



LPAC Year-at-a-Glance

August	September	October	November	December	January
<ul style="list-style-type: none"> <input type="checkbox"/> Form LPAC at the beginning of the year; Members include LPAC administrator, ESL/Bilingual teacher, parent representative (parent of EL student not employed by the district) <input type="checkbox"/> Review teacher certifications, credentials, and renewal certifications <input type="checkbox"/> Attend required annual ESC LPAC Framework Training <input type="checkbox"/> Provide LPAC Framework training for faculty and designated parents <input type="checkbox"/> Review student records and disseminate accordingly: <ul style="list-style-type: none"> - Pending state assessment results for reclassification criteria*1 of EL - End-of-year (EOY) LPAC documentation - Proper program placement - EL Instructional Accommodation Checklist - First (F), Second (S) year monitoring, 3rd (3) year, 4th (4) year monitoring, and parent denials <input type="checkbox"/> Establish procedure with Registrar for identifying newly enrolled ELs: <ul style="list-style-type: none"> - Look in records for any documentation from previous district that indicates if student was in an ESL program - If so, place in program by completing Special Programs Data Sheet, enter in PEIMS, and have registrar request records 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule parent LPAC training as needed <ul style="list-style-type: none"> - LPAC administrator must maintain required training/ agenda sign in, oaths, and confidentiality statements <input type="checkbox"/> Schedule and conduct beginning-of-year (BOY) LPAC meetings utilizing eSped for newly enrolled (required) and returning ELs (best- practice) <input type="checkbox"/> After LPAC collect signed and dated Parent Notification of Program Placement Letters and archive in eSped <input type="checkbox"/> Review Public Education Information Management System (PEIMS) coding. <ul style="list-style-type: none"> - For new students to the program, input the date parents signed permission letter as the start date <input type="checkbox"/> Confirm staff knows and understands the instructional and linguistic needs of their ELs (including F, S, and parent denials) <input type="checkbox"/> Collaborate with ARD/SPED Committee to review and discuss identified ELs <input type="checkbox"/> Identify staff in need of ESL or other types of professional development 	<ul style="list-style-type: none"> <input type="checkbox"/> Review and update PEIMS data for snapshot date <input type="checkbox"/> Schedule and conduct LPAC meetings to review academic progress for struggling ELs and identify appropriate interventions <input type="checkbox"/> Identify TELPAS verifiers and returning TELPAS raters 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule and conduct LPAC meetings for end-of-course (EOC) assessments only, as needed and for newly enrolled EL students by 4th week of enrollment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to monitor EL linguistic and academic progress (including F, S, and parent denials) 	<ul style="list-style-type: none"> <input type="checkbox"/> District Testing Coordinator attends annual assessment training for EL updates <input type="checkbox"/> Designated LPAC members attend the Training on the LPAC Decision- Making Process for the Texas Assessment Program <input type="checkbox"/> Schedule and conduct middle-of- year (MOY) LPAC decision-making meetings for ELs in grades 3 to 12 <input type="checkbox"/> Prepare for TELPAS window <input type="checkbox"/> Finalize plan for training of TELPAS verifiers and returning TELPAS raters
				<ul style="list-style-type: none"> <input type="checkbox"/> Provide LPAC Framework training for new LPAC members 	

Note:

*1 Due to release of state assessments results, LPACs shall conduct end-of-year LPAC meetings for all ELs, including those who are possible candidates for exit from the bilingual and/or ESL program, even though results from the spring STAAR administration will not yet be available. For students being considered for reclassification, the LPAC will document that all the necessary criteria has been met and that they are awaiting the necessary STAAR results in order to make a final reclassification decision. Once scores are received, a member of the LPAC will enter the scores into the documentation, and complete the reclassification process for eligible students without the need for another LPAC meeting. The LPAC must revisit pending ELs in August, prior to the beginning of the school year.

On-going activities:

- Schedule LPAC meeting for new enrollees within four weeks of initial enrollment
- Monitor linguistic and academic progress for ELs
- Collaborate with special programs (i.e., 504, special education) to ensure student success
- Ensure PEIMS data is up-to-date and accurate
- Provide professional development



LPAC Year-at-a-Glance

February	March	April	May	June	July
<ul style="list-style-type: none"> <input type="checkbox"/> Revisit Instructional Accommodations Checklist and update based on linguistic and academic progression of ELs <input type="checkbox"/> Identify designated supports routinely used in the classroom and recommend for state assessment purposes <input type="checkbox"/> Schedule and conduct middle-of-year (MOY) LPAC decision-making meetings for ELs in grades 3 to 12 <input type="checkbox"/> Conduct TELPAS required rater activities (TELPAS Online Training Center) <input type="checkbox"/> Conduct required TELPAS window activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct MOY LPAC decision-making meeting for ELs in grades 3 to 12 <input type="checkbox"/> Conduct required TELPAS window activities (writing collections) <input type="checkbox"/> Review EL enrollment numbers to anticipate new bilingual/ESL needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct required TELPAS window activities (TELPAS online testing and writing collections) <input type="checkbox"/> Attend annual EOY training 	<ul style="list-style-type: none"> <input type="checkbox"/> Send Parent Notification and Approval for Reclassification <input type="checkbox"/> Ensure documentation is properly archived in eSped or filed in student records (TELPAS writing collections) <input type="checkbox"/> Schedule/conduct EOY LPAC meetings for participating ELs, parent denials, and monitored 	<ul style="list-style-type: none"> <input type="checkbox"/> Create and provide procedural updates <input type="checkbox"/> Follow-up with pending program reclassifications <input type="checkbox"/> Review Public Education Information Management System (PEIMS) coding for ELs 	
		<ul style="list-style-type: none"> <input type="checkbox"/> Review teacher certifications, credentials, and renewal certifications <input type="checkbox"/> Conduct program planning for next school year 			
<p>On-going activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule LPAC meeting for new enrollees within four weeks of initial enrollment <input type="checkbox"/> Monitor linguistic and academic progress for ELs <input type="checkbox"/> Collaborate with special programs (i.e., 504, special education) to ensure student success <input type="checkbox"/> Ensure PEIMS data is up-to-date and accurate <input type="checkbox"/> Provide professional development 					