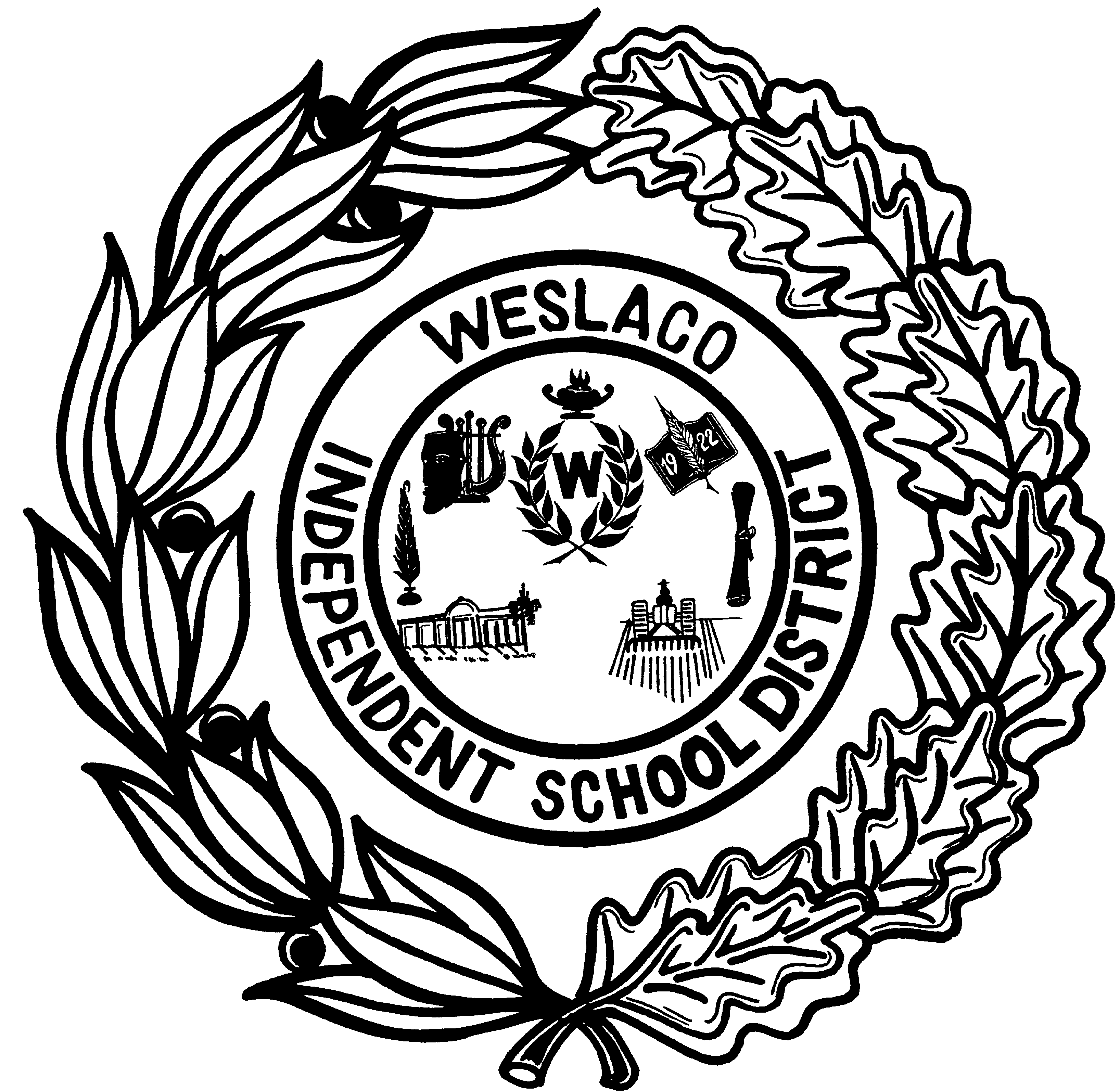
**Weslaco Independent School District**



**Language Proficiency Assessment Committee (LPAC)**

**Process for Considering Special Education Exit Criteria**

**from ESL Services (Fall Semester)  
      Independent School District/Charter School**

Prior to completing this form, see the document *Process for Considering Special Education Exit Criteria* found in the LPAC Framework Manual section.

**Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies for Exit**

A meeting to discuss Special Exit Criteria for *(Student’s Name)*        was held on   
*(Date of meeting to discuss exit criteria)*      .

Attending the meeting were:

LPAC Representative:       General Ed Representative:

Sp. Ed Representative:       Other:

Administrative Representative:

**Step 2: Discuss Evidence of Need for Use of §89.1225(k) Exit Criteria**

* Does the student’s particular disabling condition warrant the need for Special Exit Criteria?
* What evidence is documented in the IEP that indicates that the student will not be able to attain   
  the English Language Proficiency Standards (as measured by TELPAS) in one or more domains?
* What evidence is documented to indicate that the student no longer appears to benefit (or is expected to reach that point during the year) from second language acquisition support in   
  English to address cognitive, linguistic and affective needs?
* Review historical formal and informal assessment data and direct teacher input. List the   
  outcomes of that review.

**Step 3: Specify Assessments and English Language Proficiency Test Standards**

Note: Due to cautions advised on exiting students in Grades 1-2,       ISD will not consider   
exiting Special Education/English Language Learners (ELLs) prior to Grade 3.

|  |  |
| --- | --- |
| *Process for Considering Special Education Exit Criteria from ESL Services* | *Page 2 of 2* |

**Academic Content Assessments of Reading and Writing in Grades 3-12**

* Discuss the state assessment testing expectations for this student as they are outlined in the IEP.

|  |  |  |
| --- | --- | --- |
| *Check the test the student is expected to take and master.* | | |
| **State Assessment Reading Expectation** |  | **Alternate** |
| **State Assessment Writing Expectation** |  | **Alternate** |

* Discuss the TELPAS testing expectations for this student as they are outlined in the IEP.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Check one.* | | | | |
| **TELPAS Listening Expectation** | **B** | **I** | **A** | **AH** |
| **TELPAS Speaking Expectation** | **B** | **I** | **A** | **AH** |
| **TELPAS Reading Expectation** | **B** | **I** | **A** | **AH** |
| **TELPAS Writing Expectation** | **B** | **I** | **A** | **AH** |

**Step 4: Prepare Documentation**

* Ensure that all proper steps have taken place and attach documentation supporting the recommendation to exit the student from the ESL program at the end of the year if all   
  expectations are met.

|  |  |  |
| --- | --- | --- |
| *Documentation attached* | | |
| **Teacher checklist** | **Student work** | **Observation protocol** |
| **Informal assessments** | **State assessment test results** | **TELPAS test results** |
| **Other:** | | |

* ***Schedule a formal ARD Meeting to discuss Special Exit Criteria. This may be on a   
  different date than the first meeting. Continue documentation on this form after the ARD/LPAC meeting. The ARD/LPAC meeting should take place early in the current   
  school year or at the end of the year to be applied to the next school year.***

**Step 5: Discuss Recommended Exit Criteria in formal ARD Committee Meeting**

The documentation for recommended exit criteria was presented at a formal ARD meeting for

(*Student’s name)*       on (*Date of ARD meeting)*      .