Reclassification of English Learners with a Significant Cognitive Disability

2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability

Block Level	English Language Proficiency	Academic Content Assessment	Subject Matter Assessment
Elementary	Proficient	Proficient	Proficient
Grade 3	Proficient	Proficient	Proficient
Grade 5	Proficient	Proficient	Proficient
Grade 7-8	Proficient	Proficient	Proficient
Grade 9-12	Proficient	Proficient	Proficient

Resources:

- **2019-2020 English Language Proficiency Assessment (ELPA) State Test** (Texas Education Agency)
- **2020-2021 English Language Proficiency Assessment (ELPA) State Test** (Texas Education Agency)
- **2020-2021 English Language Proficiency Assessment (ELPA) State Test** (Texas Education Agency)

### English Learner Reclassification Allowances for Individual Students

The following allowances are made to reclassify an individual student who is unable to complete the 2020-2021 English Language Proficiency Assessment (ELPA) on the 2020-2021 school year as defined in the state plan. The student must meet the following criteria:

- **Students with Significant Cognitive Disability**  
For English learner students with a significant cognitive disability, the 2020-2021 ELP Assessment is not required. The student's reclassification decision is based on the student's academic achievement and other factors.
- **Students with Significant Language Proficiency**  
For English learner students with a significant language proficiency, the 2020-2021 ELP Assessment is not required. The student's reclassification decision is based on the student's language proficiency and other factors.
- **Students with Significant Academic Achievement**  
For English learner students with a significant academic achievement, the 2020-2021 ELP Assessment is not required. The student's reclassification decision is based on the student's academic achievement and other factors.

Remote Check-In Code: LPAC2021

## ELP Assessment Allowances



The following **allowances** are only to be considered for **individual students who are unable to complete the state requirements** for English learner reclassification in the 2020-2021 school year as described in the chart above.

For students in **grade 1**, **no additional allowances** to the English Language Proficiency (ELP) component are needed due to the nature of the TELPAS holistic ratings for Grade 1 that can be scored remotely.

Remote Check-In Code: LPAC2021

## ELP Assessment Allowances



- **Allowance 1: TELPAS Combined Results (2-12)**

If an English learner in grade 2-12 completes **one or more domains** of the 2020-2021 TELPAS **but not all**, completed domains from the 2019-2020 TELPAS may be used to complete the ELP Assessment requirement.

For domains in which the student has a score from **both school years**, the proficiency level from the **2020-2021** school year (most recent) must be used.

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## ELP Allowance #1



TELPAS  
2020-2021



Allowance #1 is NOT applicable, since  
student completed ALL domains

Remote Check-In Code: LPAC2021

## ELP Allowance #1



TELPAS  
2020-2021



Allowance #1 is NOT applicable, since student did not complete ANY domains

Remote Check-In Code: LPAC2021



## ELP Allowance #1



TELPAS  
2020-2021



Allowance #1 IS applicable, since student  
completed at least ONE domain

Remote Check-In Code: LPAC2021

# ELP Allowance #1



TELPAS  
2020-2021



TELPAS  
2019-2020



Remote Check-In Code: LPAC2021

## ELP Allowance #1



TELPAS  
2020-2021



TELPAS  
2019-2020



Allowance #1 is NOT applicable

Remote Check-In Code: LPAC2021

## ELP Assessment Allowances



- **Allowance 2: Use of LAS Links (2-12)**

If an English learner in grade 2-12 is **unable** to receive a **completed score for all four domains** of the 2020-2021 TELPAS, the **LAS Links** assessment, which can be administered remotely, may be administered **after the TELPAS testing window** to determine that the student has met the level designated for English proficiency for the ELP component of the 2020-2021 EL reclassification criteria.

LAS Links and TELPAS scores **cannot** be combined, and LAS Links can only be administered for reclassification purposes to students who **did not complete all four domains** of the 2020-2021 TELPAS; to students who have demonstrated a **potential for reclassification**; and once the **TELPAS window has closed** (starting **May 29, 2021**).

