

## Welcome



## 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.

## Agenda



The LPAC training is organized into the following sections:

## Introduction

- o Establishment of the LPAC
- o General Emergent bilingual student policies

## Identification

- Procedures and assessment practices
   Decision-making for identification

- Parent or guardian notification and approval
   Establishment of Bilingual and ESL programs

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<u>Chapter 89: Subchapter BB</u>

<u>Commissioner's Rules Concerning State Plan for Educating emergent bilingual students</u>

## Composition of the LPAC (Bilingual Program)



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.

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## Composition of the LPAC (ESL Program)



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.

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## **LPAC Requirements**



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.

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## **LPAC Requirements**



LPAC members' responsibilities:

- Act for the school district
- Observe the laws
- Maintain confidentiality
- Receive annual training
- Meet when deemed necessary

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## **Required LPAC Meetings**



LPAC members are required to meet

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

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## LPAC Responsibilities

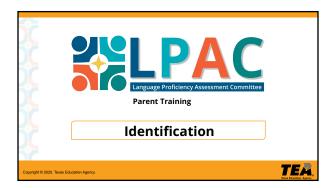


LPAC members have the following responsibilities:

- Designate the <u>language proficiency level</u> of each Emergent bilingual student
- Designate the <u>level of academic achievement</u> of each Emergent bilingual student
- Designate the <u>initial instructional placement</u> 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

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## Required Documentation of the LPAC All information must be documented: Norms Training certificates Number of members Meetings Decisions





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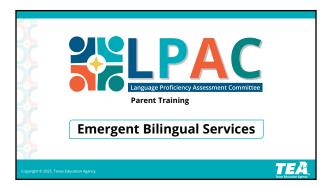
# •Introduction •Identification •Placement 89 TAC §1220 (2025) •Emergent Bilingual Services •Review and Reclassification •Monitoring and Evaluation

## **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

  - o 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.



## **LPAC Training Agenda** Introduction •Identification Placement •Emergent Bilingual Student Services •Review and Reclassification Monitoring and Evaluation TAC §89.1220, 89.1226 (2025) TEA

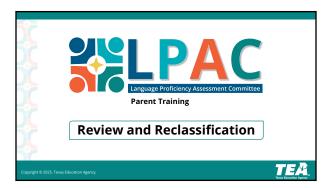
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Bilingual or ESL	<b>SELPAC</b> HOMEOTORIUS ROMANICORIUS	
<ul> <li>If the school district has an enrollment of 20 or more of bilingual students of the same language classification igrade level district-wide, the district shall offer a biling program for emergent bilingual students in grades pre</li> </ul>	in the same ual education	
through 5. • Grade 6 shall be included when clustered with elemen	ntary grades.	
<ul> <li>If the district is not required to implement a bilingual e program, the district shall provide an ESL program for bilingual students.</li> </ul>		
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Bilingual Education Program	LPAC LEGISLATION DE L	
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<ul> <li>Such programs shall emphasize the mastery of English Iz as well as mathematics, science, and social studies, as in the academic goals for all students to enable emergent I students to participate in school.</li> </ul>	anguage skills, itegral parts of	

## **ESL Program**

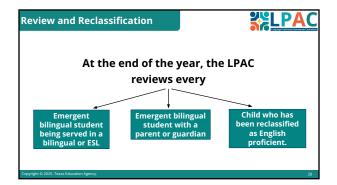


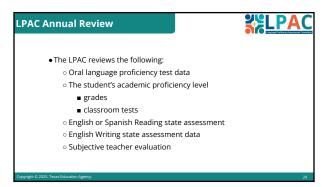
- The goal of ESL programs shall be to enable emergent bilingual students to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods.
- The ESL program shall emphasize the mastery of English language skills,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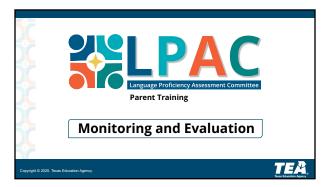


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•Identification	
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# Students in a pre-kindergarten and kindergarten may not be exited from a bilingual education or ESL program.



# •Introduction •Identification •Placement •Emergent Bilingual Student Services •Review and Reclassification •Monitoring and Evaluation

## Monitoring and Evaluation



- 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**



- $\bullet$  LPAC members must engage in the following:
  - $\circ$  Know the laws concerning emergent bilingual students
  - o Maintain confidentiality
  - $\circ \ \mathsf{Advocate} \ \mathsf{for} \ \mathsf{emergent} \ \mathsf{bilingual} \ \mathsf{students}$
  - $\circ$  Contribute to the LPAC meeting so that members can make the best decisions for the student

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