

Maintain in student's record folder.

English Language Learner (ELL) Student Cumulative Folder Documentation Checklist _____ Independent School District/Charter School

Blue folder

Student Name: _____	Date of Birth: _____
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when the child first enrolls in US schools

Initial Documentation		
√	Form	Date
<input type="checkbox"/>	Home Language Survey	
<input type="checkbox"/>	Oral Language Proficiency Test (OLPT) English	
<input type="checkbox"/>	Oral Language Proficiency Test (OLPT) Spanish	
<input type="checkbox"/>	Agency Approved Norm-Referenced Test(s)	
<input type="checkbox"/>	LPAC Initial Placement/Recommendation	
<input type="checkbox"/>	Notification of Placement	
<input type="checkbox"/>	Parent Permission (same date as program placement)	
<input type="checkbox"/>	Parent Denial	

Annual Documentation								
Documentation	Date	Date	Date	Date	Date	Date	Date	Date
1 Oral Language Proficiency Test (OLPT) English								
2 Oral Language Proficiency Test (OLPT) Primary Language								
3 Agency Approved Norm-Referenced Test(s)								
4 State Assessment Results								
5 TELPAS Individual Student Profile								
6 Other (district policy)								
7 Notification of Exit								
8 Parent Permission								

from the Assessment Decision Making LPAC

7
8

Note: These two rows refer to the same form (Parental Notification and Approval for Exit) ONLY FOR EXITS

[REDACTED]

05/01/2013

TABLE OF SCORES (Spanish)

<u>Test/CLUSTER</u>	<u>W</u>	<u>AE</u>	<u>CALP Level</u>	<u>RPI</u>	<u>PR</u>	<u>SS (68% Band)</u>	<u>CALP</u>
Vocabulario sobre dibujos	471	5-6	-	44/90	8	79 (75-83)	-
Analogías verbales	467	6-2	-	36/90	9	79 (76-83)	-
Ident de letras y palabras	518	11-7	-	100/90	90	119 (116-121)	-
LENGUAJE ORAL	469	5-11	limited	40/90	5	76 (72-79)	3

Lenguaje oral measures listening and speaking in Spanish, including language development and verbal reasoning. [REDACTED] demonstrated limited Spanish oral language ability (Level 3). Her performance is comparable to that of the average individual at age 5-11. Oral language tasks below the age 4-10 level will be quite easy for [REDACTED]; those above the age 7-0 level will be quite difficult for her.

SUMMARY OF SPANISH LANGUAGE PROFICIENCY

When compared to Spanish-speaking individuals at her age level, [REDACTED] *Oral Language* skills are limited (Level 3).

INSTRUCTIONAL RECOMMENDATIONS BASED ON ASSESSMENT IN SPANISH

[REDACTED] will probably benefit the most from Spanish oral language instruction that is presented at the early kindergarten to early first grade level.

COMPARATIVE LANGUAGE INDEXES (Spanish compared to English)

ORAL LANGUAGE 40/16

For her age level, [REDACTED] performs parallel oral language tasks with 40% success in Spanish and with 16% success in English.

[REDACTED] performance on the oral language tests of the WMLS-R NU suggests that although she is dominant in Spanish, her Spanish skill is limited. Academic content instruction in Spanish may be preferable for [REDACTED]. Extensive instructional support with scaffold instruction likely will be necessary for [REDACTED] to understand academic content that is delivered in English. Intensive, explicit (clearly defined), and meaningful English oral language development interventions are recommended.

Woodcock-Muñoz Language Survey--Revised, Normative Update
Comprehensive Report of Language Proficiency Testing
English and Spanish

Name: [REDACTED]
Date of Birth: [REDACTED]
Age: 8 years, 9 months
Sex: F
Dates of Testing:
05/01/2013 (English)
05/01/2013 (Spanish)

School: [REDACTED]
Teacher: [REDACTED]
Grade: 3.8
Examiners:
LBD
LBD

TESTS ADMINISTERED

[REDACTED] was administered a set of tests from the *Woodcock-Muñoz Language Survey--Revised, Normative Update* (WMLS-R NU) English Form A and Spanish Form.

