SETTING INDIVIDUALIZED RECLASSIFICATION CRITERIA FOR SPED/ELS

2019-2020

AGENDA

- Bilingual/ESL Student Numbers
- Bilingual/ESL Education in GCCISD
- LPAC Membership
- LPAC Decision Flowchart
- Reclassification Criteria
- LPAC/ARD Collaboration
- Individualized Reclassification Criteria
- LPAC Calendar

NUMBERS OF STUDENTS
BILINGUAL   ESL

2018-2019

BILINGUAL	ESL
BOY: 2,053	BOY: 916
MOY:2,336	MOY: 1,099
EOY:2,372	EOY: 1,240
Approximately	Approximately

BOY Parent Denials: 174
MOY Parent Denials: 191
EOY Parent Denials: 183

NUMBERS OF STUDENTS
2019-2020

BILINGUAL

ESL

ELs/SPED

2359

1708

- 542

BOY Parent Denials: 165

Bilingual/ESL Education Programs in Goose Creek CISD
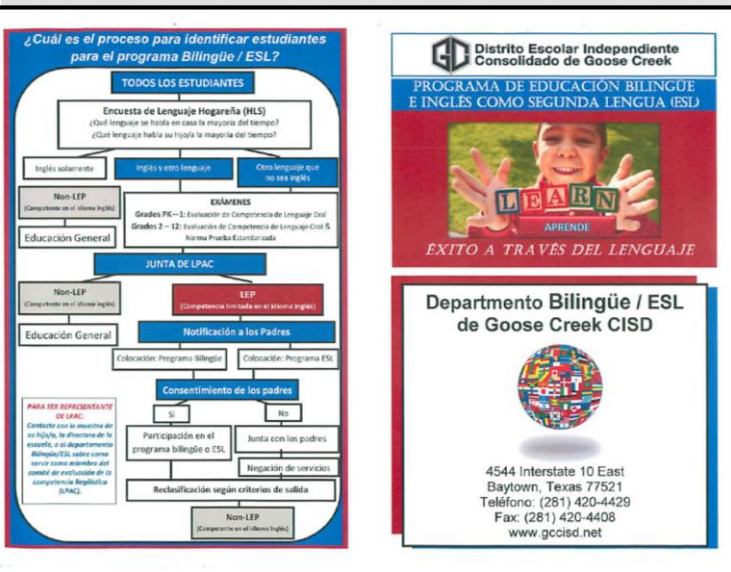
Primaria

Bilingual Program
Grades PK-5th

Dual Two-Way
K: Harlem & Carver

Bilingual Newcomer Program
Grades 3rd-5th
(Alamo Elementary)

Secundaria

English as a Second Language
Grades PK-12th

ESL Newcomer Academy
Grades 6th-12th

Special Certification Requirements And Stipends for Teachers Apply

¿Cuál es el proceso para identificar estudiantes para el programa Bilingüe / ESL?

TODOS LOS ESTUDIANTES

Encuesta de Lenguaje Hogareña (HLS)
¿Qué lenguaje se habla en casa la mayoría del tiempo?
¿Qué lenguaje habla su hijo/a la mayoría del tiempo?

Inglés solamente / Inglés y otro lenguaje / Otro lenguaje que no sea inglés

Non-LEP (Competente en el idioma inglés)

Educación General

EXÁMENES
Grados PK–1: Evaluación de Competencia de Lenguaje Oral
Grados 2 – 12: Evaluación de Competencia de Lenguaje Oral & Norma Prueba Estandarizada

JUNTA DE LPAC

Non-LEP (Competente en el idioma inglés)

Educación General

LEP (Competencia limitada en el idioma inglés)

Notificación a los Padres

Colocación: Programa Bilingüe / Colocación: Programa ESL

Consentimiento de los padres

Sí / No

Participación en el programa bilingüe o ESL / Junta con los padres

Negación de servicios

Reclasificación según criterios de salida

Non-LEP (Competente en el idioma inglés)

PARA SER REPRESENTANTE DE LPAC:
Contacte con la maestra de su hijo/a, o la directora de la escuela, o el departamento Bilingüe/ESL sobre como servir como miembro del comité de evaluación de la competencia lingüística (LPAC).

Distrito Escolar Independiente Consolidado de Goose Creek
PROGRAMA DE EDUCACIÓN BILINGÜE E INGLÉS COMO SEGUNDA LENGUA (ESL)

