

LPAC Framework Training Game Answer Sheet

Introduction	
Question	Answer
Q1. True or False: Reclassification and Exit are synonyms. Explain your answer.	False. Reclassification describes the process of classifying an English learner as proficient in English, based on established criteria. Exit refers to an English learner no longer participating in program services.
Q2. Who are the three required members of the LPAC?	1 Campus Administrator 2 Parent of a current English Learner 3 Certified bilingual or certified ESL teacher
Q3. Can a parent of a reclassified student or an employee of the district play the role of the required parent representative on the LPAC?	No. It must be a parent of a current English learner participating in a bilingual or ESL program.
Q4. True or False: Once an LPAC committee member is trained, he or she does not need to be trained again.	False. Members of the LPAC must be trained annually.
Q5. Lupe is a parent of an English learner and is hired by a third-party contract at the school district to do some work for them. Is it allowable for Lupe to serve as an LPAC parent representative?	No. Neither an employee by the school district nor an employee of a third-party contract is permitted to be the LPAC parent representative.
Q6. Can a school counselor can serve the role of the campus administrator in an LPAC meeting?	No. It needs to be a campus administrator, function code 23 (principals, assistant principals), as defined in the Financial Accountability System Resource Guide.
Q7. What is the period of time allowed for the LPAC to complete the identification process for a student enrolling in a Texas public school for the first time?	Four calendar weeks. Included in this calculation are any holidays or school vacation days that fall on the calendar, as per requirements put forth under ESSA, Title III, Part A, which impose a strict, 30-day maximum allowable time to pass between enrollment and identification/ placement.
Q8. True or False: The LPAC is required, at a minimum, to meet at the end of the school year.	False. The LPAC meets upon initial enrollment for identification and/or review, prior to state assessments, at the end of the year, and as needed to discuss student progress.
Q9. Scenario: Anita is an English learner with an identified learning disability served through dual language in Sra. Gomez' third grade class. One day in January, the ARD facilitator knocks on the classroom door and asks Sra. Gomez to sign off on paperwork to reclassify Anita as English proficient. Is this in alignment with state requirements?	No. The LPAC shall meet in conjunction with the ARD committee to make appropriate reclassification decisions for English learners also served through special education. Furthermore, English learners may only be reclassified as English proficient at the end of the school year.

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Q10. True or False: The parent representative on the LPAC does not need to get trained; he or she is only required to sign an oath of confidentiality.	False. All LPAC members shall be trained annually and all LPAC members shall sign an oath of confidentiality.
Q11. True or False: LPAC records need to be maintained for a total of 5 years after an English learner is reclassified (which includes the two years of state monitoring and two additional years of monitoring for federal accountability).	True. LPAC records need to be maintained for a total of 5 years after a student is reclassified.
Identification	
Question	Answer
Q1. True or False: Charter schools and Districts of Innovation are exempt from requirements to identify and serve English learners.	False. Charter schools and Districts of Innovation are statutorily required to comply with all regulations regarding the identification, placement, reclassification, and monitoring of English learners.
Q2. Scenario: A student was identified as an English learner in Fire Fly ISD in Texas. The student transferred to Praying Mantis ISD. No HLS was included in the records, but TELPAS scores and other documents clearly indicate the child was identified as an English learner. Does Praying Mantis ISD administer a new HLS?	No. There is enough documentation to show that the student was previously identified as an English learner in Texas. The LPAC shall continue to classify the student as an English learner, place the student appropriately in program services, and document in writing that no HLS was included in the records.
Q3. Scenario: Señora Moreno, mother of a 4-year-old enrolling in PK, completes an HLS and indicates inglés/español in response to each of the two questions on the HLS. The district assesses the child and identifies her as an English learner. Sra. Moreno provides written approval and her child is placed in a bilingual PK program. One year later, Sra. Moreno tells the principal she does not want her child labeled as an English learner and would like to make a correction on the HLS. What does the principal do?	The principal informs Sra. Moreno that her child shall continue to be classified as an English learner until she meets criteria for reclassification as English proficient and that no changes are permitted on the HLS once the child has been assessed and identified. The principal shall inform the parent of her right to deny program services, but also let the parent know that the student remains identified as an English learner until the child meets reclassification criteria.
Q4. Is a district required to follow the process for English learner identification with a foreign exchange student?	Yes. Foreign Exchange students must follow the same process that exists for any new student enrolled in Texas public schools.

