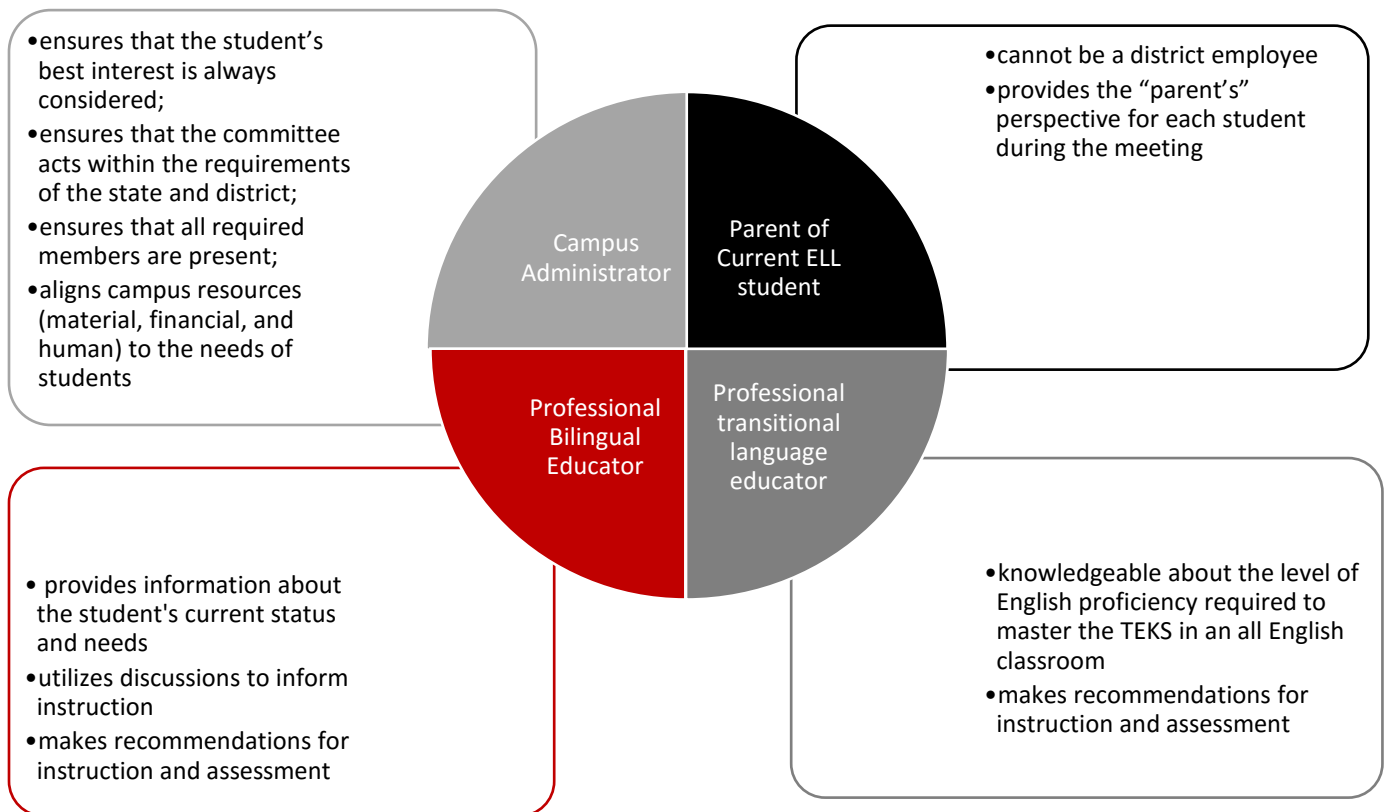This document serves to provide clarification of the roles and responsibilities of the members of the LPAC in the process of conducting required meetings ("*LPAC Framework*" provided by TEA). You may include other staff in the committee to meet student needs.
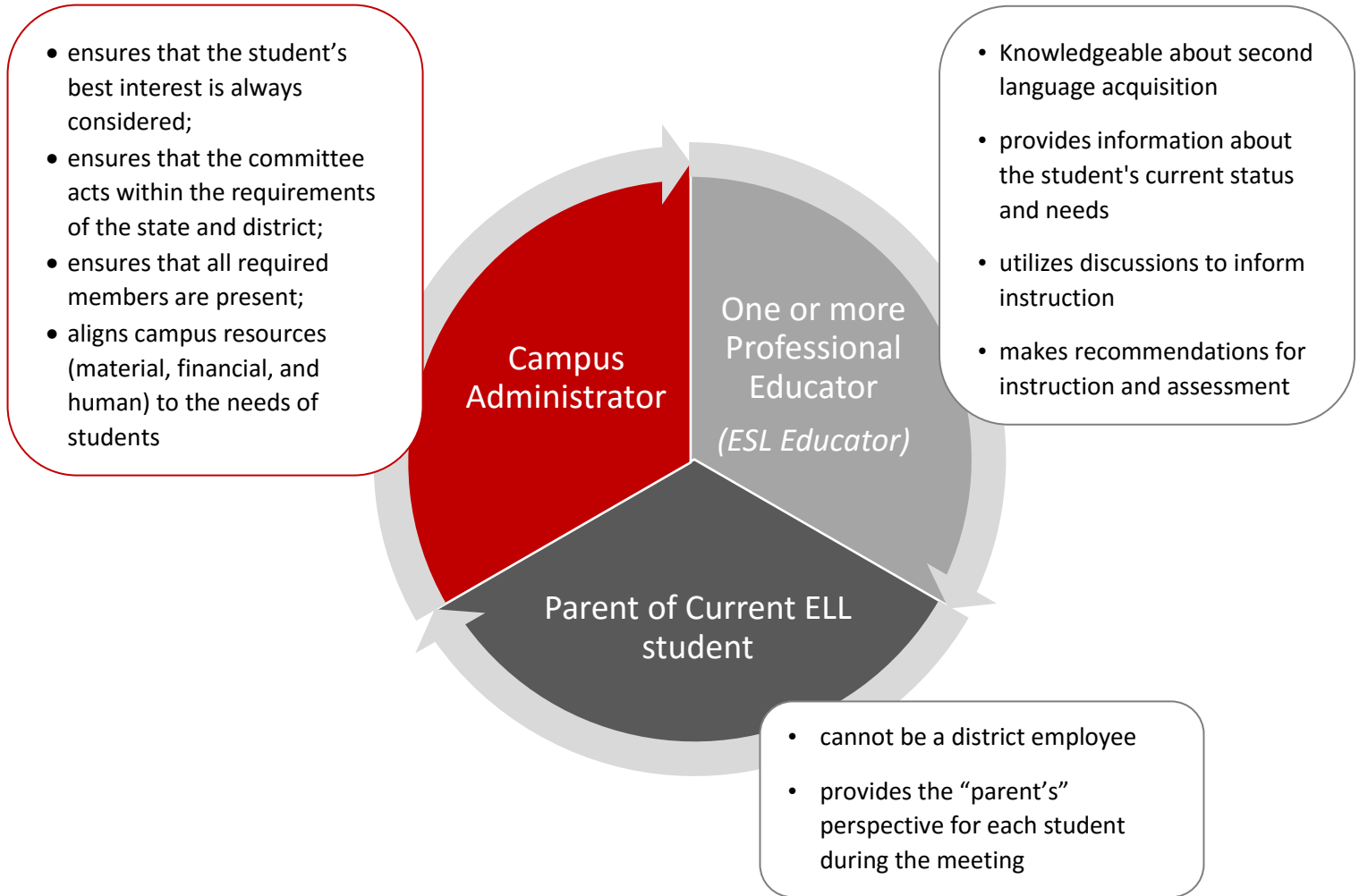
- Bilingual LPAC Membership
- ESL LPAC Membership
- Tasks involved in the LPAC Process

