

# **Language Proficiency Assessment Committee (LPAC)** **Beginning-of-Year (BOY): Review of Returning** **English Language Learners (ELLs)**

[MUSIC PLAYING]

This vignette simulates a beginning of year LPAC meeting that is conducted for returning English Language Learners or ELL. This meeting is not a requirement. However, it is encouraged to see where students are so everyone knows how to assist the students with moving forward with their language acquisition.

This dialogue is an example of the suggested discourse that should occur at these meetings. The four individuals participating in the LPAC represent the required membership of those 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 afternoon. It is the beginning of the school year, LPAC members. And we have several returning students to discuss during this meeting. It is essential to review the [? TELPAS ?] scores, grades, test scores, and [INAUDIBLE] records, and other notes that will help us identify appropriate linguistic accommodations that are necessary for our campus and district to best meet the needs of our English language learners. We'll go ahead and get started. Please do not forget to sign and date the LPAC meeting roster form.

[MUSIC PLAYING]

Let's begin, as everyone has signed the roster and dated today's date. Mr. Garcia will be taking notes for this meeting.

Thank you, Mr. Diaz, for agreeing to be our parent representative for the school year. We appreciate and value your input as a parent because it allows us to have the student's perspective from the home aspect.

You are welcome.

On today's LPAC roster, we'll be reviewing and discussing several students. Now, some of the students were in our district last year and received services from our bilingual program. It is important to review each student carefully to revisit their linguistic and academic needs, especially since changes may have occurred.

Now let's begin with our first student, Marco, who is a third grader and enrolled in our school last January. Marco arrived from Colima, Mexico in January. And when Marco enrolled, he had taken the OLPT and a norm-referenced test. Marco also participated in [? TELPAS ?] in the spring.

At last year's end of the year LPAC meeting, the LPAC members recommended that Marco continue receiving bilingual services. And we did receive parental acknowledgment for that recommendation.

Based on the student's oral language proficiency test results and his most recent TELPAS scores, I can see why the LPAC recommendation continued bilingual participation for him. Marco did not meet the exit criteria at the end of last year. So the LPAC decided to have him continue in the bilingual program in order to provide him with a strong foundation for second language acquisition. Here, we can see Marco's confidential student report and see how Marco did in each of his four domains of listening, speaking, reading, and writing on [? TELPAS. ?]

In reviewing Marco's Confidential Student Report or CSR, we can see that he may need linguistic accommodation with his expressive language. So we may look at providing sentence stems that the teacher could pull from the ELPS instructional tool.

This will be Marco's second year in the United States, as long as he completes his 60 days according to the new guidelines.

I think continuing in the bilingual program will help him.

Yes. In addition, Marco did make progress from his first year in the United States. Based on what I can see in the documentation, the classroom teacher consistently provided him with appropriate linguistic accommodations.

My feelings are to continue with providing second language acquisition support in order to support the student in understanding the grade level instruction. Therefore, it is important that we provide his new teacher with some suggested ELL instructional accommodations.

For example, according to the chart, we may provide extra time, a word bank, sentence [? frames, ?] or a bilingual dictionary. We can also recommend for the teacher to use the ELPS linguistic instructional alignment guide to further lesson planning as his proficiency in English increases.

I agree. Hopefully, since Marco will continue receiving linguistic accommodations, he will be ready for the state assessments in the spring.

Yes. And the members of the spring LPAC will determine which assessments Marco will be evaluated with and if the linguistic accommodations will be required and provided for the state assessments.

So it appears that we are all in agreement that Marco will remain in the bilingual program. He still requires linguistic support in the classroom. And we will make sure his teachers for this year receive this documentation and our recommendations.

Summary-- the LPAC shall discuss the linguistic, affective, and cognitive needs of each ELL in order to share with teachers at the beginning of the new school year; provide teachers of ELLs the identified linguistic accommodations and appropriate instructional recommendations for each student. All LPAC members must review and sign documentation during the meeting.