LEARN
APRENDE
ÉXITO A TRAVÉS DEL LENGUAJE

Departamento Bilingüe / ESL de Goose Creek CISD

4544 Interstate 10 East
Baytown, Texas 77521
Teléfono: (281) 420-4429
Fax: (281) 420-4408
www.gccisd.net

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
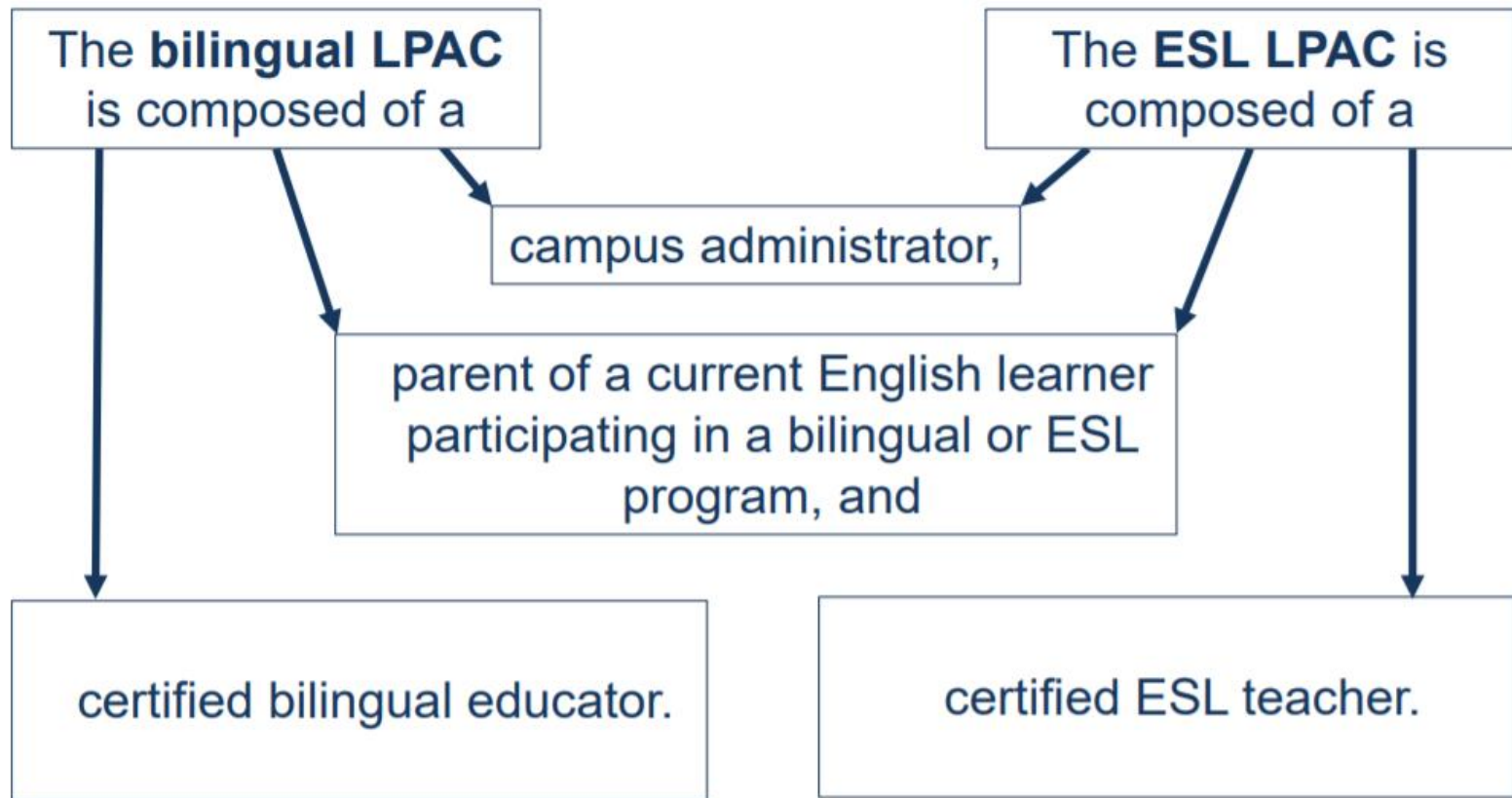SECONDARY ESL PROGRAM

