

Slide 1 Note to trainer: Before the training:

Welcome parents and tell them that at this meeting they will receive information on the following:

- 1) The state laws that apply to emergent bilingual students.
- 2) The bilingual and English as a second language (ESL) programs
- 3) The very important role that the parent representative of the committee plays by taking part in the decisions made for emergent bilingual students

Make sure to explain in detail each step and do not include acronyms that are not explained. The parents do not necessarily have knowledge of what acronyms such as LEP, EL, LPAC, etc. signify.

Materials:

Paper dolls, girl and boy

Markers/crayons Pens/pencils

Paper/sticky notes

Emergent bilingual student (EB) Identification/Reclassification Flowchart

Emergent bilingual student Reclassification Criteria Chart

Optional: Internet access, for viewing the Latvian Video Lesson and accessing various web sites

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.

Slide 2

Note to trainer: This ice breaker is meant to be done in a face-to-face training.

Tell the parents they will complete an activity before getting started with the training, so they can reflect on their children as emergent bilingual students to set the stage for the purpose of the training.

Give each participant a paper doll (girl or boy). Follow the directions on the slide. Make one as a model.

Explain to the parents that the goal of being an LPAC member is to take into account the characteristics of all emergent bilingual students as if they were their own.

It is also important to explain that the bilingual or English as a second language programs helps each student develop their linguistic and academic abilities.

Materials:

Paper dolls

Markers/crayons Pens/pencils

Agenda



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

Slide 3

Note to trainer:

Tell the parents the intent of this training is to review the steps necessary in the implementation of a consistent and standardized LPAC process across school districts and the state. Review the first three agenda items on the slide with participants. The agenda continues on the following (next) slide.

Materials needed:

None

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

Slide 4

Note to trainer:

Let the parents know this training will be focused on the information they need for their role as a member of the LPAC.

Materials needed:

None

Training Agenda



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

Slide 5

Note to trainer:

Let the parents know the training will begin with the Introduction, which defines and describes the language proficiency assessment committee.

Materials:

None

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](#)

Slide 6

Note to trainer:

Tell the parents that there is a document called Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning the State Plan for Educating emergent bilingual students. This documents states the rules school districts must follow when supporting the needs of their emergent bilingual students. Click on the link to show parents where the document may be found. The link takes you to the Emergent bilingual student Portal, once here you can click on the different sections of Chapter 89.

Chapter 89 states that all school districts that are required to provide bilingual education and/or ESL programs establish and operate a language proficiency assessment committee. The district must document the rules and procedures for the group, meeting times, and training certificates for each member of the committee. It is as equally important to include all decisions made by the committee.

Materials:

None

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.

Slide 7

Note to trainer:

Tell the parents there are three required members at every LPAC meeting for a bilingual education program. Identify the three members. Let the parents know other staff can be asked to be a part of the LPAC if the staff member has knowledge of the student's language and academic proficiency and are a trained LPAC member.

Materials:

None

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.

Slide 8

Note to trainer:

Tell the parents there are three required members at every LPAC meeting for an ESL program. Identify the three members. Let the parents know other staff can be asked to be a part of the LPAC if the staff member has knowledge of the student's language and academic proficiency and is a trained LPAC member.

Materials:

None

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.

Slide 9

Note to trainer:

Tell the parents that as members of the LPAC, they review the progress of all emergent bilingual students with parent approval, including the emergent bilingual students for whom parents have denied services. Explain that the students the LPAC serves are those who are classified as limited English proficient (LEP), or as an Emergent bilingual student.

Materials:

None

LPAC Requirements



LPAC members' responsibilities:

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

Slide 10

Note to trainer:

Explain to parents that all LPAC members, including the parent representatives, must represent the school district, be aware of the laws related to emergent bilingual students, and also respect the privacy and confidentiality of the students.

The school district is responsible for the orientation and training of the LPAC members, which includes parents who will be serving on the committee.

Emphasize that all of the information shared at the meetings is confidential. The information that is shared and analyzed for all students must be considered with respect to each student and his/her family's right to confidentiality. Please visit the following link for more information on the Family Educational Rights and Privacy Act (FERPA): <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. The parent representative must not comment on anything discussed at the meeting with other persons who are not on the committee.

