

PROPOSED REVISIONS

LANGUAGE
PROFICIENCY
ASSESSMENT
COMMITTEES

The professional staff members of the LPAC(s) shall be assigned those duties by the principal. Selection of parent members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/ESL programs.

~~Each campus principal or designated administrator is responsible for establishing and maintaining a Language Proficiency Assessment Committee (LPAC) as per Texas Education Code 21.462(b); 19 TAC 89.5(a-d).~~

~~Each LPAC will be composed of the principal or designated administrator, two elementary bilingual education teachers, or two English as a Second Language (ESL/Content) teachers (grades 6-12), and at least one parent (not a District employee) of a limited English proficient student enrolled in bilingual education or ESL. Additional educators or parents may be included at the discretion of the committee as non-voting members.~~

~~The purpose of the LPAC is to review each student's home language survey, language proficiency test scores in English and the primary language, standardized achievement test scores, mastery of essential elements, academic achievement, and all pertinent information to identify Limited English Proficient (LEP) students and recommend their instructional placement.~~

~~Based on this review, the LPAC will:~~

- ~~1. Identify LEP students upon initial entry and recommend their instructional placement in the elementary bilingual education program or the ESL programs for middle or secondary school students within two weeks of initial enrollment.~~
- ~~2. Conduct an end-of-the-year annual review of each LEP student's progress to determine the appropriate program level for the following school year.~~
- ~~3. Reclassify the student as "EXITED" when program exit criteria are met.~~
- ~~4. Monitor the progress of students, formally classified as LEP, for two years after they have been exited from the bilingual or ESL program.~~

TRAINING

The District shall provide orientation and training for all members of the ~~LPACs~~, **LPAC(s)**, which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding in-

dividual students. In performing their duties, committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL] ~~This training is mandatory for all LPAC members.~~

~~ELEMENTARY
BILINGUAL~~

~~The goal of bilingual education (grades PreK-5) is to facilitate high academic achievement in two languages, high self-esteem, and multicultural understanding. Elementary school administrators and their faculties shall implement the District bilingual education philosophy, its corresponding curriculum, and grade level learner outcomes as delineated in the District curriculum guide for grades PreK-8 and the bilingual education handbook.~~

~~ESOL PROGRAM
IMPLEMENTATION
AND TRAINING~~

~~The goal of the ESOL programs for grades 6-12 is to facilitate the acquisition of English and the successful transition into the mainstream academic program. Middle and secondary school administrators and their faculties shall implement the District curriculum for ESOL in grades 6-12. Mathematics, science, social studies, and English teachers assigned to sheltered/REACH classes are required to meet the District's ESL training requirements.~~