Remote Check-In Code: LPAC2021

## ELP Allowance #2



TELPAS  
2020-2021



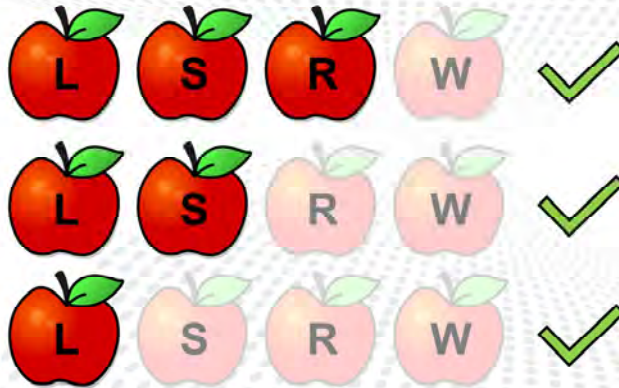
Allowance #2 is NOT applicable, since  
student completed ALL domains

Remote Check-In Code: LPAC2021

## ELP Allowance #2



TELPAS 2020-2021



Allowance #2  
IS applicable,  
since student  
did not  
receive a  
score for ALL  
domains

Remote Check-In Code: LPAC2021



## ELP Allowance #2



TELPAS  
2020-2021



Allowance #2 IS applicable, since student  
did not receive a score for ALL domains

Remote Check-In Code: LPAC2021

## ELP Allowance #2



TELPAS  
2020-2021



LAS Links  
on or after  
May 29th



Remote Check-In Code: LPAC2021

## ELP Allowance #2



TELPAS  
2020-2021



LAS Links  
on or after  
May 29th



Remote Check-In Code: LPAC2021

## ELP Allowance #2



TELPAS  
2020-2021



LAS Links  
on or after  
May 29th



Remote Check-In Code: LPAC2021

## ELP Assessment Allowances



- **Allowance 3: Use of 2020-2021 STAAR Reading (3-10)**

If an English learner is able to have a **completed score** of **Meets or Masters Grade Level** on the STAAR Reading (3-8) or STAAR English I or II EOC (9-10) exam but **does not** have a completed **TELPAS Reading** score, the STAAR results of Meets or Masters Grade Level **can cover** the ELP assessment criteria for meeting **Advanced High** on the TELPAS Reading component.

*\* Combining allowances is only possible with Allowance 1 and 3 based on the student's individual situation.*

Remote Check-In Code: LPAC2021

## ELP Allowance #3



TELPAS  
2020-2021



STAAR Reading or English I/II  
EOC Meets/Masters



Remote Check-In Code: LPAC2021



# DRC: LAS LINKS & RIVERSIDE: IOWA




LEADING THE WAY IN LANGUAGE ASSESSMENT DRC

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Texas Approved Reclassification Assessment TEA

### Reclassification



**Texas English Learner  
Reclassification Testing  
for Grades 1, 2, 11, and 12**

The Texas Education Agency (TEA) replaced its Commissioner's List of Approved Tests with a single statewide assessment for English Learner reclassifications, effective in the 2019-2020 school year: TEA's selected *Riverside Insights*™ as the single State Standardized Reading Assessment for English Learner Reclassification for grades 1, 2, 11, and 12, per contract #4022.

**Steps to Successful Testing**

- 1
- 2
- 3

Remote Check-In Code: LPAC2021

# Reclassification of English Learners with Significant Cognitive Disabilities



## 2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability

Grade Level(s)	English Language Proficiency Assessment*	Academic Content Assessment	Subjective Teacher Evaluation
Grade 1	TELPAS (Holistic)	(not required)	<a href="#">English Learner Reclassification Rubric - ALTERNATE</a>
Grade 2	TELPAS Alternate	(not required)	
Grade 3-8		STAAR Alternate 2 Reading	
Grades 9-10		STAAR Alternate 2 English I/II EOC	
Grade 11-12		(not required)	

\*Due to the nature of the TELPAS Alternate assessment design for grades 2-12 and the TELPAS holistic ratings for Grade 1 that can be scored remotely, no additional flexibilities are needed to the English Language Proficiency (ELP) component of the [Individualized Reclassification Process](#) for a student with a significant cognitive disability for the 2020-2021 school year.

Remote Check-In Code: LPAC2021

# Reclassification of English Learners with Significant Cognitive Disabilities



## Guidance on Identification/ Reclassification: LPAC and ARD Committee Collaboration

When a student with a disability or is might be identified as an English learner (EL) through the admission, review, and assessment (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to determine appropriate identification and reclassification criteria for a bilingual education or English as a Second Language (ESL) program. (19 TAC §§§§ 122.01, (j) and (k).)

