LPAC
Language Proficiency Assessment Committee

Parent Training

Introduction

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Welcome

LPAC

Ice-breaker Activity:

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

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Agenda

LPAC

The LPAC training is organized into the following sections:

- **Introduction**
  - Establishment of the LPAC
  - General Emergent bilingual student policies
- **Identification**
  - Procedures and assessment practices
  - Decision-making for identification
- **Placement**
  - Parent or guardian notification and approval
  - Establishment of Bilingual and ESL programs

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Agenda

Emergent bilingual student Services
- Bilingual and ESL program models
- Staffing and staff development

Review and Reclassification
- Ongoing and annual review
- Reclassification and exit

Monitoring and Evaluation
- Monitoring of reclassified emergent bilingual students
- Program evaluation

Training Agenda

- ☐ Introduction
- ☐ **Identification**
- ☐ Placement
- ☐ Emergent Bilingual Student Services
- ☐ Review and Reclassification
- ☐ Monitoring and Evaluation

Introduction

All districts must establish a Language Proficiency Assessment Committee (LPAC).

Chapter 89: Subchapter BB

Commissioner's Rules Concerning State Plan for Educating emergent bilingual students

Composition of the LPAC (Bilingual Program)

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Language Proficiency Assessment Committee

The bilingual LPAC is composed of

- an appropriately certified bilingual educator,
- a parent or guardian of an Emergent bilingual student participating in a bilingual or ESL program, and
- a campus administrator.

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

Composition of the LPAC (ESL Program)

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The ESL LPAC is composed of

- an appropriately certified ESL educator,
- a parent or guardian of an Emergent bilingual student participating in a bilingual or ESL program, and
- a campus administrator.

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

LPAC Requirements

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The LPAC reviews the progress of emergent bilingual students

- who participate in a bilingual or ESL program with parent or guardian approval, and
- who do not participate in a program due to denial of services by the parent or guardian.

LPAC Requirements

LPAC members' responsibilities:
- Act for the school district
- Observe the laws
- Maintain confidentiality
- Receive annual training
- Meet when deemed necessary

Required LPAC Meetings

LPAC members are required to meet
- within four calendar weeks of initial enrollment, for identification and/or review;
- prior to state assessments, for determination of appropriate assessments and designated supports;
- at the end of the year, for annual review and for the following year's placement decisions; and
- as needed, to discuss student progress.

LPAC Responsibilities

LPAC members have the following responsibilities:
- Designate the language proficiency level of each Emergent bilingual student
- Designate the level of academic achievement of each Emergent bilingual student
- Designate the initial instructional placement of each Emergent bilingual student, subject to parent or guardian approval
- Facilitate the participation of emergent bilingual students in other special programs
- Reclassify students, at the end of the school year only

Required Documentation of the LPAC

All information must be documented:

- Norms
- Training certificates
- Number of members
- Meetings
- Decisions

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Identification

Training Agenda

- Introduction
- **Identification**
- Placement
- EB Services
- Review and Reclassification
- Monitoring and Evaluation

TEC §23.056

Identification

- Parents or guardians complete a Home Language Survey (HLS).
- If the response on the HLS indicates that a language other than English is used, the student shall be tested.
- The LPAC reviews the scores of the assessments given to the student to determine eligibility as an Emergent bilingual student.

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Placement

Training Agenda

- Introduction
- Identification
- **Placement** 89 TAC §1220 (2025)
- Emergent Bilingual Services
- Review and Reclassification
- Monitoring and Evaluation

TEC §23.056

Placement

- After the LPAC reviews the results of the assessment/s, the LPAC recommends participation in a bilingual education or ESL program if the results indicate that English proficiency is not at a required level. The parent or guardian
  - is notified of the child's classification.
  - is notified of the child's placement into the required bilingual education or English as a second language (ESL) program.
  - shall be provided information describing the bilingual education or ESL program recommended.

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Emergent Bilingual Services

Training Agenda

Introduction
- Identification
- Placement
- **Emergent Bilingual Student Services**
- Review and Reclassification
- Monitoring and Evaluation

TAC §89.1220, 89.1226 (2025)

Emergent Bilingual Student Services

How do we know if a school district needs to implement a bilingual education program or an ESL program?

Bilingual or ESL

- If the school district has an enrollment of 20 or more emergent bilingual students of the same language classification in the same grade level district-wide, the district shall offer a bilingual education program for emergent bilingual students in grades pre-kindergarten through 5.
- Grade 6 shall be included when clustered with elementary grades.
- If the district is not required to implement a bilingual education program, the district shall provide an ESL program for emergent bilingual students.

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Bilingual Education Program

- The goal of bilingual education programs shall be to enable emergent bilingual students to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English.
- Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable emergent bilingual students to participate in school.

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ESL Program

- The goal of ESL programs shall be to enable emergent bilingual students to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods.

- The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable emergent bilingual students to participate in school.

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Review and Reclassification

Agenda

- Introduction
- Identification
- Placement
- Emergent Bilingual Student Services
- **Review and Reclassification**
- Monitoring and Evaluation

89 TAC §1220, 1226 (2025)

Review and Reclassification

At the end of the year, the LPAC reviews every

| Emergent bilingual student being served in a bilingual or ESL | Emergent bilingual student with a parent or guardian | Child who has been reclassified as English proficient. |

LPAC Annual Review

- The LPAC reviews the following:
  - 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
  - Subjective teacher evaluation

LPAC Annual Review

Students in a pre-kindergarten and kindergarten may not be exited from a bilingual education or ESL program.

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Monitoring and Evaluation

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Training Agenda

LPAC

- Introduction
- Identification
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- Emergent Bilingual Student Services
- Review and Reclassification
- **Monitoring and Evaluation**

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Monitoring and Evaluation

LPAC

- Once the LPAC reclassifies a student as English proficient, parents or guardians must be notified that the student has met the state criteria for reclassification.
- The LPAC must monitor the reclassified student's progress for two years, including those who had a parent or guardian denial.

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Summary

- LPAC members must engage in the following:
  - Know the laws concerning emergent bilingual students
  - Maintain confidentiality
  - Advocate for emergent bilingual students
  - Contribute to the LPAC meeting so that members can make the best decisions for the student

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Thank you for your participation.

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