

End of year (EOY): Exiting English Language Learners (ELLs) Who Receive Special Education Services (Using the Process for Considering Special Exit Criteria)

This vignette simulates an LPAC meeting that is conducted for the consideration of special exit criteria of an English language learner who also receives Special Education services. This consideration involves a six-step process that is delineated in the suggested document. It outlines the process to follow when considering whether a student qualifies to exit using the special exit criteria. This dialogue is an example of the suggested discourse that should occur as part of the end of the year LPAC meeting after all steps have been implemented and verified. It is an excerpt that can be heard at the end of the year LPAC meeting detailing some of the steps taken from early fall to late spring. **The individuals participating in the LPAC represent the required membership of the LPAC from an English as a Second Language program campus.**

Additionally, a Special Education representative has been invited to this part of the LPAC meeting as best practice to ensure that there is collaboration between the LPAC and the ARD committee in making the best decisions for the ELL student who also receives Special Education services.

Please show the following on the screen.

The following LPAC is composed of a:

- LPAC Chair/campus administrator
- ESL teacher/professional transitional language educator
- professional special education educator
- parent of a current ELL participating in the required bilingual or special language program (ESL) (this parent may not be an employee of the school district)

LPAC CHAIR, Administrator: We have several students who may be eligible to exit from the ESL program at our campus this year. As the school year draws to an end, it's important to meet, discuss each student thoroughly, and review the English Proficiency Exit Criteria Chart.

Chair will hand out the exit criteria chart to all members. LPAC members pretend to discuss students, sign paperwork and move forward.

ESL Educator: Let's continue this End of the Year LPAC meeting by taking a look at *Roman*.

Parent: Roman is an ELL student who also receives special education services. If I recall correctly we have been discussing exit criteria for Roman since the beginning of the year.

Special Education Representative: You are right, while the exit criteria applies to the majority of ELLs who receive special education services, there are some extenuating cases. In these cases an ELL who receives special education services might need exit criteria that gives special consideration to the nature of the student's particular disabling condition. This is given to an ELL for whom assessments and/or standards are not appropriate because of their disability.

LPAC Chair, Administrator: I brought copies of the process for considering special education exit criteria from Bilingual/English as a Second language services. Let's take a minute to revisit this process.

Chair hands out exit criteria to all members. LPAC members peruse the document.

PARENT: So at this time of the year, we are now in Step 6 of the process, which is to determine and document whether the student has met the modified exit criteria established.

Special Education Representative: Exactly. Our first step was to schedule a meeting to evaluate whether Roman would potentially qualify for exit. Then we discussed evidence of need for use of the special exit criteria. We, the key members of the ARD and LPAC, then specified assessment and English language proficiency test standards. Upon unanimous decision, the documentation was prepared before discussing the recommended exit criteria in a formal ARD committee meeting.

LPAC Chair, Administrator: Ms. Fender, our ESL educator who represented the LPAC in the process, and Ms. Riojas, our Special Education representative, will share with us the specifics of what was discussed and proposed as a result of the process.

ESL EDUCATOR: At the beginning of the year, we met to discuss if Roman would qualify for exit from the ESL program. During that meeting, key members of each committee made the following exit criteria recommendations for Roman: 1) Modifications in TELPAS standards for Listening and Speaking would be Intermediate 2) In the domains of Reading and Writing for TELPAS, collaboratively we decided that assessment in these domains would be inappropriate due to severity of the student's disability, and thus he would not be holistically rated in these domains 3) since state-established standards must be used in the STAAR assessments, we agreed that Roman would meet passing standards for the designated STAAR Alternate 2 in Reading and Writing as he is eligible to take.

Special Education Representative: Roman has participated in the ELL program since enrolling in kindergarten. He is currently in 4th grade. In 1st grade Roman was identified as a student with a Specific Learning Disability in Written Expression and Reading Comprehension that was not related to his second language needs. Roman obtained the following scores on TELPAS during the current school year: Listening and Speaking—Intermediate and based on the ARD/LPAC decision was not holistically rated in Reading and Writing.

Parent: In addition, on the STAAR Alternate 2 assessments from the current school year, Roman met the passing standards for Reading and Writing.

LPAC Chair, Administrator: Based on evaluation data, teacher information, grades, and classroom performance Roman does not demonstrate a need for continued services in regard to second language acquisition. Does the LPAC committee agree that Roman has met the criteria outlined to be eligible for exit from the ESL program? *(Group responds in consensus)*

ESL Educator: As a LPAC committee, we agree that Roman will be able to participate equally in an all-English instructional program that does not provide special language services. Do any other committee members have any other comments about Roman's special exit criteria?

PARENT: Will he continue to receive special education support in regards to reading and writing?

Special Education Representative: Yes, Roman will continue to receive the special education support and services outlined in his Individualized Education Plan for reading and writing. In addition, the ARD committee will meet to discuss the decision to exit Roman from the ESL program. We will finalize and document the change in program and delineate instructional services.

ESL Educator: I will be at this ARD committee meeting as the LPAC representative.

LPAC Chair, Administrator: Thank you Ms. Fender. If we are all in agreement, let's go ahead and sign the annual review form and prepare to send out the parent notification form.

Capture footage on signing the annual review ISD form, the parent notification form of exiting the program.

(LPAC Suggested Forms for Annual Review Form)

(LPAC Suggested forms for Parent Notification Form)

(Process for Considering Special Exit Criteria from Bilingual/English as a Second Language (ESL) Services 6 Step Process)

Summary:

- The *Process for Considering Special Exit Criteria from Bilingual/English as a Second Language (ESL) Services* is to be used in rare cases for ELLs who qualify due to the nature of a student's particular disabling condition
- **At or near the beginning of the school year**, a meeting is conducted with the ARD and LPAC members to determine whether the student is eligible for *Special Exit Criteria* and sets educational/linguistic goals
- ARD members shall meet in conjunction with the LPAC to review the educational needs of each ELL who qualifies for services in the special education program
- The LPAC must review the *Process for Considering Special Exit Criteria from Bilingual/ESL* to ensure all steps are completed at the appropriate time of year as delineated
- Based on discussion at the formal ARD committee meeting, the IEP is updated with documentation of the modified exit
- ELLs who meet current year *English Proficiency Exit Criteria* are reclassified and monitored for 2 years
- *Parental Notification and Approval for Exit* form must be sent home to parents or guardians for approval
- All LPAC members must review and sign documentation during the meeting

Source:

TAC §89.1225(k)

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