The document outlines processes for identification and reclassification of two groups of English learners:

- English learners served through special education and
- English learners with a significant cognitive disability served through special education.

Student Population	Identification	Reclassification
Students served through special education	Follow standard process in 19 TAC §§§ 122.01 as described in Section 1	Follow special process as described in Section 2
Students with significant cognitive disability		Follow standard process as described in Section 2

**Section 1: Identification of English Learners Served through Special Education.**  
The LPAC in conjunction with the ARD committee will identify a student as an English learner if the student's ability in English is so limited by the student's disabilities and so severe that the English language proficiency assessments described in 19 Texas Administrative Code (19 TAC §§§ 122.01) cannot be administered. Local education agencies (LEAs) shall implement assessment procedures that differentiate between language proficiency and guessing conditioned by associations with 19 TAC Subchapter AA (relating to Commissioner's Rules Concerning Special Education Services) and shall establish assessment procedures that ensure that placement in a bilingual education or ESL program is not unduly safety because the student has a disability. Access to special education and adaptation in ESL services may not be restricted or denied due to limited staffing, scheduling, or other reasons of administrative convenience.

## Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs from Bilingual Services (Fall Semester) \_\_\_\_\_ Independent School District/Charter School

After completing this form, send the document to the Language Proficiency Assessment of English Learners, who also have identified Special Needs based on the LPAC Framework Manual. Students eligible to be considered using the reclassification criteria under TAC §§§ 122.01 should only be those designated to take STAAR Reading 2 and/or those who meet participation requirements for TELPAS Alternate as determined by the language proficiency assessment committee (LPAC), in conjunction with the admission, review and assessment (ARD) committee.

### Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies Using This Process

At or after the beginning of the school year, a meeting to discuss whether the student is eligible to be reclassified using criteria under 19 TAC §§§ 122.01.

Student's Name: \_\_\_\_\_ was held on (date of meeting to discuss reclassification criteria): \_\_\_\_\_

LPAC Representative: \_\_\_\_\_ General Ed Representative: \_\_\_\_\_  
Sp. Ed Representative: \_\_\_\_\_ Administrative Representative: \_\_\_\_\_

Other: \_\_\_\_\_

Through this process, a determination is made about the assessment under English language proficiency assessment standards to be used for reclassification.

This process applies ONLY when one or more assessments and/or English language proficiency assessment standards under TAC §§§ 122.01 are not appropriate for the student in a particular language domain for reasons directly associated with the student's disability. In following this process, refer also to the document titled Guidance Provided to ARD Committee and LPAC Collaboration found at <http://doe.texas.gov/ard/ard/122.01-00020>.

This process must be facilitated by any ARD committee members (including a designated non-applicable) and any LPAC members who are familiar with the student's current progress and needs, including one or more teachers with in-depth knowledge of the student's second language acquisition and academic achievement.

At the meeting, the participants discuss the second language acquisition of the student within the context of the individual student's disability to consider whether the TAC §§§ 122.01 reclassification criteria are warranted.

Does the student's particular disability condition warrant the need for process for considering reclassification criteria? \_\_\_\_\_

What evidence is documented in the IEP that indicates that the student will not be able to obtain the English Language Proficiency Standards (as measured by TELPAS) in one or more domains? \_\_\_\_\_

Other evidence is documented to indicate that the student no longer appears to benefit from or requires to reach that point during the year from second language acquisition support in English to address cognitive, linguistic, and affective needs? \_\_\_\_\_

Page 1 of 1  
19a-19c Texas Administrative Code Chapter 89, Subchapter AA, Relating to Special Procedures, Subchapter 89, Commissioner's Rules Concerning Best Practices for Identifying English Learners.

Remote Check-In Code: LPAC2021

## Parent or Guardian Notification and Approval



The school district shall:

- Give **written notification** to the student's parent or legal guardian that his or her child has met all criteria to be reclassified as English proficient;
- Share the LPAC's recommendation for **program exit or for continued participation** in program (e.g. for students in a dual language immersion program);
- Acquire **written parental approval**, as appropriate, for exit from the bilingual education or ESL program, and as required under the Texas Education Code, §29.056(a).

Remote Check-In Code: LPAC2021

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Emphasize that the LPAC determines student reclassification; the parents or guardians provide permission for program exit. Reclassification does not always equate with program exit. For example, for students participating in a dual language program, one-way or two-way, continued program participation after reclassification is a foundational expectation of the program model.

