

LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

Category:
Introduction



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Category:
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Q1: (True or False)

Reclassification and Exit are synonyms. Explain your answer.

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Q2: Who are the three required members of the LPAC?

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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?

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Q4: (True or False)

Once an LPAC committee member is trained, he or she does not need to be trained again.

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Category:
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Category:
Introduction



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Category:
Introduction



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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?

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Q6: Can a school counselor serve the role of the campus administrator in an LPAC meeting?

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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?

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Q8: (True or False)

The LPAC is required, at a minimum, to meet at the end of the school year.

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Category:
Introduction



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Category:
Introduction



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Category:
Introduction



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Category:
Introduction



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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?

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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.

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Q11: (True or False)

LPAC records need to be maintained for a total of five years after an English learner is reclassified (which includes the two years of state monitoring and two additional years of monitoring for federal accountability).

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Category:
Identification



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Category:
Identification



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Category:
Identification



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Category:
Identification



Category: Identification

Q1: (True or False)

Charter schools and Districts of Innovation are exempt from requirements to identify and serve English learners.

Category: Identification

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?

Category: Identification

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?

Category: Identification

Q4: Is a district required to follow the process for English learner identification with a foreign exchange student?

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Category:
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Category:
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Category:
Identification



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Category:
Identification



Category: Identification

Q5: What assessments are used to identify an English learner in Texas?

Category: Identification

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?

Category: Identification

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.

Category: Identification

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 5th 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?

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Category:
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Category:
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Category:
Identification



Category: Identification

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?

Category: Identification

Q11: Can the testing administrator determine English learner status without having an LPAC meeting?

Category: Identification

Q10: Can a parent sign the Home Language Survey electronically?

Category: Identification

Q12: (True or False)

To properly identify English learners, a district may add additional questions to the Home Language survey.

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Category:
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Category:
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Category:
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Category:
Identification



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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.

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Category:
Placement



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Category:
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Category:
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Category:
Placement



Category: Placement

Q1: (True or False)

The LPAC is responsible only for notifying a parent that their child has been identified as an English learner.

Category: Placement

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?

Category: Placement

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.

Category: Placement

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?

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Category:
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Category:
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Category:
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Category:
Placement



Category: Placement

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?

Category: Placement

Q6: Do English learners with parent denials generate Bilingual Education Allotment funds?

Category: Placement

Q7: Can a parent deny their child's participation in the program services recommended by the LPAC?

Category: Placement

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?

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Category:
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Category:
Placement



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Category:
Placement



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Category:
Placement



Category: Placement

Q9: Is it true that a school district needs to have 20 English learners enrolled to offer the English as a Second Language program?

Category: Placement

Q10: (True or False)

School districts may enroll students who are not English learners in the bilingual education program or the ESL program.

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Category:

English Learner Services



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English Learner Services



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Category:

English Learner Services



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English Learner Services

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.

Category:
English Learner Services

Q2: What is the “Rule of 20” in Texas, and how is it used to determine which English learner program services are required?

Category:
English Learner Services

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?

Category:
English Learner Services

Q4: (True or False)

The 60/40 rule is applied at each campus and not district wide.

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Category:

English Learner Services



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Category:

English Learner Services



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Category:

English Learner Services



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Category:

English Learner Services



Category:
English Learner Services

Q5: Is it optional for school districts to offer the summer school program for identified English learners rising up to Kinder or Grade 1?

Category:
English Learner Services

Q6: (True or False)

The state of Texas offers a total of five bilingual education program models.

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**Review and
Reclassification**



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Category:
**Review and
Reclassification**



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Category:
**Review and
Reclassification**



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Category:
**Review and
Reclassification**



Category:
Review and Reclassification

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.

Category:
Review and Reclassification

Q2: (True or False)

The LPAC committee shall meet at the beginning of the year only to make designated support decisions for English learners.

Category:
Review and Reclassification

Q3: Can the LPAC recommend designated supports for STAAR assessments to English learners whose parents have denied program services?

Category:
Review and Reclassification

Q4: (True or False)

An English learner with a significant cognitive disability who takes TELPAS ALT can be reclassified using the Individualized Reclassification Process.

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Category:
**Review and
Reclassification**



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Category:
**Review and
Reclassification**



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Category:
**Review and
Reclassification**



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Category:
**Review and
Reclassification**



Category:
Review and Reclassification

Q5: (True or False)

**The English Learner
Reclassification Rubric is a
suggested form and is optional
rather than required.**

Category:
Review and Reclassification

Q6: (True or False)

**Verbal parental approval is
sufficient to exit a reclassified
English learner from program
services in Texas.**

Category:
Review and Reclassification

Q7: (True or False)

**Approval of Bilingual Education
Exceptions and ESL Waivers is
valid for two years.**

Category:
Review and Reclassification

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?**

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Category:
**Review and
Reclassification**



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Category:
**Review and
Reclassification**



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Category:
**Review and
Reclassification**



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Category:
**Review and
Reclassification**



Category:
Review and Reclassification

Q9: (True or False)

English learners may be reclassified no earlier than at the end of first grade.

Category:
Review and Reclassification

Q10: (True or False)

Students who met reclassification criteria may continue in the bilingual education or ESL program with parental approval.

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Category:
**Monitoring and
Evaluation**



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Category:
**Monitoring and
Evaluation**



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Category:
**Monitoring and
Evaluation**



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LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

Category:
**Monitoring and
Evaluation**



Category:
Monitoring and Evaluation

Q1: For how many years shall the LPAC monitor the academic progress of each student who has met criteria for reclassification?

Category:
Monitoring and Evaluation

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.

Category:
Monitoring and Evaluation

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.

Category:
Monitoring and Evaluation

Q4: (True or False)

Only school districts that offer a bilingual education program are required to conduct an annual evaluation.

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Category:



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