ENGLISH LANGUAGE PROFICIENCY TESTING

Woodcock-Muñoz Language Survey-- Revised, Normative Update, English Form A
Norms based on age 8-9

TABLE OF SCORES

Test/CLUSTER	W	AE	CALP Level	RPI	PR	SS (68% Band)	CALP
Picture Vocabulary	452	3-8	-	9/90	0.5	61 (56-67)	-
Verbal Analogies	463	5-10	-	26/90	5	76 (71-80)	-
Letter-Word Identification	432	7-3	-	4/90	8	79 (77-82)	-
ORAL LANGUAGE	458	4-7	v limited	16/90	1	64 (60-68)	2

Oral Language measures listening and speaking in English, including language development and verbal reasoning. [REDACTED] demonstrated very limited English oral language ability (Level 2). Her performance is comparable to that of the average individual at age 4-7. Oral language tasks below the age 3-5 level will be quite easy for [REDACTED] those above the age 5-9 level will be quite difficult for her.

SUMMARY OF ENGLISH LANGUAGE PROFICIENCY

When compared to English-speaking individuals at her age level, [REDACTED]'s *Oral Language* skills are very limited (Level 2).

INSTRUCTIONAL RECOMMENDATIONS BASED ON ASSESSMENT IN ENGLISH

[REDACTED] will probably benefit the most from oral language instruction that is presented at the early kindergarten level.

SPANISH LANGUAGE PROFICIENCY TESTING

Woodcock-Muñoz Language Survey--Revised, Normative Update, Spanish Form
Norms based on age 8-9

Core

~~_____~~ Student
~~_____~~ name
~~_____~~

LEVEL 8

FORM E

3



Reading: Picture Stories



S1 Someday Jasmine hopes to be an artist.

- ants
- answer
- artist
- arms

1 Jasmine likes to relax on the lawn.

- last
- late
- learn
- lawn

2 Mother sprays water on her plants.

- sprays
- flies
- often
- after

3 If Jasmine moves her picture, the birds will fly away.

- peeks
- picture
- peaceful
- parking

Reading: Picture Stories



4 Emma looks _____ at a firefly on her hand.

calling

closely

closet

glowing

5 Emma will try to _____ the firefly into the jar.

speeds

sips

slip

soup

6 The firefly is out of Maya's _____.

wreck

reason

real

reach

7 The dog has fireflies _____ in its tail.

caught

cage

cotton

clawed

Reading: Picture Stories



8 Oscar is trying to get the ball _____ from Juan.

- wild
- wilt
- away
- while

9 When the ball gets _____, everyone chases it.

- loud
- loose
- lets
- last

10 The children play with a lot of _____.

- energy
- engine
- inches
- every

11 The team that _____ next will win the game!

- scarf
- scores
- scared
- soaks



Reading: Sentences

- 52** We have a picnic on the last day of the _____.
- motor month money math
- 12** The horses ate _____ in the field.
- gallop clover glove closet
- 13** Ashley's kitten was hiding in the _____.
- pairs purr purse person
- 14** The school _____ told us how much sleep we need.
- new noise nose nurse
- 15** Ellie just cannot _____ a pill.
- smile swallow small swell
- 16** Maggie likes to eat _____ even more than cookies.
- really rains rises raisins
- 17** Trees outside our school _____ in the spring.
- blouse broom balloon bloom
- 18** Sydney dropped her _____ on the way home.
- knee key know keep

-5



Reading: Stories

(from a story by Sharon Bell Mathis)

Sunday, June 1

Dear Diary,

Daddy is a real writer, not me. He is a journalist. Last year he bought you for my birthday present. He wanted me to keep my notes and poems about running together in a book.

First, I have to tell you this: I AM A RUNNER! A sprinter....

The All-City Track Meet in 20 more days at George Coleman Poage Park is the *second* thing I have to tell you about....

The All-City Track Meet is a big deal. Last year, our club—Main Track—scored high, but we didn't get first place. We came in second. This year we mean to win big!

Ebonee Rose

23 Her club really wants to win the All-City Track Meet because they

- didn't win before.
- like the prizes.
- practice so hard.

25 Why does Ebonee write in the diary, "I AM A RUNNER!"?

- To show importance
- To be funny
- To solve a problem

24 How does Ebonee feel about herself as a writer?

- Proud of herself
- Unsure of herself
- Confident of herself

26 What is this diary mostly about?

- A girl who writes poetry
- A girl who has a birthday
- A girl who likes running



Reading: Stories

Billy read a classmate's report and needed to look up the meanings of the underlined words shown below.

