

LPAC Beginning-of-Year (BOY): Identifying English Language Learners (ELLs)

[MUSIC PLAYING]

This vignette simulates a beginning-of-year LPAC meeting that is conducted for the required identification of an English language learner-- ELL-- within the 20 school days of enrollment. This dialogue is an example of the suggested discourse that should occur at the beginning of the year. The four individuals participating in the LPAC represent the required membership of those individuals who are to serve on an LPAC from a bilingual education program campus.

The following LPAC is composed of a campus administrator, LPAC chair, bilingual educator, ESL teacher, professional transitional language educator, parent of a current ELL participating in the required bilingual or special language program, ESL. This parent may not be an employee of the school district.

Good morning! It's the beginning of the school year, and this is our first LPAC meeting for this school term. In order to be in compliance, we need to ensure that our LPAC meeting is held within the first 20 days of enrollment of any of our new students to Texas and public education whose Home Language Survey indicates another language other than English being spoken in the home.

I will be the LPAC chair and will be facilitating the meetings. Let's get started. First, we need to make sure that all of us signed the LPAC meeting roster form. I'll go ahead and pass that around.

[MUSIC PLAYING]

I've received a copy of everyone's LPAC training certificates, including the certificate of Mr. [? Diaz, ?] our parent representative. I want to take the time to thank you, Mr. [? Diaz, ?] on behalf of our campus for making the commitment to participate in this year's LPAC. We also have LPAC certificates for other LPAC parent representatives who have been trained, should Mr. [? Diaz ?] ever be unavailable for future meetings.

OK good. Looks like everyone is present. Thank you, Mr. Garcia, for agreeing to take minutes for us at our LPAC meetings this year. Remember, these minutes help us maintain the required documentation outlined in our district LPAC policy.

On today's agenda, we have several new students who may qualify for bilingual services at our campus. Let's begin with our first student, Gloria. Gloria is beginning kindergarten this school year. We received her Home Language Survey, or HLS, which indicates English and another language are spoken in her home. So based on these responses from the HLS and district procedures, Gloria was administered an Oral Language Proficiency Test.

Let's all take a moment to review Gloria's oral language proficiency assessment results, then as the committee, discuss our recommendations on whether she will be identified as an English language learner and if she is eligible for placement in a bilingual program.

[MUSIC PLAYING]

Remember, since Gloria is in kindergarten, she was only administered the oral language proficiency test, which measures the proficiency of a student's listening and speaking skills in both Spanish and English.

Based on Gloria's assessment results, what do we as a committee determine?

It looks like the student's listening and speaking skills are at the lower-level in English.

I agree with Mr. [? Diaz. ?] The results demonstrate that she is at a beginning English language proficiency level.

Let's take a look at the list of approved tests and look at the cutoff score to indicate if she is limited English proficient.

In reviewing the OLPT results along with the Home Language Survey, I think that this student would really benefit from receiving services from our district's bilingual program. Do any other committee members have any other comments about Gloria's assessment results?

If the student was placed in an all-English class, she may not always understand the teacher. I know my son really benefited from being in a bilingual classroom.

Thank you, Mr. [? Diaz. ?] We appreciate your input. Based on Gloria's test results and what is reflected in the list of approved tests for this current school year, she is eligible for the bilingual program.

Also, our district's Oral Language Proficiency Test results in conjunction with the Home Language Survey and other information we have reviewed, Gloria should be identified as limited English proficient in [? PIMS ?] and is eligible to participate in our districts bilingual program. I feel it's necessary for her to receive instruction from a teacher who is able to meet her linguistic needs in the classroom.

Thank you all for your input in ensuring what is best for our students. We will need to send a parent permission form home to Gloria's parents so they may accept for her to be served in a bilingual program.

Summary. The LPAC meeting must be conducted within 20 school days of enrollment. All LPAC members must be trained and certificates maintained on file. The LPAC must refer to a list of approved tests for assessment of ELLs when selecting an Oral Language Proficiency Test - OLPT. After the LPAC has identified the student as an ELL, a Parental Notification Identification and Placement form must be sent home to the parent or guardian for the approval

of placement into a bilingual ESL program. All LPAC members must review and sign documentation during the meeting.