

Elementary LPAC Training



2007 - 2008

Language Proficiency Assessment Committee

This is the committee that determines program placement and monitors progress of all LEP students. An LPAC meeting must be held in order to make **any** educational decisions for LEP students.



A student's Oral English Language Proficiency is now reported using CALP levels as determined by the results of the Woodcock-Munoz

Language Scales. Anytime that a student is enrolled in school and has a language other than English written on the Home Language Survey, he/she must be tested with the WMLS. If he/she scores a CALP, Cognitive Academic Language Proficiency, level below four he/she is automatically eligible for ESL services. Previously, students were classified as NES, LES or FES. There are six levels for Cognitive Academic Language Proficiency. Level one indicates little English language proficiency, and level four or above is considered orally fluent in English. If a student in second grade or above scores a CALP level four, he/she must also be given the ITBS, Iowa Test of Basic Skills. This test is given to determine if the LEP, Limited English Proficient, student's academic language ability is good enough to be successful without ESL services. If the ITBS must be given, the qualification process takes much longer.

When a student qualifies for ESL services a parent must sign a permission slip to be served in ESL. The LPAC can't meet to place the student until the permission slip is signed and the parent accepts ESL services. Sometimes, a parent will not allow their child to be served in ESL, and they will be required to write a denial letter. The letter is then attached to the permission slip and the LPAC documents that the ELL student did qualify for services, but is a denial.

If a student scores above a four on the WMLS, he/she is considered a DNQ, Does Not Qualify. The LPAC then meets and places the student in the regular education program.

All of this information is important, however; the most important document for the classroom teacher to know about is the HLS, Home Language Survey. Every teacher is responsible for checking cumulative folders of every student in his/her class at the beginning of the year and as new students arrive during the year. If there is any language other than English written on the form, make a copy of the Home Language Survey and place it in the ESL Lead Teacher's mailbox. She will determine what action needs to be taken next.

LPAC Committee Representatives



”In performing their duties, LPAC committee members shall be acting for the district and shall observe requirements regarding confidentiality of information regarding individual students and student records.”

Language Assessment Committee Membership is made up of several specific people. There must be an administrator, the ESL Lead Teacher, one additional teacher or counselor, and a parent of an ESL student that is not a MISD employee at each LPAC meeting.

The LPAC has specific duties. They are to classify students as LEP (Limited English Proficient) within four weeks of enrollment based on HLS, WMLS, and ITBS. This relatively short time frame is the reason that the ESL lead teacher needs to have Home Language Survey information quickly. The four weeks of enrollment counts holidays and weekends; therefore, if a student enrolls two days before the winter break, there will be little time to get the student tested and placed through the LPAC.

The committee also recommends the appropriate instructional placement for all identified LEP students, including those identified for Special Education. If a classroom teacher has an educational concern about an ESL student, he/she must begin collecting work samples and discuss the student at achievement meeting and Student Support Team Meetings. There is extensive paperwork and documentation that must be done in order to make a referral for SPED for an ESL student. A Referral LPAC Meeting must be held and approved before any other referral process can begin. The committee must ensure representation on the ARD Committee for each LEP student who qualifies for special education services.

Another duty of the LPAC is to facilitate the participation of LEP students in other special programs for which they are eligible.

Finally, the committee must reclassify LEP students, including denials, as English Proficient when they meet criteria to exit ESL. Students are not able to exit ESL until they pass the TAKS Reading and TAKS Writing, therefore; they are not able to exit until after fourth grade. The LPAC monitors the academic progress of each student who has exited the program within two years.

ESL Pull-Out Program



Many LEP students begin ESL as a pre-k student and leave pre-k orally fluent. The ESL teacher will continue to monitor these students, but they most likely will not need to be pulled out of their sheltered classroom. As the ELL, English Language Learner, students become more academically fluent through the years, the pull-out program becomes less effective for them. For most ESL students, they need to have a CALP level of one or two to be in the pull-out program. All other LEP students will be served in a sheltered ESL classroom, a classroom that is taught by a ESL certified teacher. Sheltered classrooms need to have a balanced literacy program and give the LEP students many opportunities for small group instruction and cooperative learning. It is also important for them to have hands-on learning as well as visual and tactile aides.

Together, the sheltered classroom teacher and the ESL lead teacher, can help make LEP students academically successful and confident.