My grandfather is a joyful man, full of creativity. When he isn't having coffee with friends, he spends most of his leisure time making miniature wind chimes. While he works, he has to be very cautious not to get the tiny chimes tangled. That would destroy the perfect song the wind chime sings!

joyful
good-humored

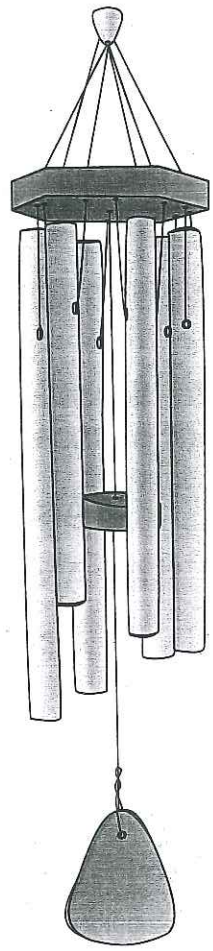
leisure
free time

miniature
a small copy

cautious
being careful

tangled
disordered; messed

destroy
ruin



31 Which of these words comes first in a dictionary?

- Tangled
- Leisure
- Destroy

32 How is a word that means "good-humored" spelled?

- Jovial
- Joval
- Joyval

33 Which object might be tangled?

- A ruler
- A necklace
- A crayon

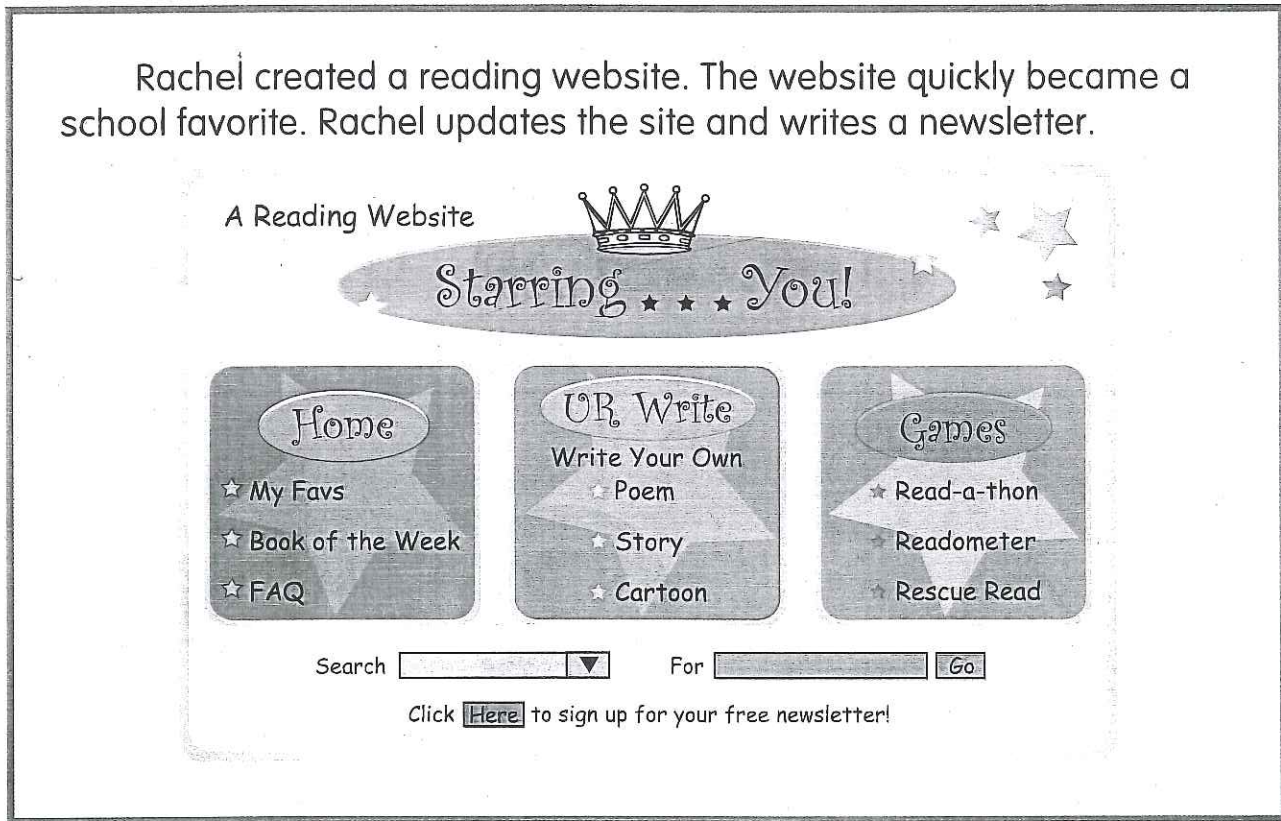
34 Which word means the same thing as "little"?