According to TAC 89.1220 (m), a school district may **place or exit** a student in a program without written approval of the student's parent if:

- (1) the student is 18 years of age or has had the disabilities of minority removed;
- (2) the parent provides approval through a phone conversation or e-mail that is documented in writing and retained; or
- (3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

## Parent or Guardian Notification and Approval



- Students meeting the requirements for **reclassification** may, at parent or guardian request, **continue** in the bilingual education or ESL program, at the district's discretion.
- Only **reclassified students** who continue to participate in **dual language two-way** programs **will continue** to generate bilingual education allotment funds.

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## Training Agenda

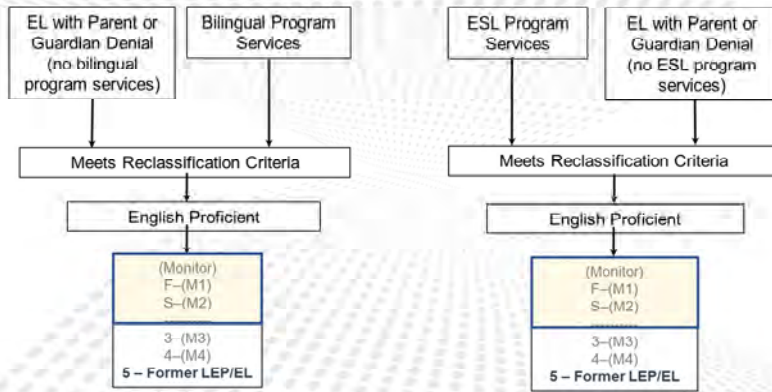


- Introduction
- Identification
- Placement
- English Learner Services
- Review and Reclassification
- **Monitoring and Evaluation**

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# Monitoring After Reclassification



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## Monitoring After Reclassification



- The LPAC shall monitor the **academic progress** of each student who has met criteria for reclassification in accordance with TEC, §29.056(g) for **the first two years after reclassification**.
- Monitoring for the first two years after reclassification **includes** students who had a **parental denial**.
- PEIMS LEP/EL Indicator Codes **F (first year)** and **S (second year)**
- This is a **State** requirement.

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## Reclassified Students (F&S Only)



In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance and consider:

- (1) the **total amount of time** the student was enrolled in a bilingual education or special language program;
- (2) the **student's grades** each grading period in each subject in the foundation curriculum;

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## Reclassified Students (F&S Only)



- (3) the student's performance on **State assessments**;
- (4) the **number of credits** the student has earned toward high school graduation, if applicable; and
- (5) any **disciplinary actions** taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

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After an evaluation under this section, the language proficiency assessment committee may require intensive instruction for the student or reenroll the student in a bilingual education or special language program.

## Monitor Year (3) and (4) Students



- The LPAC's sole responsibility for students in monitoring years 3 and 4 is to **coordinate with PEIMS** to ensure that students are coded appropriately.
- The LPAC **does not monitor academic progress** of students in monitoring years 3 and 4.
- ESEA requires this data collection **for accountability purposes only**.
- This is a **federal requirement**.

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The LPAC's sole responsibility for students in monitored years 3 and 4 is to **coordinate** with PEIMS to ensure that students are coded appropriately (for accountability purposes).

# 2020-2021 EOY LPAC Guidance



## 2020-2021 END OF YEAR LPAC GUIDANCE

Reimplementation of English Proficiency, Program Entry, and Assessment Modification of Programs



