

Introduction: LPAC Responsibilities

The Language Proficiency Assessment Committee's (LPAC) responsibilities follow a cycle throughout the year. The responsibilities include: Identification, Assessment and Documentation Review, Placement, Instructional Methodologies and/or Interventions, Collaboration, Annual Review, Assessment, and Parental Notification.

When a student enrolls in school and indicates a language other than English on the Home Language Survey, the LPAC's time requirements begin. Within four weeks of enrollment (or 20 school days), the LPAC should review documentation of the student's language proficiency and academic status, and recommend placement in a Bilingual, English as a second language (ESL), or mainstream education program. Parental permission must be acquired within the 20-day period. The LPAC must also recommend instructional methods and interventions and determine the state criterion-referenced assessment options at the appropriate time.

The LPAC also facilitates the participation of limited English proficient students in other special programs for which they are eligible, ensures parent notification of student progress and LPAC decisions made on behalf of the child, and continuously monitors assessment results, interventions, and program appropriateness.

This section is comprised of an overview and four areas of responsibility:

An Overview of the LPAC process - This component walks the reader through the entire annual cycle. The *Limited English Proficient Decision Chart* outlines the process from initial stages to program placement.

Identification and Placement – This component outlines how the student is identified as limited English proficient, assessment instruments required by law that are reviewed by the LPAC, and the placement process for the LEP student. The *LPAC Placement Chart* outlines LPAC duties related to program placement.

Instructional Methods and/or Interventions - This component introduces a student plan for acceleration of English language proficiency and presents methods, strategies, and techniques for BE and ESL instruction.

Annual Review -This component covers the spring and end-of-the-year LPAC meeting process for the review of academic progress, testing recommendations and future program placement. The *LPAC Annual Review Chart* outlines LPAC duties related to the annual review of student progress and recommendations for future placement. The *LPAC Exited Student Monitoring Chart* guides the LPAC through monitoring students exited from the program.

Parental notification, assessment and documentation review, and collaboration are embedded in the four areas outlined. Forms related to each area are included in the appropriate section as well in the Appendix of this manual.

The following forms are included in this section:

- Home Language Survey (HLS)
- Initial Review Bilingual Education/ESL Program
- Parental Notification – Identification and Placement
- Notificación de padres – Identificación y participación
- Bilingual Education Program Benefits
- English as a Second Language Program Benefits
- Acceleration of English Language Proficiency LEP Student Plan
- Annual End of Year Review Bilingual Education / ESL Program
- Monitoring of Exited Students
- Parental Report on Student Progress
- Reporte de padres sobre el progreso del estudiante

The information in this section addresses the requirements found in 19 TAC Chapter 89, Subchapter BB of the Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students and Title III of the No Child Left Behind Act of 2001 (NCLB).

The Commissioner's Rules are available at:

www.tea.state.tx.us/rules/tac/chapter089/ch089bb.html.

The TEA NCLB website is located at: www.tea.state.tx.us/nclb/.