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Q5. What assessments are used to identify an English learner in Texas?	Beginning in school year 2019-2020, districts shall use the single, statewide, state-approved language proficiency assessment for the purpose of English learner identification. The assessment is available in English and Spanish. For students in districts offering bilingual services in a language other than Spanish, the district shall determine the student's level of proficiency using informal oral language assessment measures.
Q6. Scenario: Lucas is a seventh-grade transfer student from Washington, DC, where the paperwork indicates that he was identified as an English learner. Does a district in Texas recognize Lucas' out-of-state identification as an English learner? What are the district's next steps?	No. Texas does not recognize out-of-state identification of English learners. The identification process shall be implemented once Lucas is enrolled in a Texas public school.
Q7. True or False: A student who is non-verbal is exempt from taking the state-approved language proficiency test for identification as an English learner and need not be identified as an English learner.	False. An attempt needs to be made to administer the state-approved language proficiency test. A student shall be identified as an English learner if the student's ability in English is so limited that he or she is unable to continue to participate in the oral language proficiency or norm-referenced assessments.
Q8. Scenario: David is a seventh-grade student who just arrived from Florida and is enrolling in a school in Fruit Fly, TX. His paperwork shows that David was served as an English learner in Florida and was reclassified at the end of 5 th grade. The district receives David's original HLS, which indicates that he was originally identified as an English learner in Texas as a kindergartner. What shall the district do?	Texas does not honor reclassification of identified English learners from out of state. Since the David was identified as an English learner in Texas, he would continue to be identified as an English learner in Texas and would need to meet reclassification criteria to be considered for exit from program services.
Q9. Scenario: Fatmah is a tenth-grade student who just arrived from North Carolina and is enrolling in a school in Fruit Fly, TX. Fatmah's paperwork does not include an HLS. Her transcript indicates coursework in AP classes at her North Carolina high school. The district's search in TREx does not yield any documentation for Fatmah. What shall the district do?	The school will need to administer an HLS for Fatmah and begin the identification process for Fatmah, as appropriate, since she was never enrolled in a Texas public school.
Q10. Can a parent sign the Home Language Survey electronically?	Yes, electronic signatures are permissible on the Home Language Survey.
Q11. Can the testing administrator determine English learner status without having an LPAC meeting?	No. The LPAC must meet and review all assessment results to determine English learner status and make program placement recommendations.

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Q12. True or False: To properly identify English learners, a district may add additional questions to the Home Language survey.	False: For identifying English learners, the HLS shall only contain the following questions: 1 What language is spoken in the child's home most of the time? 2 What language does the child speak most of the time?
Q13. True or False: It is strongly recommended that a parent response to the two questions on the Home Language Survey include as many languages as possible to best capture all the languages spoken in the child's home and by the child.	False: The parent shall only respond with ONE language per question on the Home Language Survey, indicating the language the student hears and uses <u>most</u> of the time.
Placement	
Question	Answer
Q1. True or False: The LPAC is responsible only for notifying a parent that their child has been identified as an English learner.	False. The LPAC must also make recommendations for program placement, secure written parent approval, monitor English learner progress, make assessment decisions, and determine when an English learner has met reclassification criteria.
Q2. Scenario: Tran is sixteen years old and enrolling in a Texas school for the first time. He completes his own Home Language Survey and denies his placement in program services in writing. Is this allowable?	It is allowable for Tran to complete his own HLS. However, since he is not yet 18 years old, his parent or legal guardian is the person authorized to provide permission or denial of placement in program services.
Q3. True or False: For an English learner whose parents have denied program services, that child is not placed in a bilingual/ESL classroom and that child does not participate in annual TELPAS assessment.	False. While it is true that the child is not placed in a bilingual/ESL classroom, the child IS required to participate in annual TELPAS assessment until the child meets reclassification criteria.
Q4. Scenario: An English learner is also identified as in need of special education services for a specific math disability. The LPAC meets in conjunction with the ARD and an ARD representative recommends the child stop receiving bilingual program services and receive all instruction in English, to avoid language confusion. What is the role of the LPAC representative in this situation?	The LPAC representative's role is to ensure that the child's placement in the bilingual education program is not refused solely because the student has a disability and to facilitate student participation in the special education program. Coordination of language and special education services is an important goal of the LPAC in conjunction with ARD committee.

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Q5. Can a school still generate Bilingual Education Allotment (BEA) funds while the identified English learner is temporarily served but receipt of parental approval in writing is pending?	No. A signed parental approval form is required for the student to start generating BEA funds.
Q6. Do English learners with parent denials generate Bilingual Education Allotment funds?	No. Only English learners with parental approval to participate in program services generate Bilingual Education Allotment Funds.
Q7. Can a parent deny their child's participation in the program services recommended by the LPAC?	Yes. However, the student is still identified as an English learner in PEIMS until the student meets reclassification criteria. The parent needs to be informed that their child will still need to be assessed annually through the TELPAS.
Q8. Is it true that each school district that has an enrollment of 20 or more English learners at various grade levels within the district shall offer a bilingual education program?	No. Each school district that has an enrollment of 20 or more English learners in the same language classification at the same grade level district-wide shall offer a bilingual education program.
Q9. Is it true that a school district needs to have 20 English learners enrolled to offer the English a Second Language program?	False. A school district shall offer the ESL program, even if there is only one English learner in the entire district.
Q10. True or False: School districts may enroll students who are not English learners in the bilingual education program or the ESL program.	True. With the approval of the school district and the student's parents, a student who is not an English learner may also participate in a bilingual education program or an ESL program.
English Learner Services	
Question	Answer
Q1. True or False: While the TEKS are to be instructed as the basis for the State curriculum, incorporation of the ELPS into instruction of English learners is optional.	False: The TEKS and the ELPS form the required State curriculum for English learners in Texas.
Q2. What is the "Rule of 20" in Texas, and how is it used to determine which English learner program services are required?	The "Rule of 20" is the requirement that, in any district where 20 or more English learners with the same primary language are enrolled at a single grade level, district-wide, that district must offer bilingual education program services to all elementary-aged English learners with that primary language.