SUCCESS THROUGH LANGUAGE

BILINGUAL/ESL DEPARTMENT

4544 Interstate 10 East
Baytown, Texas 77521
Telephone: (281) 420-4429
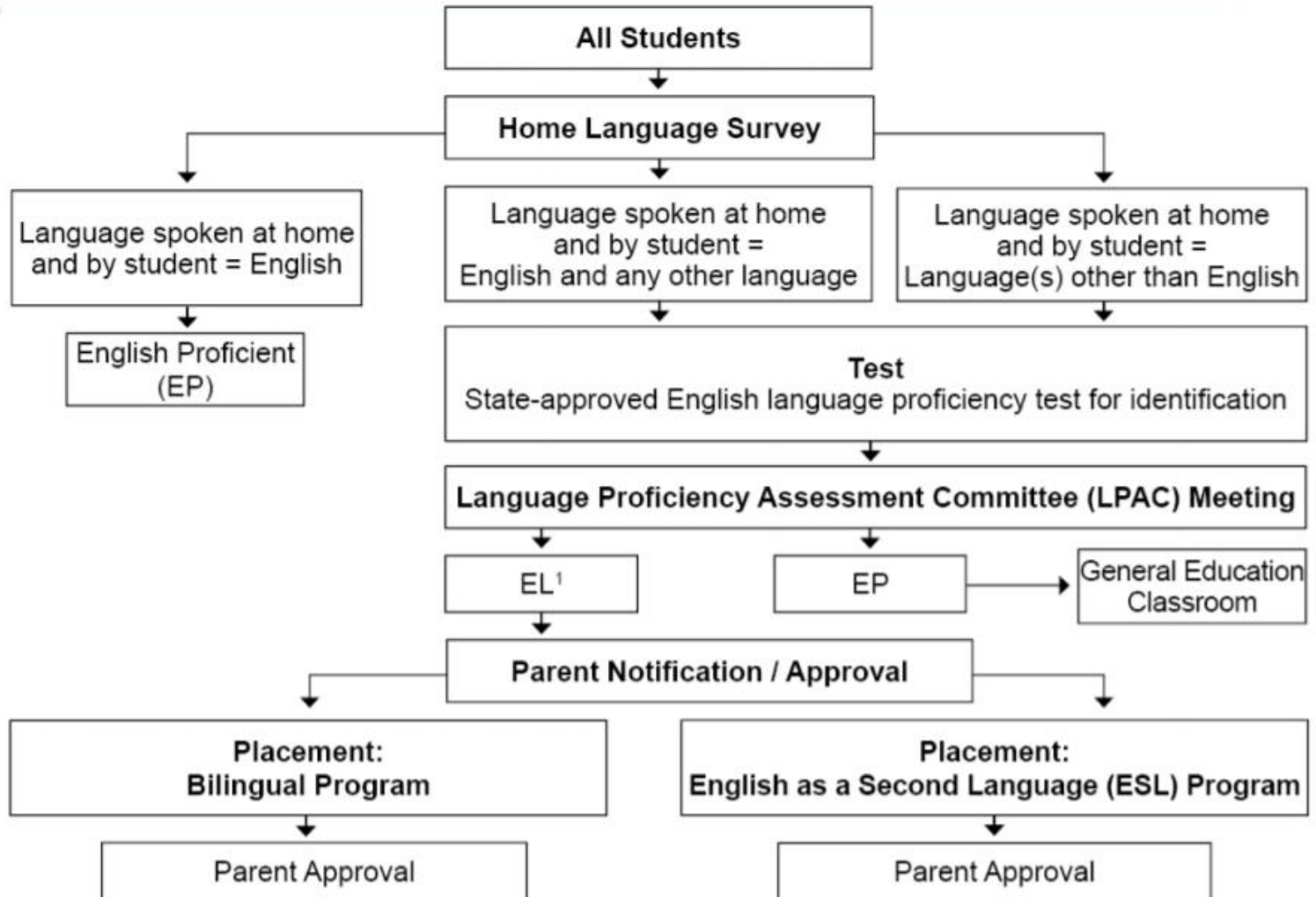Fax: (281) 420-4408
www.gccisd.net

LPAC Membership

LPAC

The **bilingual LPAC** is composed of a

The **ESL LPAC** is composed of a

campus administrator,

parent of a current English learner participating in a bilingual or ESL program, and

certified bilingual educator.

certified ESL teacher.

All members must be present!

19 TAC §89.1220 (b); TEC §29.063

Timeline

Four calendar weeks

All Students
↓
Home Language Survey

Language spoken at home and by student = English
↓
English Proficient (EP)

Language spoken at home and by student = English and any other language

Language spoken at home and by student = Language(s) other than English
↓
Test
State-approved English language proficiency test for identification
↓
Language Proficiency Assessment Committee (LPAC) Meeting
↓
EL[1]   EP → General Education Classroom
↓
Parent Notification / Approval
↓
Placement: Bilingual Program   **Placement: English as a Second Language (ESL) Program**
↓
Parent Approval   Parent Approval

Timeline Example

Student A enrolls August 14, 2019.

Student A will be identified and placed by September 11, 2019.

19 TAC §89.1220 (e)

Home Language Survey (HLS)

- If the response on the HLS indicates that a language other than English is used, the student shall be tested in accordance with §89.1226 of this title (relating to Testing and Classification of Students).*

- The HLS shall be administered in English and the primary language whenever possible. The HLS shall contain the following questions.

    (1) What language is spoken in the child's home **most of the time**?

    (2) What language does the child speak **most of the time**?

Parental permission for language proficiency testing is not required.

19 TAC §89.1215 (b) (c)

Dual-Identified Students

When identifying an English learner who is also served through special education, the LPAC in conjunction with the ARD Committee shall:

- Implement assessment procedures that differentiate between language proficiency and disabling conditions.

- Identify the student as an English learner if the student's ability in English is so limited **or the student's disabilities are so severe** that the English language proficiency assessment cannot be administered.

