



Administrator Directions for Special Exit Criteria LPAC

FACILITATED BY BILINGUAL / ESL DEPARTMENT

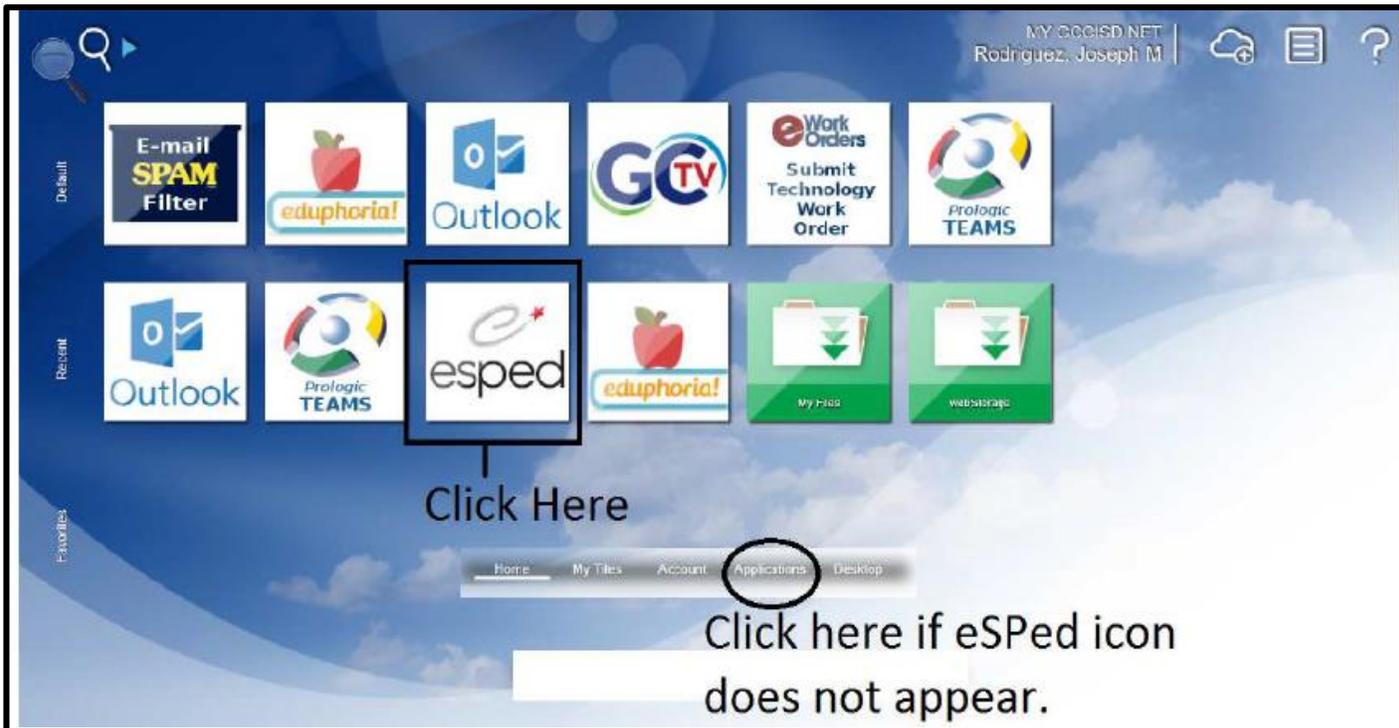
Special Criteria LPAC eStar : Step One

1. Begin by going to GCCISD employee portal and login

<https://my.gccisd.net/>

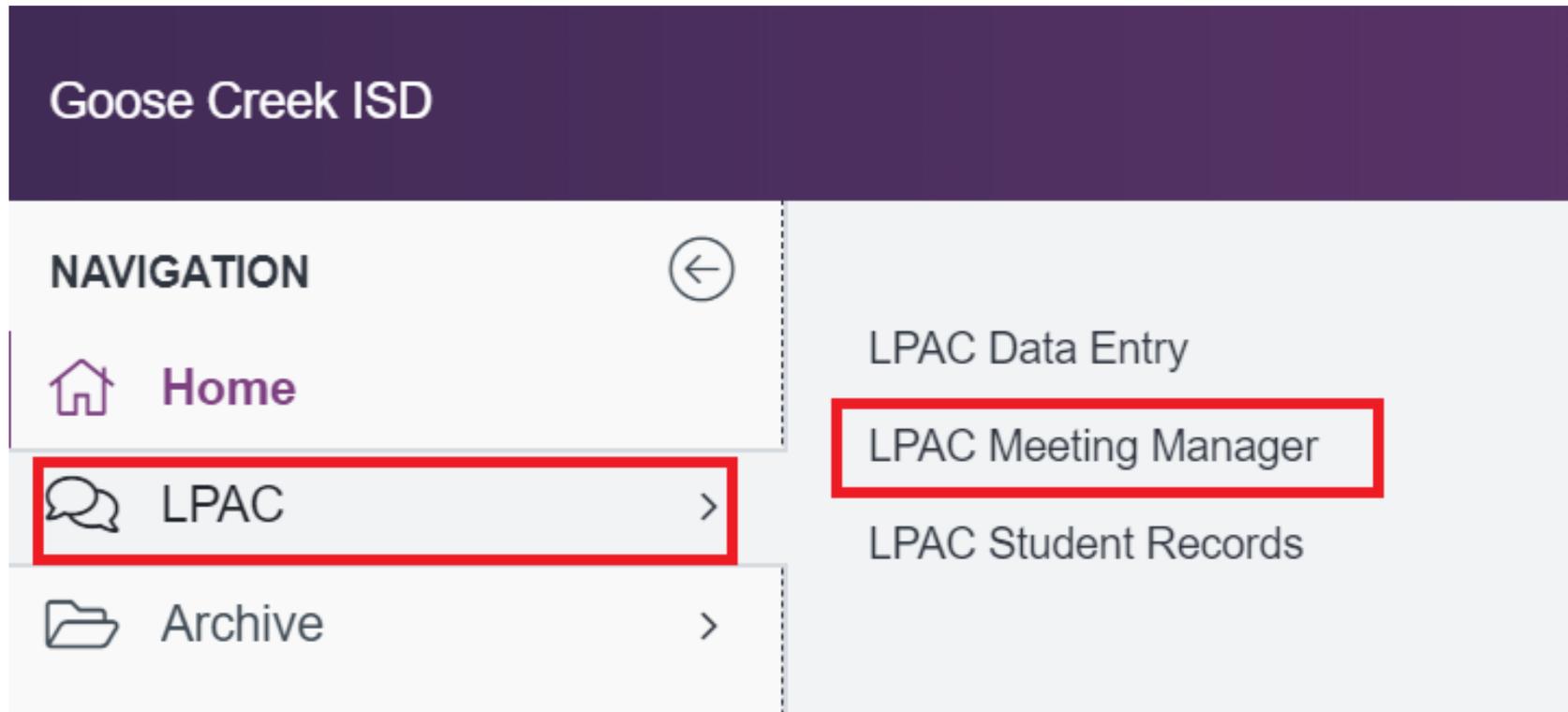
Your username is your Goose Creek email.

Your password will be the password that you use to login into the portal. If you do not see the icon, then click on the applications tab at the bottom of the screen.



Special exit criteria : Step Two

2. Click on the LPAC tab. Next the “LPAC Meeting Manager” button.



Special exit criteria : Step Three

3. Click the “New LPAC Meeting” button.

LPAC Meetings

Search Filters:

Meeting ID:

Reason for Meeting:

Status:

Campus:

Date:

School Year:

« First ◀ Prev Next ▶ Last » Meetings: 1 - 2 of 2

		<u>MEETING ID</u>	<u>REASON FOR MEETING</u>	<u>DATE</u>	<u>SCHOOL YEAR</u>	<u>CAMPUS</u>
1.	<input type="button" value="✎"/> Edit <input type="button" value="👤"/> Manage	2nd 6 Weeks LPAC Monitoring	Monitoring of Students	11/13/2019	2019-2020	Victoria Walker Elementary
2.	<input type="button" value="✎"/> Edit <input type="button" value="👤"/> Manage	Initial Placement	Placement/Initial	11/13/2019	2019-2020	Victoria Walker Elementary

Special exit criteria : Step Four

4. A pop up window will appear. In the pop-up window you will need to enter the title of the LPAC meeting in the “meeting ID” field, Reason for meeting “Modified exit criteria for Special education: Set Criteria”, Campus, date, school year, and status.