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Q3. Scenario: McFannyPack ISD has never had a single identified English learner in its schools. In February of the current school year, a child enrolled in first grade and was identified as an English learner. What shall the district do?	The district shall serve the English learner through ESL. Districts are required to offer program services, if even one single child in the district is identified as an English learner.
Q4. True or False: The 60/40 rule is applied at each campus and not district wide.	False. The 60/40 rule is applied at the district level and per each program (Bilingual/ESL).
Q5. Is it optional for school districts to offer the summer school program for identified English learners rising up to Kinder or Grade 1?	No. School districts shall offer the summer school program for English learners who are eligible to participate. Enrollment, however, is optional.
Q6. True or False: The state of Texas offers a total of 5 bilingual education program models.	False. The state of Texas offers the following 4 bilingual education program models: • Transitional bilingual/early exit • Transitional bilingual/late exit • Dual language immersion/one -way • Dual language immersion/two-way

Review and Reclassification

Question	Answer
Q1. True or False: Ruben is an English Learner but his parents denied program services. The LPAC does not need to review Ruben's annual progress at the end of the year because he is a parent denial.	False. The LPAC shall review the academic progress of all English Learners, including those with a parent denial.
Q2. True or False: The LPAC committee shall meet at the beginning of the year only to make designated support decisions for English learners.	False. LPAC shall meet close to the time of testing administration to make designated support decisions.
Q3. Can the LPAC recommend designated supports for STAAR assessments to English learners whose parents have denied program services?	No. The LPAC shall not provide designated supports for STAAR assessments for English learners whose parents have denied program services.
Q4. True or False: An English learner with a significant cognitive disability who takes TELPAS ALT can be reclassified using the Individualized Reclassification Process.	True. Since the student meets the definition of an English learner with a significant cognitive disability, he is eligible for the Individualized Reclassification Process. However, very few students qualify for reclassification using the Individualized Reclassification Process. The vast majority of English learners who also have identified special needs will use the standardized reclassification process.

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Q5. True or False: The English Learner Reclassification Rubric is a suggested form and is optional rather than required.	False. The English Learner Reclassification Rubric is a required document, as per the Texas ESSA State Plan, Title III, Part A, and is an important component the reclassification process in Texas.
Q6. True or False: Verbal parental approval is sufficient to exit a reclassified English learner from program services in Texas.	False. Parents must be notified that their child has been reclassified as English proficient and parents must submit approval in writing in order for their child to be exited from program services.
Q7. True or False: Approval of Bilingual Education Exceptions and ESL Waivers is valid for two years.	False: The approval of Bilingual Education Exceptions and ESL Waivers is valid only for the school year for which it was granted.
Q8. Scenario: Jorge is an English learner participating in Grade 8 STAAR Reading. The LPAC recommends provision of designated supports due to language. At the end of the school year, the LPAC notes that Jorge achieved a successful score on STAAR Reading and met all other reclassification criteria. Is Jorge eligible for reclassification?	No. English learners for whom the LPAC recommends the use of oral administration, content and language supports, or extra time as an accommodation for any reading or writing assessment may not be considered for reclassification at the end of that school year.
Q9. True or False: English learners may be reclassified no earlier than at the end of first grade.	True.
Q10. True or False: Students who met reclassification criteria may continue in the bilingual education or ESL program with parental approval.	True.
Monitoring and Evaluation	
Question	Answer
Q1. For how many years shall the LPAC monitor the academic progress of each student who has met criteria for reclassification?	The LPAC shall monitor the academic progress of a reclassified student for the first two years after reclassification.
Q2. True or False: The LPAC does not need to send a parent notification on student progress for English learners whose parents have denied program services.	False. The LPAC must send a parent notification on student progress for all identified English learners, including parent denials.

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Q3. True or False: The LPAC shall continue to actively monitor the academic progress of reclassified English learners for years 3 and 4 after reclassification to be in compliance with federal requirements under ESSA.	False. The LPAC's sole responsibility for reclassified students in monitoring years 3 and 4 is to coordinate with PEIMS to ensure that students are coded appropriately for accountability purposes to meet federal requirements.
Q4. True or False: Only school districts that offer a bilingual education program are required to conduct an annual evaluation.	False. All school districts required to offer a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation, collecting a full range of data to determine program effectiveness to ensure student academic success.