



CARROLL
Independent School District

Emergent Bilingual

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

Adopted October 2, 2023

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Language Proficiency Assessment Committee

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Language Proficiency Assessment Committee

What is Required

Each campus within the District will establish at least one Language Proficiency Assessment Committee (LPAC) to serve as the decision-making team for each student identified as Emergent Bilingual (EB), as well as students in the two-year monitoring period following reclassification. At a minimum, the LPAC must include EB Personnel (an appropriately certified bilingual educator for students served through the bilingual education program, and an appropriately certified English as a Second Language (ESL) educator for students served through ESL), an LPAC Campus Administrator, and an LPAC Parent Representative.

At the beginning of the school year, the Campus Principal will determine whether the Campus Principal or Campus Assistant Principal will serve as the LPAC Campus Administrator. The LPAC Parent Representative is a parent volunteer who serves on the campus LPAC as an advocate for EB students. The LPAC Parent Representative must have a student who participates in a bilingual education or ESL program and cannot be an employee of the District. At the beginning of the school year, the LPAC Campus Administrator will send an LPAC Parent Representative letter to all parents of students in a bilingual education or ESL program on the campus to determine interest in serving in this role. The LPAC Campus Administrator will then select the individual(s) who will serve as the LPAC Parent Representative(s) for the campus for that school year. The LPAC Campus Administrator may agree to add other trained members to the LPAC on a case-by-case basis.

Members of the LPAC Committee are representatives of the District and must observe all laws and rules governing confidentiality of information concerning individual students. The LPAC Campus Administrator will annually maintain all documentation regarding the selection, appointment, and training of members of the LPAC and submit to District LPAC Administrator at the end of the school year.

Responsibilities

The LPAC is responsible for the following:

- Reviewing all pertinent information on EB students, including the home language survey, the language proficiency tests in English and the primary language, each student's achievement in content areas, and each student's emotional and social attainment;
- Designating the language proficiency level and the level of academic achievement of each EB student;
- Making recommendations concerning the most appropriate placement for the educational advancement of the EB student after the elementary grades and ultimately designating, subject to parent approval, the initial instructional placement;



- Determining the appropriate assessment option for each EB student prior to the administration of statewide assessments annually;
- Reviewing each EB student's progress at the end of the school year in order to determine future appropriate placement;
- Reclassifying students at the end of the year only, as appropriate;
- Monitoring the progress of students formerly classified as EB who have transferred out of the bilingual education or ESL program for 2 years, as well as maintaining documentation regarding the monitoring for 5 years; and
- Determining the appropriateness of a program that extends beyond the regular school year based on the needs of each EB student.

The LPAC will also, in a timely manner, notify parents of any decisions made by the LPAC. For example, not later than the 10th calendar day following a student's classification, the LPAC will provide written notice to the student's parent, notifying them that the student has been classified as EB and seeking consent to place the student in the required bilingual education or ESL program.

Meetings

The LPAC will meet, at a minimum, within the first four (4) weeks of the school year, following each grading period, prior to statewide assessments, and at the end of the school year for the following purposes:

The LPAC will meet within the first four (4) calendar weeks of the school year to discuss all EB students who are new to the campus, including those students who have not yet been identified. During this meeting, the LPAC will review all documentation relating to the student's performance and need for bilingual education or ESL services, review or determine the student's placement, and recommend accommodations to support the student throughout the school year.

At the conclusion of each grading period, the LPAC will meet to discuss the grades of all EB students on the campus, as well as those who are in the two-year monitoring period following reclassification. Should an EB student's grades demonstrate lack of progress, the LPAC will discuss potential causes for the lack of progress and whether the student requires additional supports or accommodations to make progress during the next grading period.

The LPAC will meet prior to statewide assessments to determine the appropriate assessment(s) for each EB student on the campus.

Finally, the LPAC will meet at the end of each school year for all EB students and those students who are in the two-year monitoring period following reclassification. During this meeting, the LPAC will review the student's progress and determine the appropriate placement for the student during the following year, which may include reclassification. The LPAC will also recommend instructional linguistic accommodations for the following year and discuss whether the student requires participation in a summer school program. The LPAC will also meet as otherwise needed to discuss the progress of EB



students on the campus. The LPAC Committee will document each area of discussion, any decision made, and the reasoning behind that decision for each LPAC meeting. Any decisions made shall be reported to the student's parent in writing.