19 TAC §89.1230 (b)

Limited English Proficient (LEP) / English Learner (EL) Decision Chart for the Language Proficiency Assessment Committee (LPAC)

Student's initial enrollment in Texas public school

Home Language Survey

- Language spoken at home & by student = English
- Language spoken at home & by student = English and any other language
- Language spoken at home & by student = language(s) other than English

Non-LEP/English Proficient (EP) (LEP = 0)

Parent requests placement in BE/ESL

- Yes → (PPC: 3 = BE, H = ESL)
- No → No BE or ESL Services

Test
State-approved English language proficiency test for identification:
Pre-K to 1st grade = Listening and Speaking components
2nd to 12th grades = Listening, Speaking, Reading, and Writing components

LPAC Meeting:
Below level designated for English proficiency = LEP/EL
Required Bilingual and ESL Programs §89.1205(a) and (d)

- LEP/EL (LEP = 1)
- Non-LEP/English Proficient (EP) (LEP = 0)

Parent requests placement in BE/ESL
- Yes → (PPC: 3 = BE, H = ESL)
- No → No BE or ESL Services

Parental notification of identification and approval of placement

Parental approval for bilingual education program placement

No, but accepts ESL program participation (PPC = A)

Parental approval for ESL program placement

- Yes, Local Education Agency (LEA) under Bilingual Education Exception (PPC = E) (ALT = 01; BE and ESL = 0)
- Yes (PPC = D) (BE = 2, 3, 4, or 5)
- No (PPC = C) (BE, ESL, ALT = 0 / 00)
- Yes (PPC = K) (ESL = 2 or 3)
- Yes, Local Education Agency (LEA) under ESL Waiver (PPC = J) (ALT = 02; BE and ESL = 0)

LEP/EL served through Alternative Language Program for Bilingual Education as described in the LEA's Bilingual Education Exception application

LEP/EL served through Bilingual Education Program

Parent conference held on benefits of programming to confirm parental denial of services

LEP/EL served through ESL Program

LEP/EL served through Alternative Language Program for ESL as described in the LEA's ESL Waiver application

LEP/EL with parental denial receives no BE or ESL services

Meets reclassification criteria as Non-LEP/EP (LEP = F, S, 3, 4, then 5)

Parent approves continued participation of reclassified Non-LEP/EP student in BE
- Yes → (PPC = G)
- No → No BE or ESL Services

Meets reclassification criteria as Non-LEP/EP (LEP = F, S, 3, 4, then 5)

Meets reclassification criteria as Non-LEP/EP (LEP = F, S, 3, 4, then 5)

Parent approves continued participation of reclassified Non-LEP/EP student in ESL
- Yes → (PPC = G)
- No → No BE or ESL Services

LEP = Limited English Proficient Code   PPC = Parental Permission Code   BE = Bilingual Education Program Code
ESL = English as a Second Language Code   ALT = Alternative Language Program Code

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ARD/LPAC Collaboration

- For English learners with identified special needs:

  – LPAC shall meet in conjunction with the Admission, Review, Dismissal (ARD) committee members to review and provide recommendations with regard to the educational needs of the dual-identified student.

  – Decision-making must be based on the input of members of the LPAC and the ARD committee who are directly familiar with the student's language needs and abilities in the classroom setting.

19 TAC §89.1230

Texas Education Agency

2019–2020 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.1

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance standard for program exit is the student meeting any of the following:
- **Masters Grade Level**
- **Meets Grade Level**
- **Approaches Grade Level**

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th/12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) **Advanced High** in Listening, Speaking, Reading and Writing										
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above2	STAAR Reading (English)							STAAR English I EOC [3]	STAAR English II EOC [3]	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above [2]
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric Training Video: English Learner Reclassifcation Rubric Training Video Presentation (35 minutes) Training PowerPoint: English Learner Reclassification Rubric Introduction and Training PowerPoint										

[1] 19 TAC §89.1226(i)(3)

[2] Effective in school year 2019-2020, students in grades 1-2 and in grades 11-12 shall be assessed using the state's single TEA Approved Norm-Referenced Standardized Achievement Test: http://tea.texas.gov/bilingual/esl/education/

[3] For STAAR, English reading and English writing refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English 1 for grade 9, and English II for grade 10.

Note: ELs may be exited no earlier than at the end of first grade based on 19 TAC §89.1226(j).

Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.

Note: English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following:
Process for Considering Reclassification of English Learners who also have Identified Special Needs.

EL/Sped
Special Exit Criteria Window

- **Set Criteria: September 10th- December 13th**

- **Review Criteria: 2020 May EOY LPACs (or Set Criteria for 2020-2021 if student does not meet reclassification criteria).**

PROCESSES FOR CONSIDERING SPECIAL EDUCATION EXIT CRITERIA 19 TAC 89.1226 (K)

In rare cases, an EL student with a significant cognitive disability (determined by the ARD committee) who is receiving special education services may qualify to be reclassified using permitted criteria under 19 TAC §89.1225(m). Only students meeting the definition of a student with a significant cognitive ability, defined in the STAAR Alternate 2 eligibility and participation requirements, shall be considered for reclassification under 19 TAC §89.1225(m).

LPAC/ARD COLLABORATION

- **The LPAC in Conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit by language domain under subsection (i)(1).**

WHO ARE WE REVIEWING?

