

Language Proficiency Assessment Committee (LPAC) 2017-2018

Welcome

Ice-breaker activity:

- Choose a paper doll.
- On one side, write the characteristics of your son/daughter as a bilingual student.
- On the other side, write one or two characteristics of a good bilingual education or English as a second language (ESL) program.

Commissioner's Rules

- All districts must establish a Language Proficiency Assessment Committee (LPAC).
- All information must be documented:
 - norms
 - training certificates
 - number of members
 - meetings
 - decisions

Remember that this committee...

Reviews the progress of English Language Learners (ELLs)

- that participate in a bilingual or English as a second language (ESL) program with parental approval; and
- who do not participate in a program due to parent denial.

Bilingual or English as a Second Language (ESL)?

How do we know if a school district needs a bilingual education program or an English as a second language (ESL) program?

Bilingual or ESL?

- If the school district has an enrollment of 20 or more ELLs of the same language classification in the same grade level district-wide, the district shall offer a bilingual education program for ELLs in grades pre-k through 5.
- Grade 6 shall be included when clustered with elementary grades.

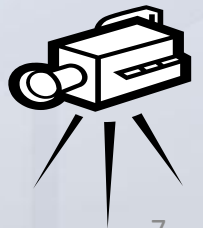
Goal of ESL Programs

Objectives:

- Enable ELLs to become competent in the listening, speaking, reading, and writing in the English language.
- Acquire the essential knowledge and skills of academic language in math, science, social studies, and language arts.

These objectives are achieved by:

- The implementation of the English Language Proficiency Standard (ELPS) in listening, speaking, reading, and writing across the academic content areas.



Goal of Bilingual Education

The use of the primary language (Spanish, Arabic, Chinese, Mandarin, etc.) is to

- provide listening, reading, writing, and speaking instruction; and
- provide math, science, and social studies instruction, etc.

The use of the second language (English) is to

- provide the listening, reading, writing, speaking, and content area instruction; and
- implement the English Language Proficiency Standards (ELPS) across the linguistic domains of listening, speaking, reading, and writing.

Bilingual and ESL programs

The programs must

- be an integral part of the total school program,
- use state-adopted texts,
- use supplementary materials, and
- use instructional approaches designed to meet the needs of each ELL.

Composition of Language Proficiency Assessment Committee (LPAC)

The bilingual LPAC is composed of a

- campus administrator,
- professional bilingual educator,
- professional transitional language educator/ESL teacher, and
- parent of an ELL participating in the required bilingual program.

No parent serving on the LPAC shall be an employee of the school district.

Composition of LPAC

The ESL LPAC is composed of

- one or more professional personnel,
- a campus administrator, and
- a parent of an ELL participating in the program designated by the school district.

No parent serving on the LPAC shall be an employee of the school district.

Language Proficiency Assessment Committee (LPAC)

LPAC members' responsibilities:

- Act on behalf of the school district
- Know the laws
- Maintain confidentiality
- Receive adequate training
- Meet when deemed necessary

Language Proficiency Assessment Committee (LPAC)

LPAC members' responsibilities:

- Review and discuss **all** student data and information
- Meet upon the student's initial enrollment—within 20 school days
- Meet in the spring to determine appropriate assessments, immediately prior to state assessment administration to determine applicable linguistic accommodations
- Meet at the end of the year for annual review and for the following year's placement, which should include discussion of instructional linguistic accommodations
- Meet as needed to discuss student progress

Language Proficiency Assessment Committee (LPAC)

Additional responsibilities include to:

- Indicate each student's English proficiency level
- Indicate each student's academic level
- Indicate initial instructional methodologies and/or interventions in each program

Inform parents of the above-mentioned indications, and obtain parental approval.