- Destroy
- Leisure
- Miniature



Reading: Stories

Rachel created a reading website. The website quickly became a school favorite. Rachel updates the site and writes a newsletter.



35 Which topic needs to be updated every 7 days?

- Read-a-thon
- FAQ
- Book of the Week

37 How do you get a newsletter from this website?

- Win a game
- Click a button
- Write a story

36 A student that likes to write stories would be most interested in which website area?

- UR Write
- Games
- Home

38 If you want to paste funny drawings onto the website, where would you click?

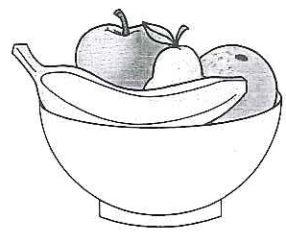
- Poem
- Cartoon
- Readometer

-3



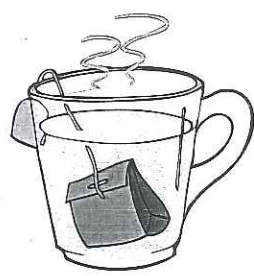
Vocabulary

S1



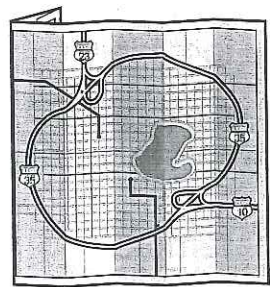
- bird
- table
- butter
- fruit

3



- immerse
- twist
- spoil
- swirl

1



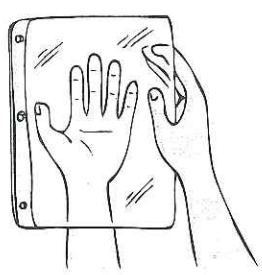
- label
- mirror
- map
- postcard

4



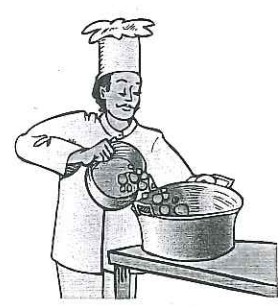
- scratch
- coax
- cuddle
- stroke

2



- hidden
- cloudy
- foggy
- transparent

5



- plan
- taste
- transfer
- stir



Vocabulary

S2

A long yellow fruit is a

- boat
- banana
- screen
- train

14

To leave a place that is inside is to go

- outside
- turn
- maple
- create

15

A boat that can go underwater is a

- canoe
- pontoon
- paddleboat
- submarine

16

A light that is not very bright is

- flashing
- colorful
- dim
- vivid

17

To go away from is to

- depart
- approach
- enter
- collide

18

A person who builds things with nails and wood is a

- holiday
- carpenter
- theater
- barber

19

Something you trace around to draw a certain shape is a

- stone
- fluid
- pattern
- window

5



Vocabulary

20

To swing back and forth is to

- spin
- rotate
- twist
- sway

21

Someone a company pays to work is an

- authority
- official
- employee
- assistant

22

A person who secretly watches someone is a

- night
- bite
- spy
- eat

23

Someone who is without fear is

- bold
- timid
- eager
- anxious

24

To say you are sorry is to

- praise
- apologize
- compliment
- agree

25

To give part of what you have to someone else is to

- share
- girl
- throw
- math

26

To be between two things is to be in the

- blue
- dream
- tail
- middle

26
19
7

-5





STAAR Participation and Linguistic Accommodation Decisions

CAMPUS _____

DISTRICT _____

SCHOOL YEAR _____

PART I: Documentation and Justification of STAAR Participation Decisions

The following table may be used to document and justify STAAR assessment decisions, as required by Section 101.1005 of the Texas Administrative Code. In the "Subject/Courses Administered" column, indicate **All** if the student will be assessed with the same statewide assessment for all subjects/courses administered during the school year. Otherwise, list the specific subjects/courses for the applicable assessments.

