

Language Proficiency Assessment Committee (LPAC)

Beginning-of-Year (BOY): Transferring English

Language Learners (ELLs)

[MUSIC PLAYING]

This vignette simulates a beginning-of-year LPAC meeting that is conducted for English language learners who are transferring between Local Education Agencies, LEA in Texas. This dialogue is an example of the suggested discourse that should occur at these meetings. The individuals represent the required membership of the LPAC from an English as a Second Language program campus.

The following LPAC is composed of a campus administrator; LPAC chair, 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, and we have several students to discuss for this LPAC meeting. Let's go ahead and get started. First, we need to make sure that all of us sign and date the LPAC meeting roster form. OK. Good.

As a reminder, I will be taking notes during our LPAC meeting this year. And I want to thank you again, Ms. Patel, for being our parent representative.

You're welcome. I enjoy being part of this committee.

On today's LPAC roster, we have several new students who are transferring into our district. Let's begin with our first student, Fernando. We received his records from the previous district last week. Fernando is a sixth grader this year. OK, let's all take a moment to review Fernando's records from his previous school district.

I do want to point out that Fernando participated in a bilingual program before coming to our middle school. And in middle school, we have an ESL program. Our role as an LPAC is to review the documentation from previous placement, LEP status, linguistic accommodations, and determine the benefits of our LEP student program and placement in an ESL setting.

According to his records, Fernando did not meet the state's English proficiency exit criteria requirements. He is progressing-- according to his TELPAS scores-- but didn't meet exit criteria. So I can see why the LPAC at his previous school recommended that Fernando continue receiving services.

Fernando's oral language proficiency test results demonstrate that he has not yet reached the level of proficiency in English. And his most recent TELPAS composite score is at an intermediate level.

I think it's important that we look at Fernando's TELPAS proficiency levels by language domain. This will provide a detailed picture of how he is specifically performing in listening, speaking, reading, and writing. As you can see, Fernando was assessed in TELPAS as having an intermediate level in speaking, reading, and writing.

Yet his TELPAS listening rating is at a proficiency level of advanced. It seems as if he may need more assistance with speaking, reading, and writing. He is doing well with listening, and will continue to improve with support in all domains.

Since our district does not offer a bilingual program, I think that Fernando's records demonstrate that he would benefit from and qualifies to participate in our campus's ESL program. What does everyone else think?

I agree. I think Fernando will benefit greatly from the services provided by the program.

I agree as well. We just need to ensure that all his teachers are made aware that Fernando previously participated in a bilingual program. So he may need linguistic accommodations, since he will be receiving all content area instruction in English.

That is a valid point. I'll make sure that all his teachers have his most recent TELPAS ratings. They can then use the ELPS Linguistic Instructional Alignment Guide to determine the most appropriate linguistic accommodations based on Fernando's current language proficiency levels. Great. So it appears that we are all in agreement that Fernando will participate in our ESL program.

OK. So our next student is Olivia. Unfortunately, we still haven't received her home language survey or any other assessment results from her previous district.

Did someone already send them a request for those records?

Yes, we did. Our records indicate that request was sent last week. I also went ahead and called Olivia's parents to find out if they could provide us with copies of any of her records.

That's good. I know I always try to keep copies of my son's records, just in case I should need them. Were her parents able to provide any information?

Yes. Actually, her mother did drop off some copies that were given to her when she withdrew Olivia from her previous school. So the assessment results we will be reviewing are from the documentation that her mother provided.

For now, we can use this information. It'll be necessary for us to follow up with her previous district, to provide us with the original documents. Let's go ahead and take a moment to review Olivia's student information.

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 review all

documentation from the current and previous school district. The school district is required to follow up with the previous school district if original copies are not received and document the attempts on the ELL transfer documentation form. All LPAC members must review and sign documentation during the meeting.