Language Proficiency Assessment Committee (LPAC)

- Ensure student participation in other programs or services offered through the district
- Classify students as LEP or non-LEP according to the criteria specified in section *19 TAC § 89.1225*
- Determine if the student has met the necessary requirements to be considered for reclassification as non-LEP, and no longer participate in a bilingual or ESL

Identifying English Language Learners (ELLs)

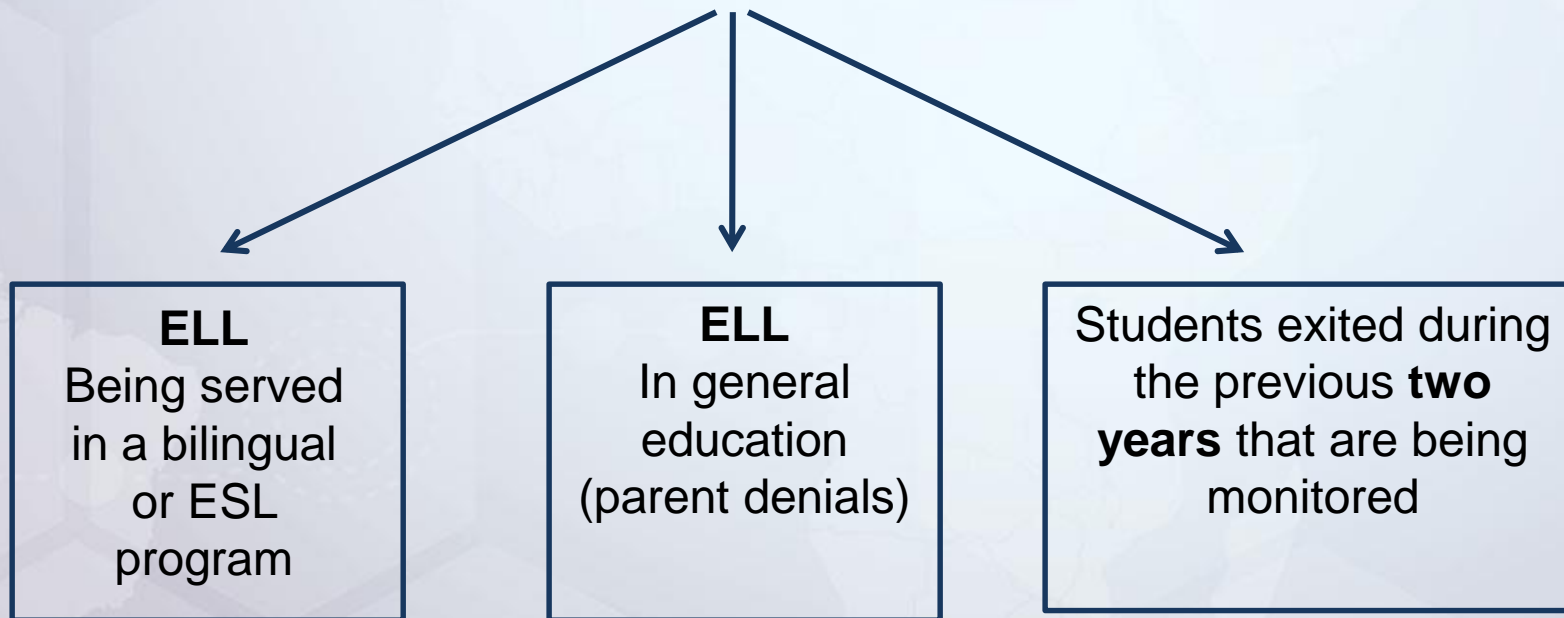
- Parents complete a Home Language Survey (HLS).
- Consideration of the student's knowledge of English and academic content is taken into account as mandated by law.

Language Proficiency Assessment Committee (LPAC)

The LPAC will recommend participation in a bilingual or ESL program if the test results indicate that English proficiency is not at a required level.

Language Proficiency Assessment Committee (LPAC)

At the end of the year, the LPAC reviews every child



Language Proficiency Assessment Committee (LPAC)

Reviews:

- Oral language proficiency test data
- The student's academic proficiency level
 - grades
 - classroom tests
- English or Spanish Reading state assessment
- English Writing state assessment data

Language Proficiency Assessment Committee (LPAC)

- The student can be reclassified when he/she has met the exit criteria
- A student may only be considered for reclassification at the end of the year

Language Proficiency Assessment Committee (LPAC)

Students in a pre-kindergarten and kindergarten may not be exited from a bilingual education or English as a second language program (ESL).