- SPRING 2021**
- 1. **Ensure the English Proficiency Assessment (EPA) is administered to determine student admission for individual students.**
  - 2. **Conduct language proficiency assessment (LPAC) End of Year (EOY) Review of all English learners (EL), including retest (EA, EA with parental denial, and students in their first two years of attendance after readmission). The LPAC may utilize alternative testing methods, which may include phone or video conferencing and the use of electronic equipment in accordance with Texas State Education Agency (TSE) policy while maintaining confidentiality.**
    - Maintain the required LPAC parent representative to an optimal capacity, and ensure the capacity for English learner reimplementation decisions through the End of calendar dates of the EA or EOY as well as an alternate.
    - Maintain required parent representative to an optimal capacity.
  - 3. **Review reimplementation between the LPAC and the Annual Review and Consent (ARC) Committee for English learners who are also not through special education.**
  - 4. **Finalize reimplementation results and send consent for LPAC to all parents of students who are currently in dual language programs to parents of:**
    - All re-enrolling and re-entry program students (EA including any parental denial of services)
    - All re-enrolling and returning dual language immersion (DLI) program services, including students from transitioning Year 1 (Y1) after reimplementation to Year 2 (Y2), or include completing Year 1 of Monitoring
  - 5. **Send EA and ARC report of reimplementation and Agreement of Extension (A-E) of reimplementation to EOY pending any assessment results to parents of the who are re-enrolling and returning DLI program services.**
  - 6. **Prepare Parent Distribution on English Proficiency and Annual Distribution on Accreditation and Approval of Program Exit letters for EA who are re-enrolling pending any assessment results. See below in Summary EOY for instructions for how to prepare the EA for completion for parents.**
  - 7. **Send TEAP report (if available) to all parents of English learners, including EA with parental denial. Report dates can be found on the 2020-2021 Student Assessment Testing Calendar.**
- \*Note: Due to the schedule extended timeline for reimplementation of English learners through the final EOY calendar dates of the 2020-2021 school year, items of this table should not be complete extended.*
- SUMMER 2021**
- 1. **Finalize re-enrolling pending any assessment results, when necessary results are received during the summer, a member of the LPAC should work with the LPAC reimplementation decision made in the EOY as follows:**
    - Assessment results confirm the LPAC decision for reimplementation, the LPAC representative sends all forms/letters to the English Proficiency and Annual Distribution on Accreditation and Approval of Program Exit letter that were prepared at EOY (Spring 2021).
    - Assessment results are not the same for the LPAC reimplementation, the LPAC representative does not send parent forms prepared at EOY; the parents of these students will receive a Parent Distribution on English Proficiency letter at the beginning of the year (EOY) for reimplementation of EA.
  - 2. **Prepare ESEA table changes for English learners who are re-enrolling or returning.**
    - Reimplementation: LPAC-EL Indicator Code changes from LPAC (1) to Monitor Year 1 (Y1)
    - If the 2020-2021 reimplementation process is completed as of before the first day of the 201-2022 school year, the LPAC-EL Indicator code change is effective on the first day of school.

- If the 2020-2021 reimplementation process is extended into the 2021-2022 school year, the LPAC-EL Indicator code change is effective on the date of the LPAC decision for reimplementation (monitoring assessment results).
  - **Final Review of Parent Permission Cards and Waivers, EL, or Alternative Language Program Code**
    - If the 2020-2021 reimplementation process is completed and parental approval of exit is received as of before the first day of the 2021-2022 school year, the exit is effective on the first day of school.
    - If the 2020-2021 reimplementation process is extended into the 2021-2022 school year, parental approval of exit has not yet been received as of before the first day of school, the exit is effective on the date of parental approval of exit.
    - If the student is currently program participating when reimplementation, Parental Permission Cards indicating program participation (P) and the appropriate program code (Language, EL, or Alternative Language) is indicated. Based on the goals of the program, the LPAC will only reimplementation program participation, which reimplementation for Dual Language One-Way or Two-Way program (Dual Language Program Type Code = 45).
- \*Note: Final Waiver or PERM related to re-enrolling or returning student effective after the first day of school year will be issued for the 2021-2022 school year.*
- FALL 2021**
- 1. **Complete any pending reimplementation assessments and decisions for English learners reimplementation. Reassessment, LPAC letter should only be administered to English learners who did not complete all four domains of the 2020-2021 TEAPs and who have demonstrated potential for reimplementation.**
  - 2. **Review parental approval of exit as obtained previously. Students must consent in their bilingual or English as a second language (ESL) program and parental approval of exit has been obtained even though they have been reclassified on English Proficiency Test (EPT). Parental approval of program exit can be obtained in writing through a documented phone conversation, or by email that is documented in writing and returned. Please do not assume that the student or parent has consented to the exit.**
  - 3. **Write the EA for reimplementation dates of the 2021-2022 school year, send Parent Distribution on English Proficiency to parents of:**
    - English learners who are currently in DLI program services and
    - English learners who are currently pending.
  - 4. **Communicate to teachers the status of English learners remaining in program services, monitoring reimplementation. Additionally communicate their current language proficiency levels of each student as well as the reimplementation progress appropriate to the program service.**
- RESOURCES**
- 2021-2022 English Learner Implementation Update Criteria and Checklist
  - 2018-19 English Learner Checklist (ELC) - linked on the TEA COVID-19 Support, Revised Enrollment REGISOP
  - English Assessment Guidelines