STUDENTS WHOSE RECLASSIFICATION CRITERIA WAS NOT SET AT THE END OF LAST YEAR OR STUDENTS WHO ARE NEW AND NEED TO HAVE RECLASSIFICATION CRITERIA SET

- **1-2nd SPED/EL with severe disabilities**

  -TELPAS/ Exemptions by language domain are permitted

  -Subjective Teacher Evaluation

- **3rd-12th SPED/EL students assessed by**

  -STAAR Alternate 2/State assessment standards must be used for all state assessments

  -TELPAS Alternate-Exemptions by language domain are not permitted

  -Subjective Teacher Evaluation

MEETINGS FOR CONSIDERING SPECIAL EDUCATION EXIT CRITERIA

- *Meeting 1: Process for Setting Special Exit Criteria form* **take place in the fall (September-December 2019) if exit criteria was not set at the end of last year.**

  Recommendation is taken to a formal ARD.

- **Meeting 2:** *Reviewing the Special Exit Criteria at the end of the year annual review LPAC.*

  Results of the review are shared with the Special Education Department to determine next step.

LPAC COMMITTEE MEMBERS WHEN DISCUSSING EL/SPED STUDENTS

- **Campus LPAC administrator**

- **Bilingual teacher (not required in secondary)**

- **ESL certified or Sheltered Instruction Teacher Regular education teacher trained in sheltered instruction**

- **Special education representative (diagnostician/Special education teacher)**

- **A parent of an English language learner served by the Bilingual or ESL program and who is not a worker for ECISD.**

- **Any other person whom LPAC members require input from**

Everyone needs to be trained on the LPAC Process!!!

EL/SPED INDIVIDUALIZED RECLASSIFICATION CRITERIA (ESTAR SCREEN # 10)

Refer to eStar directions on how to set up the special exit criteria meetings. Remember to sign and archive all meetings once they are concluded.
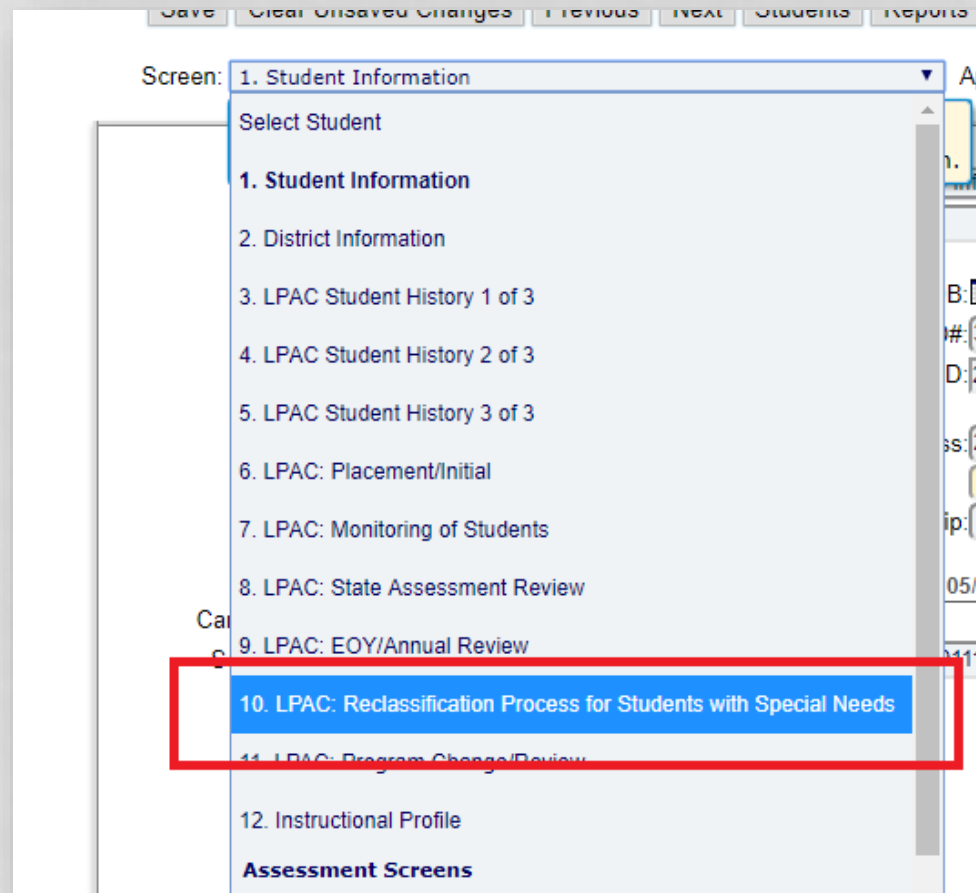
2019-2020 LPAC CALENDAR