Training and Confidentiality

All members who serve on the LPAC must be appropriately trained on their roles and responsibilities prior to attending an LPAC meeting and annually thereafter. During the training, each participant, including the LPAC Parent Representative, shall sign a confidentiality agreement due to the confidential nature of the information shared with and analyzed by LPAC Committees. The training for the LPAC Parent Representatives will be provided in the parent's primary language or delivered via interpreter.

Additionally, the District will provide training to all Campus Personnel annually on the roles and responsibilities of an LPAC in the event they are selected to attend an LPAC meeting to provide information and input regarding an EB student. The LPAC Campus Administrator will maintain all documentation of training for LPAC members and Campus Personnel, including presentation materials, sign-in sheets, etc., as well as the signed confidentiality statements.

Record-Keeping

The District must maintain LPAC records for five (5) school years following reclassification. The LPAC Campus Administrator will ensure these records are appropriately placed in the Student's educational file. This includes:

- Identification of the student as EB;
- The designation of the student's level of language proficiency;
- The recommendation of program placement;
- Parent or guardian approval of entry or placement into the program;
- The dates of entry into and placement within the program;
- Assessment information;
- Additional instructional interventions provided to address the specific language needs of the student;
- The date of exit from the program and parental approval;
- The results of monitoring for academic success, including for students who have exited; and
- The home language survey.

ARD Committee and LPAC Collaboration

For students who are identified as EB and are also eligible for special education services (also referred to as "dual-identified" students), the Admission, Review, and Dismissal (ARD) Committee and LPAC will collaborate on decisions such as assessment, program services, and instruction. A joint meeting will occur between key



members of both committees to review the following considerations:

- Entry and reclassification/exit criteria for ESL or bilingual services
- Appropriate listening, speaking, reading, and writing assessments;
- Appropriate student performance standards to verify whether second language acquisition support in English is needed or not;
- Review progress; and
- Determine linguistic needs such as language instruction.

The meetings may be informal discussions among members. However, the final recommendations must be discussed and decided during an ARD meeting by the ARD Committee, which must include at least one member of the LPAC. The two committees, in meeting to collaborate in the best interest of the student, will consider information regarding cognitive and linguistic abilities, affective needs, data from progress monitoring, assessment data from both special education and ESL/bilingual programming, and confidentiality of student information regarding the presence of any person not employed by the District.

Prior to an ARD meeting regarding an EB student's assessments, Campus Special Education Personnel, such as the student's case manager, will consult with EB Personnel to gather necessary data for the committees to make a data-based decision regarding the appropriate assessment(s) and educational program for the EB student. Campus Special Education Personnel will begin gathering necessary data several weeks before the end of the academic year for the committee to review to determine whether the EB student may be reclassified or exit a bilingual education or ESL program.

For information regarding identification and reclassification of dual-identified students, see IDENTIFICATION and REVIEW AND RECLASSIFICATION.

Evidence of Implementation

- Documentation Relating to the Selection, Appointment, and Training of LPAC Members
- LPAC Parent Representative Letter
- Evidence of LPAC Training for District Staff Serving on LPACs
- Evidence of LPAC Training for Parents Serving on LPACs
- LPAC Confidentiality Statement
- LPAC Member Roster
- Minutes of LPAC Meeting
- Maintenance of LPAC Records for 5 Years After Reclassification
- Collaboration Between LPAC and ARD Committees
- LPAC Member Participation on ARD Committee
- ARD Documentation and Minutes of ARD Meetings



Resources

[Bilingual and English as a Second Language Education Programs](#)

[Commissioner's Rules Concerning State Plan for Educating English Learners](#)

[LPAC Framework - Texas Education Agency](#)

[LPAC Training Resources - Texas Education Agency](#)

[FAQs LPAC and Emergent Bilingual Students - Texas Education Agency](#)

[Guidance Related to ARD Committee and LPAC Collaboration - Texas Education Agency](#)

[Beginning of Year LPAC Guidance - Texas Education Agency](#)

[Guidance on Identification and Reclassification of Dual-Identified Students - Texas Education Agency](#)

[LPAC Guidance for Emergent Bilingual Students Who Are Deaf or Hard of Hearing - Texas Education Agency](#)

[Emergent Bilingual Decision Chart for the LPAC - Texas Education Agency](#)

[LPAC Statement of Confidentiality - Texas Education Agency](#)

[LPAC Meeting Minutes Form - Texas Education Agency](#)

[LPAC Member Roster - Texas Education Agency](#)

CITATIONS

Board Policy EHBE(LEGAL); Texas Education Code §§ 29.053, 29.063; 19 TAC 89.1220, 89.1230