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# LPAC Framework Web-Based Training

**MORE  
INFORMATION  
AVAILABLE AT:**  
[txel.org/lpac](http://txel.org/lpac)



How to Navigate to the LPAC  
Framework Web-based Training Site



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# Summer School Guidance



## 2021 English Learner Summer School Guidance and FAQ

April 8, 2021

(171-463-988)

education@tea.state.tx.us

tea.texas.gov/coronavirus

### 2021 English Learner (EL) Summer School Guidance

Local Education Agencies (LEAs) have been provided with flexibility in fulfilling the 2021 English learner summer school requirements for English education and English as a second language (ESL) students entering kindergarten and grade 1. Texas Administrative Code (TEAC) 89.1200. However, although 120 hours of instruction that are equivalent to the regular school calendar are still required, LEAs may choose to extend the summer school requirement by completing this supplemental program throughout the 2021-2022 school year. This document provides updated guidance and answers to frequently asked questions for implementing EL summer school with the available adjustments.

#### Guidance Sections

- [Introduction](#)
- [Compliance by Delivery Method](#)
  - [Virtual Instruction](#)
  - [Hybrid Instruction](#)
  - [In-person Instruction](#)
- [Instructional Strategies](#)
- [Program Approval](#)
- [Additional Information](#)

#### Requirements

The required summer school program for English learners who are entering kindergarten or grade 1 is intended to prepare our youngest English learners for rigorous 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.

The EL summer school program guidance described in Texas Administrative Code (TEAC) 89.1200 will remain in effect for the summer of 2021 with the following alterations. The chart below highlights similarities and differences between customary requirements and current flexibility. A check mark (✓) indicates that the 2021 EL summer school requirement is identical to the customary requirement.

2021 English Learner Summer School Requirements	2021 EL Summer School
LEAs may offer summer school to English as a second language (ESL) students.	✓
LEAs may offer summer school to students who are eligible for kindergarten or grade 1 during the 2021-2022 school year.	✓
Program is staffed by teachers appropriately certified for the language/ESL program.	✓

tea.texas.gov



## 2021 English Learner Summer School Guidance and FAQ

April 8, 2021

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2021 English Learner Summer School Requirements	2021 EL Summer School
LEAs may offer summer school to English as a second language (ESL) students.	✓
LEAs may offer summer school to students who are eligible for kindergarten or grade 1 during the 2021-2022 school year.	✓
Program is staffed by teachers appropriately certified for the language/ESL program.	✓
Program addresses the effective, linguistic, and cognitive needs of English learners.	✓
Instruction is evidence-based.	✓
LEAs employ a national system for parent/guardian to register for the summer school program.	LEAs employ an appropriate, evidence-based system for parent/guardian to register for the EL summer school program based on the LEA's current communication methods. Family effort should be made to ensure families display an understanding of the 120 program hours and the completion rate in person, remote (synchronous and asynchronous), hybrid/in-person delivery, or hybrid delivery methods. LEAs utilizing the alternative parent delivery method may maintain a number of instructional hours per day or period.
Instructional strategies are used to meet the needs of the program.	For in-person delivery method, LEAs must follow current state and local requirements for classroom requirements in all other delivery methods. The LEA's ratio should be followed. LEAs may complete 2021 EL summer school during the summer of 2021 or may submit a schedule to complete the 120 hours of instructional requirement by the regular school day by the end of the 2021-2022 school year. Supplemental to the regular school day may include before or after school hours, weekends, or during one LEA approved break within a year-round schedule.
Instructional strategies are used to meet the needs of the program.	LEAs may complete 2021 EL summer school during the summer of 2021 or may submit a schedule to complete the 120 hours of instructional requirement by the regular school day by the end of the 2021-2022 school year. Supplemental to the regular school day may include before or after school hours, weekends, or during one LEA approved break within a year-round schedule.
Program is staffed by teachers appropriately certified for the language/ESL program.	✓

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# Guidance on Identification and Placement of EL Prior to Kinder



**TEA**

**Guidance on Identification and Placement of English Learners**  
Prior to Kindergarten

The purpose of this guidance document is to provide information to identify and place English learners prior to kindergarten. It is designed to be used by school districts and LEAs. The document provides information on the identification process, and it clarifies common questions regarding the identification process. This document explains the responsibilities of services for students served through special education and the identification process for English learners to be fully served or bilingual education or English as a Second Language (ESL) programs.