Materials:

None

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.

Slide 11

Note to trainer:

Explain to the parents that when members of the LPAC gather, they are gathering to discuss the progress of all emergent bilingual students in the duration of the school year. Share the required meetings that they, as parent representatives, must attend. They must be present when meeting within four calendar weeks of the students' initial enrollment for identification and/or review, prior to state assessments to determine designated supports, at the end of the year to conduct an annual review and determine placement for the following school year, and as needed to discuss the progress of the student.

Define designated supports as tools that assist students in maximizing their academic potential. You may visit the following link to the Accommodation Resources page, at the Texas Education Agency website, to provide more information to the parents about designated supports: <https://tea.texas.gov/accommodations/> .

You may also visit the link to the LPAC Resources page, at the Texas Education Agency website, to provide specific examples of what designated supports are within the state assessment, or the State of Texas Assessments of Academic Readiness (STAAR):

<https://tea.texas.gov/student.assessment/ell/lpac/>.

Some examples of designated supports can be found on the TEA Language Proficiency Assessment Committee Resources page:

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/language-proficiency-assessment-committee-resources> Look for the PowerPoint under EL Assessment Documentation Forms.

Materials:

None

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

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Slide 12

Note to trainer:

Let the parents know that as parent representatives on the LPAC, they will have many responsibilities when participating in required LPAC meetings during the school year. Identify the responsibilities for the parents. Share with the parents that they will take a closer look at this process on a flowchart later in the training.

Materials:

None

Required Documentation of the LPAC



All information must be documented:

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

Slide 13

Note to trainer:

Explain to the parents that all members' training certificates, attendance records, and decisions made at all LPAC meetings for emergent bilingual students are to be documented. Emphasize that they, as parent representatives, will have a voice in these documented decisions.

Materials:

None



Parent Training

Identification

Training Agenda



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

TEC §23.056

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Slide 15

Note to trainer:

Let the parents know they will now learn about the identification of emergent bilingual students.

Materials:

None

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.

Slide 16

Note to trainer:

Explain to the parents that the identification of an Emergent bilingual student begins when the Home Language Survey (HLS) is completed by the parent. If a response on the HLS indicates that a language other than English is used, testing is initiated to determine English proficiency.

Take the time to handout the Emergent bilingual student Identification and Reclassification Flowchart and explain the steps occurring after the HLS is completed. Briefly discuss the testing that occurs.

Materials:

Emergent bilingual student (EB) Identification/Reclassification Flowchart (English or Spanish)



Placement

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Note to trainer:

None

Materials:

None

Training Agenda



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

TEC §23.056

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Slide 18

Note to trainer:

Tell parents the LPAC determines placement after a student is identified as an Emergent bilingual student.

Materials:

None

- 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.


Slide 19

Note to trainer:

Review the information in the slide with parents. Emphasize that the LPAC is responsible for communicating the identification and placement of the student. Let the parents know that the benefits of both programs shall be provided to parents or legal guardians. Continue to use the Emergent bilingual student Identification/Reclassification Flowchart to review the testing, identification, and placement of emergent bilingual students.

Materials:

Emergent bilingual student Identification/Reclassification Flowchart




Language Proficiency Assessment Committee

Parent Training

Emergent Bilingual Services

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Slide 20

Note to trainer:

None

Materials:

None

Training Agenda



Introduction

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

TAC §89.1220, 89.1226 (2025)

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Slide 21

Note to trainer:

Tell parents they will now learn more about the programs that are offered to emergent bilingual students.

Materials:

None

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

Slide 22

Note to trainer:

Explain to the parents that districts must follow law to determine if a bilingual education or an ESL program should be implemented.

Materials:

None

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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Note to trainer:

Explain to the parents that all school districts that have an enrollment of 20 or more emergent bilingual students of the same language in the same grade level district-wide, shall offer a bilingual education program in grades prekindergarten through grade 5. It must be made available to emergent bilingual students in grade 6 if the grade level is clustered with elementary grades.

Materials:

None

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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Slide 24

Note to trainer:

Allow the parents to read the goals of the bilingual education program. Review the information to clarify the goals for the parents. Explain these goals are part of the law of the state in support of emergent bilingual students.

Materials:

None

- 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.