For an ELL who receives special education services, the student's admission, review, and dismissal (ARD) committee in conjunction with the LPAC is required to make and document the assessment decisions. **Reminder:** An ELL who receives special education services may qualify to take STAAR Modified or STAAR Alternate in accordance with the participation requirements for these assessments. **Only** reasons associated with the student's particular disability, **not** with the student's second language acquisition, may be considered.

For STAAR Spanish and STAAR L, the justification must be based on the participation requirements and must specifically validate the assessment decision. For STAAR, STAAR Modified, and STAAR Alternate, follow the instructions in the *STAAR Decision-Making Guide for LPACs* when completing the justification column.

STUDENT NAME _____

ENROLLED GRADE _____

Assessment	Participation Requirements	Subject/Courses Administered	Justification <i>(Attach additional information if more room is required.)</i>
STAAR	<ul style="list-style-type: none"> General state assessment required for ELLs not administered another assessment below 		
STAAR Spanish	<ul style="list-style-type: none"> Available for ELLs in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress Not permitted for an ELL whose parent or guardian has declined bilingual/ESL program services 		
STAAR L*	<ul style="list-style-type: none"> Linguistically accommodated STAAR mathematics, science, and social studies assessments available for ELLs who— <ul style="list-style-type: none"> are not most appropriately assessed with STAAR Spanish, AND have not yet attained a TELPAS advanced high reading rating in grade 2 or above, AND have been enrolled in U.S. schools for 3 school years or less starting with first grade (5 school years or less if a qualifying unschooled asylee or refugee) Not permitted for an ELL whose parent or guardian has declined bilingual/ESL program services 		
STAAR Modified	<ul style="list-style-type: none"> Available for students receiving special education services (including a small number who are also ELLs) who meet participation requirements for an alternate assessment based on modified achievement standards Participation requirements found at http://www.tea.state.tx.us/student-assessment/special-ed/staarm/partreqs/ 		
STAAR Alternate	<ul style="list-style-type: none"> Available for students receiving special education services (including a small number who are also ELLs) who meet requirements for an alternate assessment based on alternate achievement standards Participation requirements found at http://www.tea.state.tx.us/student-assessment/special-ed/staaralt/partreqs/ 		

*For STAAR L EOC tests, eligibility can be carried over from spring to the July and December administrations.

4/2

PART II: Record of Test Participation and Linguistic Accommodation Decisions for STAAR Program

This table may be used by the language proficiency assessment committee (LPAC) to document STAAR participation and linguistic accommodation decisions for ELLs. Next to the applicable subjects/courses below, indicate the assessment decision and any allowable linguistic accommodations. The LPAC's decisions must be made in accordance with the state policies and procedures outlined in the following TEA publications: *2013-2014 STAAR Decision-Making Guide for LPACs* and *Linguistic Accommodations for ELLs Participating in the STAAR Program*. Testing accommodations for ELLs who have a disability and qualify for other accommodations must be attached or documented separately in the student's permanent record file.