LPAC Meetings

Search Filters:

Meeting ID:

Reason for Meeting:

Status:

Campus:

Date:

School Year:

« First ◀ Prev Next ▶ Last » Meetings: - of 2

		<u>MEETING ID</u>	<u>REASON FOR MEETING</u>	<u>DATE</u>	<u>SCHOOL YEAR</u>	<u>CAMPUS</u>
1.	<input type="button" value="Edit"/> <input type="button" value="Manage"/>	2nd 6 Weeks LPAC Monitoring	Monitoring of Students	11/13/2019	2019-2020	Victoria Walker Elementary
2.	<input type="button" value="Edit"/> <input type="button" value="Manage"/>	Initial Placement	Placement/Initial	11/13/2019	2019-2020	Victoria Walker Elementary

Special exit criteria : Step Five

5. Click manage to add students to the LPAC meeting.

LPAC Meetings

Search Filters:

Meeting ID:

Reason for Meeting:

Status:

Campus:

Date:

School Year:

« First ◀ Prev Next ▶ Last » Meetings: 1 - 2 of 2

	New LPAC Meeting	<u>MEETING ID</u>	<u>REASON FOR MEETING</u>	<u>DATE</u>	<u>SCHOOL YEAR</u>	<u>CAMPUS</u>
1.	Edit Manage	2nd 6 Weeks LPAC Monitoring	Monitoring of Students	11/13/2019	2019-2020	Victoria Walker Elementary
2.	Edit Manage	Initial Placement	Placement/Initial	11/13/2019	2019-2020	Victoria Walker Elementary

Special exit criteria : Step Six

6. In screen 11, you will start by entering the date of the meeting and selecting the reason for meeting.

Screen: 11. LPAC: Reclassification Process for Students with Special Needs Application: LPAC Meeting Manager

Date of Initial ARD/LPAC Meeting: 

Reason for 1st Meeting:

Date of End of Year ARD/LPAC Meeting: 

Reason for 2nd Meeting:

Special exit criteria : Step Seven

7. Make sure the following people are in attendance to discuss the student: Special education teacher, Diagnostician, Bilingual teacher, LPAC parent, and LPAC/ARD administrator. Make each question is discussed with the group of professionals.

Students considered for exit criteria under TAC §89.1225(m) should be only those designated to take STAAR Alternate 2, as determined by the ARD committee in conjunction with the LPAC.

Does the student's particular disabling condition warrant the need for the process of considering reclassification criteria? Yes No Clear

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.

Specify Assessments and English Language Proficiency Test Standards

Special exit criteria : Step Nine

9. Make sure the information from the ARD meeting has been documented that answers the question. In the rich text pop-up screen shown in the bottom screen shot. Do not just copy and paste the answer from the previous question.

Discuss Evidence of Need for Use of §89.1225(m) Reclassification Criteria

Students considered for exit criteria under TAC §89.1225(m) should be only those designated to take STAAR Alternate 2, as determined by the ARD committee in conjunction with the LPAC.

Does the student's particular disabling condition warrant the need for the process of considering reclassification criteria? Yes No Clear

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?  

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?

Save

Save and Continue

 Spell Check Help

Cancel

Add Image



Special exit criteria : Step Ten

10. Make sure the information from the ARD meeting has been documented that answers the question. In the rich text pop-up screen shown in the bottom screen shot. Do not just copy and paste the answer from the previous question.

Discuss Evidence of Need for Use of §89.1225(m) Reclassification Criteria

Students considered for exit criteria under TAC §89.1225(m) should be only those designated to take STAAR Alternate 2, as determined by the ARD committee in conjunction with the LPAC.