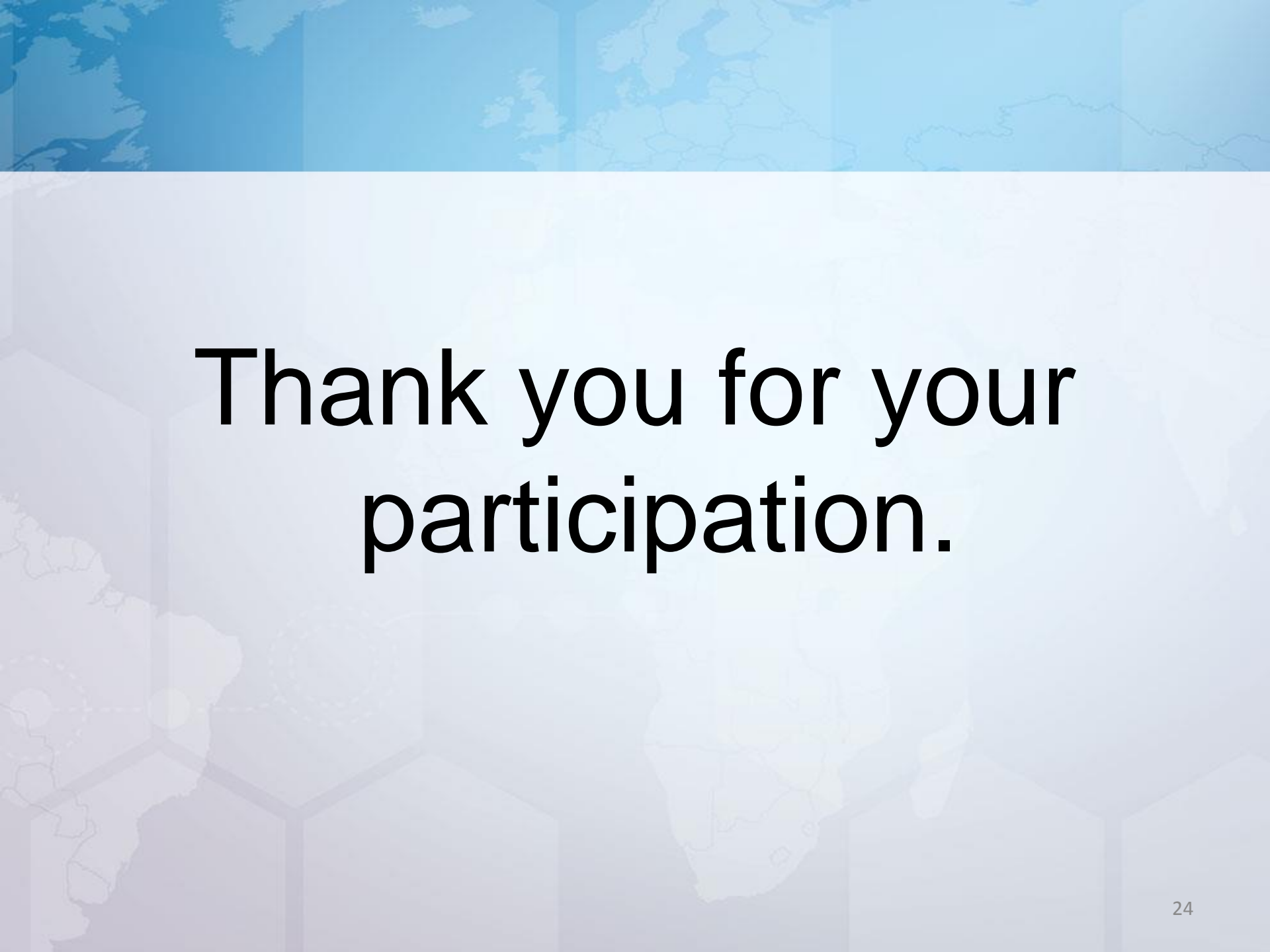
Language Proficiency Assessment Committee (LPAC)

- Once the LPAC reclassifies a student as non-LEP, parents must be notified that the student has met the state criteria for exit.
- The LPAC must monitor the exited student's progress for two years.

In Summary

LPAC members must:

- Know the laws concerning ELLs
- Maintain confidentiality
- Advocate for ELL
- Contribute to the LPAC meeting so that members can make the best decisions for the student

A world map is visible in the background, rendered in a light blue and white color scheme. The map is centered and shows the outlines of continents. The top portion of the image has a darker blue header area.

**Thank you for your
participation.**