STUDENT NAME _____ ENROLLED GRADE _____ SCHOOL YEAR _____

Subject/Course <i>Fill in STAAR subject/course</i>	Assessment Type <i>STAAR, STAAR Spanish, STAAR L, STAAR Modified, STAAR Alternate</i>	Linguistic Accommodation(s) <i>See information below and fill in applicable accommodations</i>	Signature of Student's Teacher for Subject/Course
Gr-3-8 and EOC	STAAR (English)	STAAR L	STAAR Modified
Mathematics	<ul style="list-style-type: none"> Bilingual dictionary Extra time (same school day) 	<ul style="list-style-type: none"> Bilingual dictionary Extra time (same school day) 	<ul style="list-style-type: none"> Bilingual dictionary Extra time (same school day) Clarification in English of word meaning Reading aloud of text Oral translation Bilingual glossary
Science			
Social Studies		<ul style="list-style-type: none"> Clarification in English of word meaning and reading aloud of text provided in online interface for all students taking STAAR L] 	
Reading	<p><i>Reading and Writing:</i></p> <ul style="list-style-type: none"> Dictionaries of various types, Gr-3-5 Extra time (same school day) 	Not Applicable	<ul style="list-style-type: none"> Dictionaries of various types, Gr-3-5 Extra time (same school day) Reading aloud of eligible text Clarification in English of word meaning Oral translation
Writing	<p><i>Writing:</i></p> <ul style="list-style-type: none"> Clarification in English of word meaning in writing prompts 	Not Applicable	
English I		Not Applicable	
English II	<ul style="list-style-type: none"> Clarification in English of word meaning in short answer questions Clarification in English of word meaning in writing prompts Extra time (same school day) 	Not Applicable	<ul style="list-style-type: none"> Extra time (same school day) Reading aloud of eligible text Clarification in English of word meaning Oral translation

• **Dictionaries:** It may be beneficial for the LPAC to use this form to indicate specifics about the type of dictionary to be used.

• **Reading and writing in grade 6 and above:** English, bilingual, and ESL dictionaries are not considered linguistic accommodations. They are included in the STAAR dictionary access policy for all students. The LPAC may, however, wish to use the linguistic accommodation column to specify the type of dictionary or dictionaries to be provided and whether the ELL requires exclusive or shared access. It is recommended that ELLs who depend heavily on a dictionary in language arts instruction each have their own dictionary during the test.

• **STAAR Spanish:** Linguistic accommodations are not applicable because the assessment is already in the native language of the student.

• **STAAR Alternate:** There is no specified list of allowable linguistic accommodations. Any language or other communication method routinely used with the student is permitted.

• **Teacher signature:** This signature affirms that the linguistic accommodations listed are based both on the student's need for second language acquisition support and the student's routine use of the accommodation in classroom instruction and testing, as outlined in the TEA publication titled *Linguistic Accommodations for ELLs Participating in the STAAR Program*.

• **LPAC signatures:** These signatures affirm that the decisions recorded have been made by the LPAC committee in full accordance with the state policies and procedures.

SIGNATURES OF DESIGNATED LPAC MEMBERS _____ **LPAC MEETING DATE(S)** _____

4/2



Texas English Language Proficiency Assessment System

Texas English Language Proficiency Assessment System

(Sistema de Texas para Evaluar el Dominio del Idioma Ingles)

Confidential Student Report

(Informe Confidencial del Estudiante)

Name: [REDACTED]
(Nombre)

Date of Birth: [REDACTED]
(Fecha de nacimiento)

Student ID (PEIMS): [REDACTED]
(Número de identificación del estudiante)

Local Student ID: [REDACTED]
(Código de identificación local del estudiante)

Class Group: NO GROUP NAME GIVEN
(Responsable del grupo)

Report Date: MAY 2014
(Fecha del informe)

District: 015-901 ALAMO HEIGHTS I
(Distrito)

Campus: 001 ALAMO HEIGHTS H
(Escuela)

Date of Testing: SPRING 2014
(Fecha de evaluación)

TELPAS Reading Results

(Resultados de la prueba de lectura de TELPAS)

PROFICIENCY LEVEL
(Nivel de dominio)

ITEMS CORRECT/TESTED
(Preguntas correctas/evaluadas)

Beginning 11/11
(Principiante)

Intermediate 16/16
(Intermedio)

Advanced 17/18
(Avanzado)

Advanced High 10/18
(Avanzado superior)

Total Items 54/63
(Total de preguntas)

Reading Scale Score *	SPRING 2013	780
(Calificación a escala de lectura)	SPRING 2014	788

* The scale score ranges for each reading proficiency rating in 2014 are:
(Los rangos de las calificaciones a escala en 2014 para cada nivel de dominio de lectura son)

660 and below	Beginning	660 ó menos	Principiante
661-719	Intermediate	661-719	Intermedio
720-795	Advanced	720-795	Avanzado
796 and above	Advanced High	796 ó más	Avanzado superior

Reading Proficiency Rating
(Nivel de dominio en lectura)