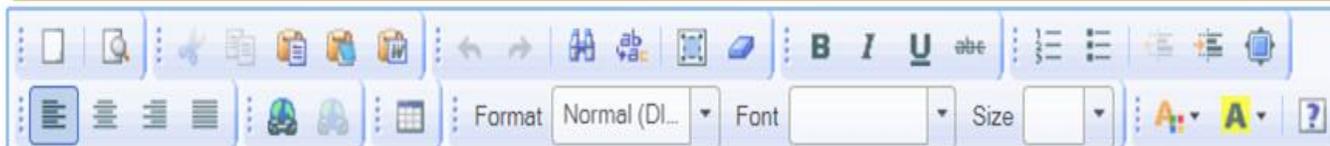
Does the student's particular disabling condition warrant the need for the process of considering reclassification criteria? Yes No Clear

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?  

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?

Save Save and Continue  Spell Check Help Cancel Add Image



A rich text editor toolbar with various icons for text formatting and editing. It includes icons for bold, italic, underline, text color, background color, font size, and font family. The font family is currently set to 'Normal (DI...)' and the font size is set to a default value.

Special exit criteria : Step Twelve

12. After the four questions have been answered to the next section titled “Specify Assessments and English language proficiency”

Review historical formal and informal assessment data and direct teacher input. List the outcomes of that review.

Specify Assessments and English Language Proficiency Test Standards ?

If, after reviewing the evidence, the meeting participants conclude that the student no longer benefits from second language acquisition support in English (or is expected to reach that point during the school year), the participants review the assessment information in the IEP and make reclassification criteria recommendations based on the information below.

Listening Assessment  	Add/Select	Criteria (score/level) <input type="text"/>	Met Exit Criteria: <input type="text"/>	Assessment Results:  
Speaking Assessment  	Add/Select	Criteria (score/level) <input type="text"/>	Met Exit Criteria: <input type="text"/>	Assessment Results:  
Reading ELA Options  	Add/Select	Criteria (score/level) <input type="text"/>	Met Exit Criteria: <input type="text"/>	Assessment Results:  
Writing Assessment  	Add/Select	Criteria (score/level) <input type="text"/>	Met Exit Criteria: <input type="text"/>	Assessment Results:  

Additional Documentation:  

Special exit criteria : Step Thirteen

13. Make each field as a specified language proficiency descriptor as specified by TELPAS Alternate.

Specify Assessments and English Language Proficiency Test Standards

If, after reviewing the evidence, the meeting participants conclude that the student no longer benefits from second language acquisition support in English (or is expected to reach that point during the school year), the participants review the assessment information in the IEP and make reclassification criteria recommendations based on the information below.

Listening Assessment	 	Add/Select	Criteria (score/level) <input type="text"/>	Met Exit Criteria: <input type="text"/>	Assessment Results:  
Speaking Assessment	 	Add/Select	Criteria (score/level) <input type="text"/>	Met Exit Criteria: <input type="text"/>	Assessment Results:  
Reading ELA Options	 	Add/Select	Criteria (score/level) <input type="text"/>	Met Exit Criteria: <input type="text"/>	Assessment Results:  
Writing Assessment	 	Add/Select	Criteria (score/level) <input type="text"/>	Met Exit Criteria: <input type="text"/>	Assessment Results:  

Proficiency Level Label	Global Definition
Awareness	Students who receive this rating may be aware of English sounds or print ; however, they have little or no functional ability to participate in communication activities in English.
Imitation	Students who receive this rating match, imitate, or approximate some English in their environment; however, they are not able to independently understand or produce English. They participate in routine communication activities in a familiar environment when the activities are significantly linguistically accommodated.
Early Independence	Students who receive this rating understand short, simple messages and produce messages of one or two high-need, high-frequency words (e.g., book, cafeteria, teacher). They are starting to participate in linguistically accommodated communication activities in English in familiar environments.
Developing Independence	Students who receive this rating understand longer messages of multiple sentences in English and produce simple, descriptive, original messages by combining two or more words (e.g., new red bike, big fast truck). They participate meaningfully in linguistically accommodated communication activities in English in familiar environments.
Basic Fluency	Students who receive this rating understand and produce more detailed, complex, and elaborate messages with multiple sentences in English . These students participate independently in communication activities in English in familiar environments .

Special exit criteria : Step Fourteen

14. Close the LPAC/ARD with all attendees entering their digital hand drawn signatures.

Position	Signature
LPAC Parent Representative*	
Bilingual Teacher	
Campus Administrator	
Special Education Representative	
Special Education Teacher	