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## **A. LPAC Membership**

Each SISD campus serving limited English proficient students shall establish and operate a trained Language Proficiency Assessment Committee (LPAC) composed of:

- A campus administrator (principal, assistant principal)
- An appropriately certified teacher assigned to a bilingual program
- An appropriately certified transitional language teacher (ESL/Bilingual) and;
  - A parent, not employed by the district, of a LEP student
    - Counselor (Optional)
    - Other (Optional)
- Mandatory

All members of the LPAC, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students.

## **LPAC Meetings**

The committee may meet, as necessary, throughout the school year. The number of meetings will depend on the number of new students that enroll, the number of students who are eligible for exit, and the number of students whose progress must be monitored after having been exited formally from the program.

Convenient scheduling of LPAC meetings is essential to ensure participation by all the required members of the committee. In addition, timely scheduling of LPAC meetings is crucial in placing LEP students within the required four week period. Also, students cannot be classified as LEP until all documentation has been completed.

## **B. LPAC Role**

The Language Proficiency Assessment Committee will:

- A. Review all pertinent information for limited English proficient students as listed for the purpose of identification, program placement, and reclassification:
  - 1. Home Language Survey
  - 2. English/Spanish Oral Language Proficiency Test
  - 3. Informal assessment (if administered)
  - 4. Standardized achievement test scores
  - 5. Classroom grades (current and or previous years)
  - 6. Mastery/non-mastery of the TEKS
  - 7. Mastery/non-mastery of TAAS/TAKS
  - 8. Teacher input, if any
  - 9. Two-year follow-up

### **Student Placement and Required Documentation**

- B. Designate the language proficiency level of each limited English proficient student in accordance with the guidelines;
- C. Designate the level of academic achievement of each limited English proficient student;
- D. Designate, subject to parental approval, the initial instructional placement of each limited English proficient student in the required program;
- E. Facilitate the participation of limited English proficient students in other special programs for which they are eligible provided by the district with either state or federal funds, and
- F. Classify students as English proficient in accordance with the appropriate criteria, and recommend their exit from the bilingual education or English as a second language program.
- G. Documentation to be placed in student's permanent record folder:
  - 1. the identification of the student as limited English proficient;
  - 2. the designation of the student's level of language proficiency;
  - 3. the recommendation of program placement;
  - 4. parental approval of entry or placement into the program;
  - 5. the dates of entry into the placement within the program;
  - 6. the date of exit from the program and parent notification; and
  - 7. the results of monitoring for academic success.

## **C. Identification of LEP Students**

The following procedures should be used in identifying LEP students. Keep in mind that students who have been previously enrolled in SISD may have already been identified, tested, and categorized. For these students, campuses should first check for a student's LEP status and previous year program placement.

### **Home Language Survey for Students New to SISD**

1. Have the parent/student fill out the Home Language Survey when the student registers.
2. Check the answers to questions #1 and #2.
  - a. If an answer of "English" is given to both questions, no further identification is necessary. The survey form is filed in the student's permanent folder.
  - b. If an answer of "Spanish", "German" or another language is given to either or both questions, continue with the next step.

### **Oral Language Proficiency Test**

1. Students will be administered the Woodcock-Munoz in English/Spanish.
2. Each test will be given by a professional or paraprofessional trained in the administration of the instrument and proficient in the language being used.
3. The teacher survey and student interview may be given if additional information is required.
4. Every possible effort shall be made to administer an oral language proficiency test to handicapped students. If administration is not possible, joint assistance from Special Education personnel and the campus administrator will assist in order to diagnose the student's oral language proficiency.
5. All assessment and entry into a Bilingual/ESL program must be completed within four weeks of the student's initial entry into the district. All test scores will be recorded and Bilingual/ESL documentation placed in the student's special program folder.

## **D. Parent Rights**

Parents, defined as natural parents or legal guardians, play an important role in the special programs.

The Home Language Survey must be signed by the parents of students in PK-8. Grades 9-12 student may sign.

The LPAC shall consider the opinion of student's parent in determining the student's primary language proficiency and English language proficiency.

Within ten days after a student's classification as limited English proficient, the LPAC shall give written notice to the student's parent advising that the student has been classified as LEP and requesting approval to place the student in a bilingual education or special language program.

Parent approval is necessary before enrolling a non-limited English proficient student in a bilingual education program.

A parent who disagrees with the placement of a student in a Bilingual/ESL or alternative English program may sign a denial letter. A parent who initiates a denial of Bilingual/ESL rights must receive an explanation regarding the program. A conference must be conducted in the primary language of the parent by the campus administrator before the denial is granted.

The parent must receive a written notice of a student's exit from the Bilingual/ESL program. The notice must be signed and returned to the school and placed in the special programs folder.

## **E. Program Content and Design**

The bilingual education program established by the district shall be a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students of limited English proficiency who are enrolled in the program and that provides carefully structured and sequenced mastery of English language skills. The program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds.

The program of instruction in English as a second language established by the district shall be a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. The program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds.

In subjects such as art, music, and physical education, students of limited English proficiency shall participate fully with English-speaking students in regular classes provided in the subjects.

**F. Letter for LPAC Meetings**

Date \_\_\_\_\_

Dear Parent Member of LPAC:

The LPAC at \_\_\_\_\_ School will meet next \_\_\_\_\_,  
\_\_\_\_\_, 20 \_\_\_\_ at \_\_\_\_\_ (a.m.) (p.m.) for the purpose of  
\_\_\_\_\_ LEP students.

Please make an effort to attend. Your cooperation is greatly appreciated.

\_\_\_\_\_  
Principal

.....  
Fecha \_\_\_\_\_

Estimado padre miembro del LPAC:

El comite de asesoramiento de proficiencia en el language se reunira el \_\_\_\_\_ de 20 \_\_\_\_ a la(s)  
\_\_\_\_\_ (a.m.) (p.m.) con el proposito de \_\_\_\_\_ alumnos de proficiencia  
limitada en el inglés.

Haga todo lo posible por asistir a esta junta. Le agradecemos su ayuda y cooperación.

\_\_\_\_\_  
Director

.....  
Datum \_\_\_\_\_

Liebe Eltern-Glied des LPAC's:

Das LPAC bei \_\_\_\_\_ Schule will den nächsten \_\_\_\_\_,  
20 \_\_\_\_ um \_\_\_\_\_ (a.m.) (p.m.) , die Ursache, für \_\_\_\_\_ LEP Schüler.  
Bitte machen Sie Mühe, anwesend zu sein. Ihre Mithilfe wird viel geschätzt.

\_\_\_\_\_  
Principal

## **G. Documentation**

Documentation for all actions impacting the student with a language other than English shall be reflected in each student's permanent folder.

- A. The following list denotes all bilingual/ESL forms/data that may be included in the student's folder:
1. Home Language Survey
  2. Results of the initial oral language proficiency test
    - a. In English
    - b. In Spanish
  3. Results of achievement test and TAAS/TAKS
  4. LAS retest score
  5. Alternative assessment (if used)
  6. Notification of Entry in a bilingual, ESL, or Alternative English Program (parent must be notified of any program changes).
  7. Notification of Exit in a bilingual, ESL, or Alternative English Program
  8. Parent denial
  9. Teacher recommendation
  10. Two-year follow-up
- B. In order to maintain an updated district LEP student folder, it is important that all data be submitted on time and complete at the end of each school year. If the student moves from one campus to another, please have information up-to-date.