Bilingual/ESL Department

September 2019

- First 4 weeks LPAC: ELs' IDENTIFICATION and PLACEMENT of ELs.
- Campus ensures that LPAC parents are trained to participate in the LPACs. The Bilingual/ESL Department website has parent training materials and certificates. https://projects.esc20.net/page/lpac.parent All members participating in the LPAC receive campus training on updates provided by the Bilingual/ESL Department. Campus maintains records of training. Campus maintains Eduphoria records of LPAC training.
- A special education representative needs to be present at the LPAC when discussing English language learners who are also special education. All pertinent signatures are recorded in the LPAC review and minutes.
- Beginning of the Year Linguistic Accommodations LPAC entered by all CORE area teachers regardless of core area being tested or not.
- EL/SPED Special Exit Criteria LPAC meetings take place in conjunction with key LPAC and ARD members (Sept. 10th – Dec. 13th).
- 1st 6 weeks Monitoring LPAC – September 23rd to October 4th

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
		1st 4 Week LPACs Window is August 13th to September 13th				
8	9 Holiday	10 Windows opens to set special exit criteria	11	12	13 End of 1st 4 Weeks LPAC	14
		1st 4 Week LPACs Window is August 13th to September 13th				
15	16	17	18	19	20 End of 1st 6 weeks Grade Report Period]	21
		BOY Linguistic Accommodations (Sept. 16-27)				
22	23	24	25	26	27	28
		BOY Linguistic Accommodations (Sept. 16-27)				
		1st 6 Weeks Monitoring LPAC (Sept. 23rd - October 4th)				
29	30					
		1st 6 Weeks Monitoring LPAC (Sept. 23rd- October 4th)				

INTRODUCTION TO TELPAS ALTERNATE

PURPOSE OF THIS TELPAS ALTERNATE TRAINING

- **Intended for any individual who needs a general overview of TELPAS Alternate**
  - Can be used as one of several training PowerPoints for test coordinators and test administrators
  - Can be shown to administrators or parents who need to have a basic understanding of TELPAS Alternate

- **Describes the new TELPAS Alternate assessment and the reason for its development**

- **Provides a definition of the students in this special population**

- **Outlines a schedule of events and additional training resources**

TELPAS ALTERNATE

- **The Every Student Succeeds Act (ESSA), requires each state to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.**

- **The Texas Education Agency (TEA) worked with stakeholders to develop the TELPAS Alternate to evaluate grades 2-12 students receiving special education services identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP) and also identified with a significant cognitive disability.**

WHAT IS TELPAS ALTERNATE?

- **A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with significant cognitive disabilities in grades 2-12**

- **Aligned to the Texas English Language Proficiency Standards (ELPS)**

- **Based on alternate Proficiency Level Descriptors (PLDs) created to address the specific access needs of this population**

OBSERVABLE BEHAVIORS

S3.	The student:				
Discussing with a Group	may or may not attend to group discussions	imitates or attempts to imitate words heard in group discussions	shares information in group discussions using a few high-frequency, high-need vocabulary words	shares information in group settings using a small number of combined words	shares detailed information in group settings
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

The "test questions" in TELPAS Alternate are called observable behaviors. They are descriptions of student behaviors in the language domains of listening, speaking, reading, and writing. Test administrators consider how well students understand and use English in a variety of social and academic situations.

WHO TAKES TELPAS ALTERNATE?

Students taking TELPAS Alternate are English learners* in grades 2-12 who have significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing. These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.

*ELs whose parents have declined bilingual or English as a Second Language (ESL) program services are required to be assessed with either TELPAS or TELPAS Alternate.

ALTERNATE RESPONSE MODES

- **For TELPAS Alternate, "English" is more inclusive to allow for all modes of communication in English.**

- **Some English learners use sign language, braille, or another method of communication as a substitute for traditional English in one or more language domains.**

- **Teachers should take into account whether an alternate response mode is an appropriate way for an individual student to demonstrate English proficiency in a specific language domain.**

TELPAS ALTERNATE PROFICIENCY LEVEL LABELS
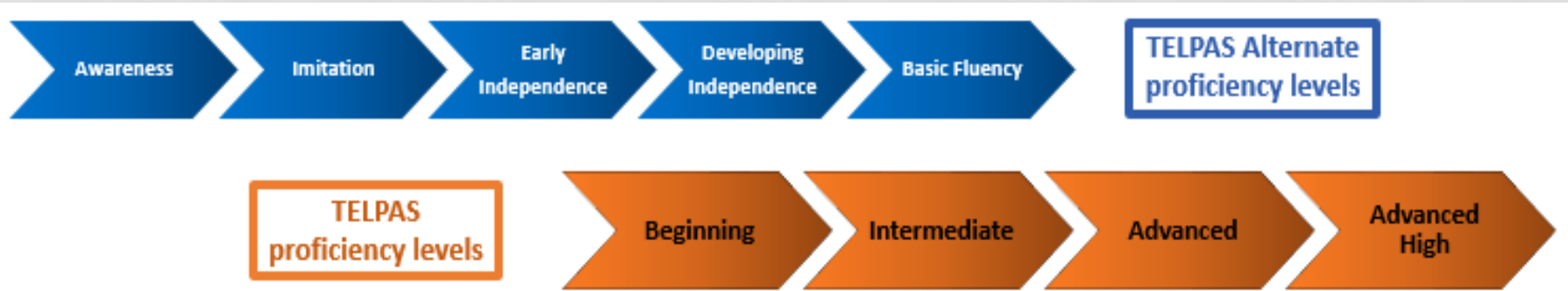
- For each language domain, TELPAS Alternate measures five levels, or stages, of increasing English language proficiency versus the four levels in TELPAS (the general English language proficiency assessment).