Slide 25

Note to trainer:

Allow the parents to read the goals of the ESL program. Review the information to clarify the goals for the parents. Explain these goals are part of the law of the state in support of emergent bilingual students.

Have the parents participate in the Latvian Video Lesson to provide them with the opportunity to understand the foundation of the goals of the ESL program. Have a discussion using the questions in the middle of the video, and then at the end of the video. Visit the following link to the LPAC portal to gain access to the video lesson:

<https://www.txel.org/lpac/frequentlyusedresources/>

Materials:

Latvian Video Lesson



Parent Training

Review and Reclassification

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Slide 26

Note to trainer:

None

Materials:

None

Agenda



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

89 TAC §1220, 1226 (2025)

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Slide 27

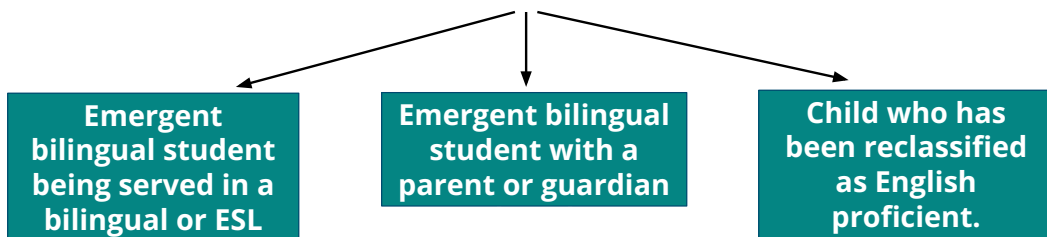
Note to trainer:

Ask the parents to think about the required meetings they must attend, as identified at the beginning of the training. Ensure the parents can recall that the LPAC must meet at the end of the year. Tell the parents they will now learn more about what occurs during this required meeting.

Materials:

None

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



Slide 28

Note to trainer:

Continue to use the Emergent bilingual student Identification/Reclassification Flowchart to assist the parents in understanding the process the LPAC engages in and the journey that an Emergent bilingual student takes throughout the school year. Review the flowchart as needed to add more clarification, if needed. Emphasize that the LPAC must review all emergent bilingual students in bilingual education and ESL programs, and must also review emergent bilingual students whose parents denied services. Let the parents know that students reclassified from Emergent bilingual student to English proficient will continue to be reviewed for the first two years after reclassification.

Materials:

Emergent bilingual student (EB) Identification/Reclassification Flowchart

- 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

Slide 29

Note to trainer:

Use the Emergent bilingual student Reclassification Criteria Chart to identify the items reviewed for each Emergent bilingual student and discuss further, if needed. Share with the parents that emergent bilingual students can only be reclassified at the end of the school year.

Materials:

Emergent bilingual student Reclassification Criteria Chart

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


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Note to trainer:

Review the information in the slide with parents.

Materials:

None




Language Proficiency Assessment Committee

Parent Training

Monitoring and Evaluation

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Slide 31

Note to trainer:

None

Materials:

None

Training Agenda



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

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Note to trainer:

Explain to the parents that the LPAC will continue to monitor those students reclassified as English proficient.

Materials:

None

- 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.

Slide 33

Note to trainer:

Let the parents know that the LPAC must notify the parents when the student, based on the reclassification criteria, has shown proficiency in English and the LPAC agrees that the student has met the requirements for reclassification.

The LPAC then monitors the student's performance regularly through the school year for two additional years, even those who were parent denials.

Continue to use the Emergent bilingual student Identification/Reclassification Flowchart to guide parents in understanding the process for educating emergent bilingual students and emergent bilingual students' review, reclassification, and monitoring.

Materials:

Emergent bilingual student (EB) Identification/Reclassification Flowchart

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

Slide 34

Note to trainer:

Share the following with the parents:

As you can conclude, you are very important members of this committee. Your responsibility is not only to know the laws and maintain confidentiality of the information shared, but also to advocate for an Emergent bilingual student as if he/she was your own child. This will make it possible for the committee to work together and decide what is best for the student.

Materials:

None

Thank you for your participation.

Slide 35

Note to trainer:

Thank the parents for attending the training.

Materials:

None

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Slide 36

Note to trainer:

None

Materials:

None