

# Breakout Rooms



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 but required for the 2022-2023 BOY.
3. How long must LPAC records be maintained?
4. True or False: The LPAC is only required to meet at the beginning and end of the school year.
5. 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.

# Breakout Rooms



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. However, for the 2022-2023 BOY LPAC, the parent presence IS required, even if those meetings occur now or in the summer.
3. LPAC records must be maintained for five years after reclassification, beginning in the first year of monitoring.
4. 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.
5. 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.

# Breakout Rooms



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 had 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.



# Breakout Rooms



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 was 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.

# Breakout Rooms



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: Due to teacher shortages, 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.

# Breakout Rooms



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.



# Breakout Rooms



1. Which 1 of the 4 bilingual education program models does NOT extend through the duration of elementary school?
2. True or False: Once EB students participating in a one-way dual language immersion (DLI) program model begin to reclassify and continue participation, the program becomes a two-way DLI model.
3. Name the three ways in which an ESL pull-out model can be implemented.
4. During remote conferencing, if the teacher of the EB students is not appropriately bilingual or ESL certified for the program, does an exception or waiver need to be filed and the coding of students need to be changed?
5. True or False: If an LEA extends their DLI program into secondary grade levels, the teachers need to be appropriately certified for DLI and an exception filed if not.

# Breakout Rooms



1. None. (Trick question!) There is a misconception that the early exit transitional bilingual program does not extend through elementary grades, but it is required to do so.
2. False. In the elementary grades specifically, a two-way DLI program begins intentionally with EB students and non-EB students participating. Having reclassified EP students participating in one-way DLI does not make a two-way DLI program.
3. 1) The classroom ELAR teacher is ESL certified. 2) An ESL certified teacher “pushes in” to co-teach with the ELAR teacher. 3) The EB students have an additional ELAR class/time period taught by an ELAR/ESL certified teacher.
4. No and no. In this temporary situation of remote conferencing with a teacher not appropriately certified for the bilingual/ESL program, the LEA will consider this as a long-term substitute situation. See Exceptions/Waivers FAQ #9 on long-term substitutes.
5. True. See TAC 89.1205 (g). Also, see [LPAC FAQ IV. B-4](#).



# Breakout Rooms



1. True or False: LPAC decisions about designated supports are dependent upon the program model in which students are participating.
2. Can an EB student reclassify at the end of the school year if they have met all reclassification requirements, but the LPAC has recommended the use of designated supports on content area assessments, such as STAAR Math?
3. Name the three components of the reclassification criteria.
4. What are the allowances for adjusted reclassification criteria in the 2021-2022 school year?
5. What is the timeline for LPAC annual review decisions for reclassification and for parental notification on progress?

# Breakout Rooms



1. False. LPAC designated support decisions should be based on individual second language acquisition needs and whether the student routinely, independently, and effectively uses the designated support in instruction and classroom testing.
2. Technically yes, BUT the LPAC should consider the reasons for which the student needed the designated supports (oral admin, extra time, and/or content and language supports) on the content exam to determine if continued program participation is appropriate.
3. 1) ELP Assessment: Advanced High in each language domain on TELPAS.  
2) State Standardized Reading: Meets passing standard on STAAR Reading/English EOC in grades 3-10 or 40<sup>th</sup> percentile or above on Iowa Form F for grades 1, 2, 11, & 12. 3) Subjective Teacher Evaluation using the EB/EL Reclassification Rubric.

# Breakout Rooms



4. At this time, there are no additional allowances for adjusted reclassification criteria specific to the 21-22 school year. Only students with a significant cognitive disability can utilize the [Individualized Reclassification Process](#).
5. At the end of each year, the LPAC will review the academic and linguistic progress of all EB students (including those with a parental denial of services), determine if reclassification criteria has been met, and send home notification of reclassification and approval of exit letters as applicable. Parental notification of progress and notice of continued participation should be sent within the first 30 calendar days of the next school year.



# Breakout Rooms



1. True or False: Students who have reclassified as English proficient but had not participated in a bilingual or ESL program due to parental denial of services will still be monitored for 2 years after reclassification by the LPAC.
2. True or False: During the 3<sup>rd</sup> and 4<sup>th</sup> years of monitoring after reclassification, the LPAC will monitor the students' academic progress and send home annual reports on student progress.
3. What are the two options the LPAC will consider if a student receives a failing grade in the foundational curriculum during the first two years after reclassification?
4. What should be the basis for decisions by the LPAC to reenter a student in a bilingual or ESL program?
5. What are the program evaluation requirements for the 2021-2022 SY?

# Breakout Rooms



1. True. Students with a parental denial of services are also monitored by the LPAC after reclassification.
2. False. Years 3 and 4 of monitoring after reclassification are solely for federal accountability purposes and do not require monitoring by the LPAC.
3. The LPAC will consider whether the student may require intensive instruction or should be reenrolled in a bilingual education or ESL program.
4. Decisions to reenter a student into a bilingual or ESL program after reclassification should be based on second language acquisition need.
5. LEAs are required to conduct an annual program evaluation to determine program effectiveness and student academic success, presenting to the board by November 1<sup>st</sup>, 2022 (TAC 89.1265).