**Assessment Process/Requirements**

For any student likely enrolling in a three- or four-year-old public school program, a [Texas Language Proficiency Test \(TLPT\)](#) will be administered and the state process followed for identification as an English learner (EL).

- This includes:
  - Students with or without identified special needs
  - Students who are enrolled, not in membership due to identifying school for less than 12 instructional hours per day
  - Students or a parent that is unable to provide critical program that are directly enrolled in a local education agency (LEA) based on the district's partnership with the Head Start/private school program
- The [EL assessment and placement process](#) shall be completed within four calendar weeks of enrollment per 19 TAC 89.122(d).
- If a parent follows an error made when completing the TLPT, the parent may request a correction, only if: (1) the child has not yet been assessed for English proficiency, and (2) corrections are made within two calendar weeks of the child's enrollment date.
- English learners [eligible for continuation \(CE\)](#) services. CE may be used as Early Education (EE) based on special education services in conjunction with their language program services.

**Enrollment/Program Selection**

**What if...**

- the child is identified as EL during registration, but the child does not enroll?**  
The TLPT and EL identification apply when a child enrolls during the same school year. If the child does not attend school during the school year for which he/she has been identified as an EL, then the HL, EL, and EL identification documentation must be retained. If the student comes back to enroll in the following school year, he/she should be given a new HL and the [appropriate program](#) would begin again.

**TEA**

**What if...**

- the child is not yet three years old during spring or summer registration when EL identification assessments are occurring?**  
The English learner identification assessment cannot be administered before the child is three or is not used until age three.
- the three- or four-year-old attends school for less than two hours of instruction per day for special education services?**  
Although the child would be enrolled, not in membership, the HL, EL will be administered and the child's [Special Education Identification process](#) followed at that time. If the child is identified as an English learner, the LPAC, in conjunction with the ARD committee will collaborate to ensure that the child has access to both the special education and language/EL program services. The [LPAC assessment and placement process](#) may determine:
  - that the child will participate in the district's available full-time prekindergarten program (in the appropriate age level), since the child has not participated/eligible based on English learner status;
  - that the child will receive further special education and language/EL program services in the district's early education (EE) setting; or
  - that the child will only receive drop-in services at the time:
    - In this scenario of drop-in services only, the district should not have a way to provide the required language education or ESL program yet for the child.
    - The child is not identified as an English learner and neither English learner services will begin when the child is able to participate in a full-time prekindergarten program or early education setting.
    - It will be vital for the LPAC and ARD committee to ensure the full participation of the child in a language education or ESL program once the child has a full-time program to attend. Keep in mind that a "full-time program" includes full- and full-day programs.
- the child has been receiving special education services prior to age three and is now being three?**  
A child with a particular disability, such as a child with a hearing or visual impairment, may be eligible for special education services prior to the first day of school. However, the HL, EL administration and [documentation process](#) do not begin prior to age three. When the child turns three, the ARD committee meets and determines eligibility for Early Childhood Special Education (ECSE) services. If the ARD committee determines that the child is eligible for ECSE services beginning on age three, the HL, EL administration, and the EL identification process is initiated. If identified, the English learner will receive the language education or ESL program through the ECSE services. However, although a student identified as EL, qualified for a 3-year-old prekindergarten program (if available), the student must be three by Task 1 of the current school year to be eligible for prekindergarten program entry.

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# SY 20-21 English Learner FAQ



**TEA** SY 20-21 English Learner FAQ  
March 11, 2021  
www.tea.texas.gov

**English Learner FAQ: Section Topics**

- English Learner Program Overview
- Language Proficiency Assessment Committee (LPAC) Procedures
  - English Learner Identification and Placement
  - English Learner Assessment Requirements

**Note: This guidance only applies to the 2020-2021 school year and may include updates to guidance provided in response to the COVID-19 pandemic and resulting school closures during the 2019-2020 school year.**

**As information on instructional guidance and further detail on program implementation, see the [20-21 English Learner Program Implementation Bulletin](#), posted on the [LPAC 19-20 School Year](#) [Guidance](#) website.**

**English Learner Program Services**

- What are the requirements for bilingual and ESL teacher certification within remote and in-person learning? [Posted August 26, 2020.](#)  
Teacher certification requirements for serving English learners and providing equitable access to the appropriate [General Education](#) (GE) program have not changed. If the LEA does not have the appropriate certified teachers to implement the bilingual education and/or ESL program, the LEA must apply for a bilingual education exception and/or ESL waiver on or before November 1<sup>st</sup>. For further information, see the [Bilingual Education Exception and ESL Waiver](#) [Guidance](#).