Bilingual LPAC Required Membership

- ensures that the student's best interest is always considered;
- ensures that the committee acts within the requirements of the state and district;
- ensures that all required members are present;
- aligns campus resources (material, financial, and human) to the needs of students

Campus Administrator

Parent of Current ELL student

- cannot be a district employee
- provides the "parent's" perspective for each student during the meeting

Professional Bilingual Educator

Professional transitional language educator

- provides information about the student's current status and needs
- utilizes discussions to inform instruction
- makes recommendations for instruction and assessment

- knowledgeable about the level of English proficiency required to master the TEKS in an all English classroom
- makes recommendations for instruction and assessment

ESL LPAC Required Membership

- ensures that the student's best interest is always considered;
- ensures that the committee acts within the requirements of the state and district;
- ensures that all required members are present;
- aligns campus resources (material, financial, and human) to the needs of students

Campus Administrator

One or more Professional Educator *(ESL Educator)*

Parent of Current ELL student

- Knowledgeable about second language acquisition
- provides information about the student's current status and needs
- utilizes discussions to inform instruction
- makes recommendations for instruction and assessment

- cannot be a district employee
- provides the "parent's" perspective for each student during the meeting

LPAC Process

To understand the steps involved in the LPAC Process, think about the work of a teacher. The teacher's responsibilities can be viewed through the lens of the "administrative" tasks related to teaching which include such things as taking attendance, completing forms/reports, and entering grades. A teacher also completes tasks which can be viewed as the "instructional" part of teaching which include planning for instruction, using data to guide instruction, assessing student's level of achievement, selection of materials, and delivery of instruction.

Similarly, the LPAC process is composed of tasks that can also be viewed as "administrative" and "instructional" as described in the following table.

LPAC Process Tasks		
	"Administrative" Tasks	**"Instructional" Tasks**
Person Responsible	Campus Administrator Federal Programs Counselor Federal Programs Clerk	Teacher ESL Strategist
Tasks This list is intended to be used as a guide, not a comprehensive list of tasks	• Collect and record data for discussion during the meeting 　○ Spreadsheet 　○ Permanent record 　○ Assessment data 　○ Other info as needed • Document LPAC decisions 　○ Minutes 　○ Required forms • Verify accuracy of all data/information • Data entry into the district system to reflect what is in the permanent record 　○ Skyward (PEIMS) 　○ Permanent Record 　○ LEP folder contents • Communication with parents/stakeholders and ARD Committee members for information related to "Administrative" tasks	• Inform committee members of the abilities, proficiencies, and needs of the student 　○ In person at the meeting 　○ Completion of "Teacher Input Card" • Utilize committee discussions, findings, and decisions to inform: 　○ Lesson planning 　○ Selection of materials 　○ Delivery of instruction 　○ Assessment • Verify accuracy of instructional data/information prior to sharing with LPAC • Ensure that the teacher(s) directly responsible for instruction of the student receives information from the LPAC meeting • Communication with parents / stakeholders and ARD Committee members for information related to "Instructional" tasks and student progress