- Some TELPAS Alternate proficiency levels overlap some of the TELPAS proficiency levels.

- By stretching out the Beginning and Intermediate levels of TELPAS, TELPAS Alternate provides more granular information about English language proficiency for students with significant cognitive disabilities. This can help educators more specifically assess growth and target instruction from year to year.

TELPAS ALTERNATE PROFICIENCY LEVEL GLOBAL DEFINITIONS

- **Global definitions provide a common definition of the characteristics specific to each proficiency level across all four language domains and explain what it means for a student to be classified as: Awareness, Imitation, Early Independence, Developing Independence, or Basic Fluency.**

- **Understanding the global definitions and features provides the foundation for understanding the language acquisition skills students possess at each proficiency level.**

TELPAS ALTERNATE PROFICIENCY LEVEL LABELS AND GLOBAL DEFINITIONS

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**.

TELPAS ALTERNATE STUDENT ELIGIBILITY

PURPOSE OF THIS TELPAS ALTERNATE TRAINING

- **Intended for members of ARD and LPAC committees who make decisions about student eligibility for state assessments**
    - Can be used by others as needed to clarify different aspects of this testing program
- **Describes the specialized population of English learners (ELs) in grades 2-12 who will be assessed with TELPAS Alternate**
- **Explains the eligibility criteria for student participation in TELPAS Alternate**

TELPAS ALTERNATE

- **The Every Student Succeeds Act (ESSA) requires each state to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.**

- **The Texas Education Agency (TEA) worked with stakeholders to develop the TELPAS Alternate to evaluate grades 2-12 students receiving special education services identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP) and also identified with a significant cognitive disability.**

WHO WILL BE ASSESSED WITH TELPAS ALTERNATE?

Grades K – 1	• **No TELPAS Alternate for K-1 at this time.** • **All ELs, including students receiving special education services, will take TELPAS K-1 holistically rated assessment for all four language domains.**
Grade 2	• **Participation requirements are available on TEA's <u>TELPAS Alternate Resources</u> webpage.** • **ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate.**
Grades 3 - 12	• **Participation requirements are available on TEA's <u>TELPAS Alternate Resources</u> webpage.** • **ARD committees, in conjunction with the LPAC, are required to determine and document student eligibility for TELPAS Alternate. If the student is LEP and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate.**

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

- **Participation requirements (in English and Spanish) for grades 2-12 are available on TEA's TELPAS Alternate Resources webpage and have been created to determine an EL's eligibility for TELPAS Alternate.**

- **Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to ELs.**

- **Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12.**

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS: GRADES 3-12
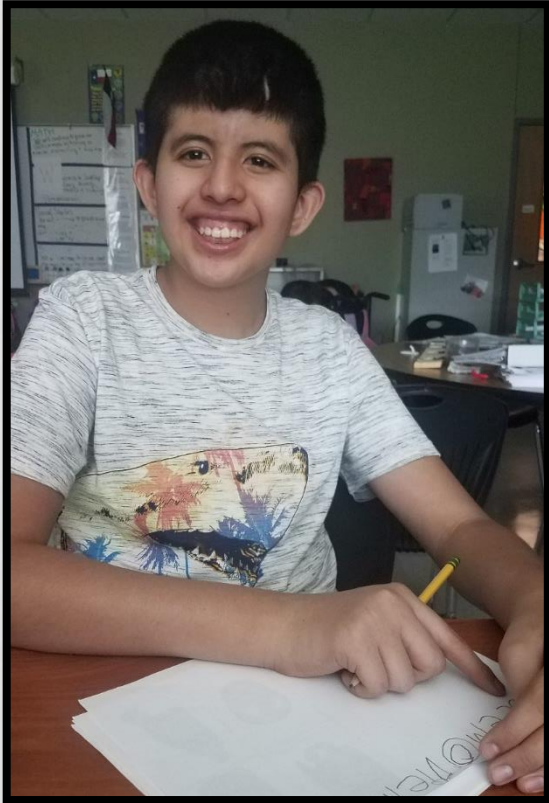
- **For grades 3-12, a student must be LEP and be eligible for STAAR Alternate 2 to take TELPAS Alternate.**

  - Completion of the STAAR Alternate 2 Participation Requirements and acknowledgement that the student will also participate in TELPAS Alternate is the only documentation needed in the IEP.

  - The LPAC should document the assessments the student will take in permanent record file using TEA's EL Assessment Documentation Forms or a district-created form that captures the same information.

