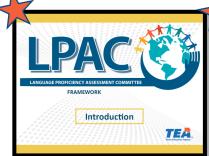# LPAC Framework

Introduction Questions

1. True or False: The term "reclassification" replaces the term "exit".

2. ★ True or False: The LPAC parent representative is optional for 2021-2022 school year.

3. How long must LPAC records be maintained?

4. ★ By when do 2020-2021 reclassification decisions need to be finalized?

5. True or False: The LPAC is only required to meet at the beginning and end of the school year.

6. True or False: At the beginning of the school year the LPAC will meet in conjunction with the ARD committee to determine individualized reclassification criteria for all emergent bilingual (EB) students also served in special education.
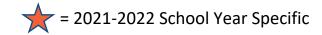
Introduction Answers

1. False. These are two different steps. Reclassification describes the process of classifying an EB student as proficient in English, based on established criteria. Exit refers to an EB student no longer participating in program services.

2. True. Although, LPAC parent representation is still highly encouraged and should only be optional due to extenuating circumstances where the parent is unable to participate in-person or remotely.

3. LPAC records must be maintained for five years after reclassification, beginning in the first year of monitoring.

4. 2020-2021 reclassification decisions must be completed within the first 60 calendar days of the 2021-2022 school year.

5. False. The LPAC meets upon initial enrollment for identification and/or transfer review, prior to state assessments, at the end of the year for annual review and reclassification decisions, and as needed to discuss student progress.

6. False. The ARD committee with LPAC representation will meet at the beginning of the year (or end of prior year) to determine individualized reclassification criteria only for EB students with significant cognitive disabilities.

TEA

Identification Questions

1. How do identification and placement requirements differ for charter schools and districts of innovation?

⭐ 2. True or False: In the 2021-2022 school year, LEAs have more than four calendar weeks upon a student's initial enrollment in Texas public schools to complete identification and to make program placement decisions.

3. What are the two parameters in which a parent/guardian can request a correction on the Home Language Survey (HLS)?

4. Scenario: A student was identified as an EB student in ABC ISD in Texas. When he transfers to XYZ ISD, LPAC documentation is received regarding the student's identification and placement but is missing the HLS. Should XYZ ISD administer a new HLS?

5. True or False: Students served in Early Education (EE) settings can be identified as EB students but cannot yet be served in a bilingual or ESL program.
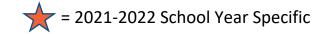
Identification Answers

1. They don't. Charter schools and districts of innovation are statutorily required to comply with all regulations regarding the identification, placement, reclassification, and monitoring of emergent bilingual students.

2. False. This requirement to identify and recommend placement within four calendar weeks aligns to federal requirements for the identification of EB students/English learners and has NOT been adjusted for the 2021-2022 school year.

3. The HLS can only be corrected by the parent/guardian if the child has not yet been assessed for English proficiency and corrections are made within two weeks of the child's enrollment date.

4. No. There is enough documentation to show that the student was previously identified as an EB student in Texas. The LPAC shall continue to classify the student as an emergent bilingual, place the student appropriately in program services, and document in writing that no HLS was included in the records.

5. False. For any student enrolling in a 3- or 4-year-old school program, the HLS shall be administered and the identification process followed. For identified EB students, they will be served in the LEA's required bilingual or ESL program with parental approval.

Placement Questions

1. Other than in writing, what are the two other ways in which parental approval of program participation can be obtained?

★ 2. True or False: For the 2021-2022 school year, the LPAC can change a student's placement in the LEA's required bilingual program to ESL due to staffing limitations.

3. Scenario: An ARD committee member meets with an LPAC representative to determine that a dual-identified student will be served only in special education. Is this in alignment with state regulations?

4. True or False: In addition to taking TELPAS, emergent bilingual students with a parental denial of services will also receive ELPS in content instruction.

5. True or False: Pending parental approval for placement in a bilingual or ESL program, the student may be temporarily placed in program services if room is available.

TEA

Placement Answers

1. In addition to in writing, parental approval of program participation can be obtained through a documented phone conversation or by e-mail that is documented and retained.

2. False. A student's participation in the district's required bilingual or ESL programs should not be changed due to staffing limitations. As needed, the LEA may apply for a bilingual exception or ESL waiver and implement a temporary alternative language program that is as closely aligned to required program as possible.

3. No. The LPAC shall meet in conjunction with the ARD committee to make appropriate identification and placement decisions for EB students also served through special education. Identification as an EB student and placement in bilingual/ESL program services must not be refused solely on the basis of a student's disability.

4. True. An emergent bilingual student with a parental denial of services should continue to receive ELPS in content instruction and will be monitored for progress by the LPAC.

5. False. A student **shall** be placed in the LPAC recommended bilingual or ESL program pending parental approval.