As the LEA considers staff and student learning arrangements, it is important to be mindful with its work to coordinate student arrangements in order to ensure applying for a bilingual education exception or ESL waiver.

**LEA LEAs are required to conduct the 2020-2021 annual bilingual education/ESL program assessment?** [Posted March 11, 2021.](#)  
Yes, per 19 TAC 89.106, all school districts required to provide a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation and report to the board of trustees before November 1 of each year. In addition to the requirements listed in [19 TAC 89.106\(a\)\(1\)\(A\)\(i\)-\(iii\)](#), the following also require an annual report:

academic progress assessment/benchmarks. Based on the [updated English learner assessment](#), LEAs will report the number of English learners identified. Also, documentation of the district's professional development efforts, including all observations or teacher under a bilingual education exception or ESL waiver, will be required. Furthermore, LEAs may also include other academic progress/assessment to include that can demonstrate growth, such as reflecting from the [Texas Assessment of Knowledge and Skills](#).

**Are there any allowances to the language proficiency and academic performance components of the eligibility criteria for the Language Other Than English (LOTE) Dual Language Immersion (DLI) model?** [NEW March 16, 2021.](#)  
No. Eligibility requirements remain the same for the 2020-2021 school year, per [19 TAC 89.106\(a\)\(2\)](#). For more information, see the [2020-2021](#) [question #14](#).

**LPAC Procedures - General**

- What continued adjustments to the LPAC requirements are available during the 2020-2021 school year? [Posted July 2, 2020.](#)  
The LPAC may use the following provisions:
  - Alternative meeting methods, such as:
    - Phone or video conferencing
    - Use of electronic signatures that align with LSA policy
  - Optional LPAC parent representation (through rights preservation)

**LPAC Procedures - English Learner Identification and Placement**

- With potential for on-campus and remote learning during the 2020-2021 school year, are LEAs required to complete the English learner identification process within the required four calendar weeks of a student's initial enrollment in Texas public schools? [Posted August 10, 2020.](#)  
As with other circumstances beyond the LEA's control, the LPAC attempts to complete the English learner identification process within the four calendar weeks requirement, as feasible, and documents on the student's permanent record the reasons for why it is unable to do so. Bilingual notes:
  - The English learner identification assessment [19 TAC 89.106\(a\)\(2\)](#) can be administered in multiple ways: [19 TAC 89.106\(a\)\(2\)\(i\)](#) or remotely. The use of the remote process is optional.
  - If a student is assessed for English proficiency prior to a period of school closure, the LPAC may report on English proficiency assessment information as above confirmed in prior to complete the identification process.
  - The participation of the LPAC parents is optional.
  - If the student is quarantined by the LPAC, the student cannot be notified of identification, and parental approval may be obtained in writing or through an email or documented phone communication.
  - The number of independent breaks (holidays, planned or unplanned periods, all closures, etc.) can be used to complete the identification process, per local health

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## TEA Contact Information



Email: [EnglishLearnerSupport@tea.texas.gov](mailto:EnglishLearnerSupport@tea.texas.gov)



<https://tea.texas.gov/academics/special-student-populations/english-learner-support>



Division of English Learner Support:  
(512) 463-9414



LPAC Web-Based Training  
<https://www.txel.org/lpac>

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## Region One Contact Information



Email: [kchapa@esc1.net](mailto:kchapa@esc1.net)



<https://www.esc1.net/bilingual>  
[@esc1bilingual](https://twitter.com/esc1bilingual)



Bilingual/ESL Program  
(956) 984-6246



[Bilingual Newsletter: Beyond Fronteras](#)  
[Upcoming Bilingual Events](#)

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¡Mil gracias!



*Karina E. Chapa, M.Ed.*  
Language Proficiency, Biliteracy, and Cultural Diversity Director  
Center for Excellence in Education of Diverse Students  
Region One Education Service Center  
[kchapa@esc1.net](mailto:kchapa@esc1.net) [@esc1bilingual](https://twitter.com/esc1bilingual)

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