  - For an EL in high school who has completed testing requirements, documentation that the student previously was assessed with STAAR Alternate 2 and will now take TELPAS Alternate is sufficient for the IEP. The LPAC should document that the student will take TELPAS Alternate. The LPAC should document the assessments the student will take in permanent record file using TEA's EL Assessment Documentation Forms or a district-created form that captures the same information.

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS: GRADE 2

- **For grade 2, the TELPAS Alternate Participation Requirements must be reviewed by the ARD committee in conjunction with the LPAC.**
  - Once a determination has been made, the decision must be documented.
    - The assessment decision and participation requirements should be documented in the IEP.
    - The assessment decision should be documented in the student's permanent record file using TEA's EL Assessment Documentation Forms or a district-created form that captures the same information.
  - The student must meet all 6 eligibility criteria to be eligible to participate in TELPAS Alternate.
    - All YES answers require justification based on evaluation information.
    - If the answer to any question is NO, the student will take TELPAS.
  - The next several slides take you through all 6 questions.

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS: GRADE 2 (QUESTION 1)

1. Is the student identified in PEIMS as LEP?	Yes or No

- Only students who have been identified in the Public Education Information Management System as limited English proficient are required to take an English language proficiency assessment (i.e., TELPAS or TELPAS Alternate).

- This includes students whose parents have declined bilingual or English as a Second Language (ESL) program services.

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS: GRADE 2 (QUESTION 2)

2. Does the student have a significant cognitive disability?	Yes or No

- **This is determined by the ARD committee based on the student's most recent full and individual evaluation (FIE) conducted by the multidisciplinary team and documented in the IEP.**

- **The results must indicate a deficit in the student's ability to plan, comprehend, and reason and adaptive behavior deficits that limit the student's ability to apply social and practical skills.**

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS: GRADE 2

3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?	**Yes or No**

- **In order to answer "yes," the student must require substantially modified materials to access information in alternate ways across all settings.**

- **Also, the student must demonstrate adaptive behaviors that are significantly impaired and impact the student's ability to live independently and function safely in daily life across all life domains, not just the school environment.**

- **Examples of "specialized, extensive supports" may include:**

▪ Voice output devices	▪ 1:1 instruction
▪ Assistance with feeding and daily needs	▪ Assistance with physical mobility
▪ Regular and frequent reinforcement system	▪ Assistance negotiating social situations

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS: GRADE 2 (QUESTION 4)

4. Does the student require intensive, individualized instruction in all instructional settings?	Yes or No

- In order to answer "yes," the student must be receiving individualized instruction in every academic class. This instruction is neither temporary nor limited to specific content areas.

- Intensive, individualized instruction may be provided by alternate or non-traditional methods and may include:

▪ Alternate curriculum	▪ Modified tasks
▪ Modified requirements	▪ Frequent prompting

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS: GRADE 2

5. Does the student access and participate in the grade-level TEKS through prerequisite skills?	Yes or No

- **In order to answer "yes," the student must be performing significantly below grade-level proficiency.**
  - For example, an elementary student may perform 3 or more grade levels below peers of the same age.
  - For example, a high school student may perform 7-9 grade levels below peers of the same age.
- **Also, teaching may include the following practices beyond what is provided to non-disabled peers:**

▪ hands-on materials	▪ new tasks broken into small steps	▪ repeated student practice
▪ demonstration of concepts along with verbal directions	▪ prompting or shaping accurate performance	▪ multiple opportunities and examples

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS: GRADE 2 (QUESTION 6)

6. Is the assessment determination based on the student's significant cognitive disability and English learner status and NOT on extenuating factors?	Yes or No

- **The decision to participate in TELPAS Alternate may NOT be based on a student's racial or academic background, extensive absences, location of educational services, or anticipated disruptive behavior.**

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS: GRADE 2 (ASSURANCES)

- **If Yes is indicated for all six eligibility criteria, the ARD committee, in conjunction with the LPAC, must discuss the following assurances.**

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055(b), if the ARD committee, in conjunction with the LPAC, determines that the student will take an alternate assessment, the IEP must provide a statement of why the student cannot participate in the general assessment (TELPAS) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all six eligibility criteria are met.

If the ARD committee, in conjunction with the LPAC, determines that the student will take TELPAS Alternate, justification that is based on the information in this form and the student's individual allowable accommodations must be documented in the student's IEP and appropriate LPAC documentation.

- **All assurances must be initialed by district personnel for the EL to participate in TELPAS Alternate.**

- **The decision for a student to participate in TELPAS Alternate is based on the ARD committee, in conjunction with the LPAC. The decision cannot be made solely by a campus or district administrator.**

NO AUTHENTIC ACADEMIC RESPONSE (NAAR) AND MEDICAL EXCEPTION

- **If the ARD committee determines that the student met eligibility criteria for TELPAS Alternate and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.**

- **"N" for NAAR or "M" for Medical Exception will be recorded for the student when responses are submitted online during the testing window.**