SPRING 2013	Advanced High
SPRING 2014	Advanced
	(Avanzado)

TELPAS Proficiency Ratings

(Niveles de dominio de TELPAS)

LANGUAGE AREA
(Área de lenguaje)

PROFICIENCY RATING
(Nivel de dominio)

Listening Advanced High
(Habilidad para escuchar) (Avanzado superior)

Speaking Advanced High
(Habilidad para hablar) (Avanzado superior)

Reading Advanced
(Habilidad para leer) (Avanzado)

Writing Advanced
(Habilidad para escribir) (Avanzado)

Comprehension and Composite Scores

(Calificación global y de comprensión)

Comprehension Score 3.5
(Comprensión)

TELPAS Composite Score 3.2
(Calificación global en TELPAS)

TELPAS Composite Rating
(Nivel de dominio global en TELPAS)

SPRING 2013	Advanced High
SPRING 2014	Advanced
	(Avanzado)

Document # 0250-01657

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is 2379V8.
(Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es 2379V8.)

Print # 1-10887-214

6
P. 1/2

Parental Report on Student Progress
ESL/Bilingual/Dual Language Program, PL 107-110 §3302
 _____ **Independent School District**

Date: _____

Campus: _____

To the Parents/Guardians of: _____

State and federal law requires that we inform you of the progress of your son/daughter in the bilingual program. We have reviewed the following language and academic data to determine the best placement for your son/daughter.

English Oral Language Proficiency Test (Oral Language Proficiency Test (OLPT), PK-12)**			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
Spanish Oral Language Proficiency Test (OLPT)*			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
Norm-reference Standardized Achievement Test (Grades 2-12)*			
Name of test: _____	Date administered: _____	Results in Reading and Language Arts: _____	
<i>*Required for placement in the bilingual program **required for placement in the bilingual and ESL programs Tests taken for placement and reclassification/exit are from the state approved list of tests found on the TEA Bilingual unit website: http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147506820</i>			
Other language/academic test(s) reviewed (optional)			
Name of test: _____	Date: _____	Results Reading: _____	
Name of test: _____	Date: _____	Results Writing: _____	

Texas English Language Proficiency Assessment System (TELPAS)									
<i>Please check level attained or attach Confidential Student Report.</i>									
	B - Beginning		I - Intermediate		A - Advanced		AH - Advanced High		
Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH	Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH	Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

State Assessment					
Assessment	Type	Date	Circle One		Score
Reading		_____	Pass	Fail	_____
Writing		_____	Pass	Fail	_____
ELA		_____	Pass	Fail	_____
Science		_____	Pass	Fail	_____
Social Studies		_____	Pass	Fail	_____
Math		_____	Pass	Fail	_____

6/27/2

Additional comments on student's language acquisition/academic progress (compare to data on previous page): _____

Students can exit the program when they are able to meet the following exit criteria set by the state for bilingual program students:

- 1) TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- 2) Satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a), or an English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English reading and English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and
- 3) TEA-approved criterion-referenced written tests when available, other TEA-approved tests when written criterion-referenced test is not available, and the results of a subjective teacher evaluation [TEC 29.056(g)].

Consequently, it has been recommended that your son/daughter:

<input type="checkbox"/> Continue in the bilingual program
<input type="checkbox"/> Re-enter into the bilingual program
<input type="checkbox"/> Exit the bilingual program – exit criteria have been met
<input type="checkbox"/> Continue monitoring for one additional school year – exited student
<input type="checkbox"/> Monitor for two (2) additional school years after exiting to ensure success in school
<input type="checkbox"/> Program denied by parent/guardian; continue monitoring academic progress of student
<input type="checkbox"/> Provide intensive instructional support [TEC 29.0561(c)]

Parent Signature: _____ **Date:** _____

(Please sign and return.)

*If you have any questions regarding this placement decision, please contact:
(Name) _____ at our office at (Telephone) _____.*

7

Date sent: _____

**Parental Notification and Approval for Exit
from ESL Program**
_____ Independent School District/Charter School

Dear _____:

_____ has met the exit criteria stated in 19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners (ELL) Section §89.1225. Please sign and return this letter to approve the placement of _____ in the general education classroom. The student will be monitored for two years based on Texas Education Code §29.063 (c)(4).

Thank you,

District _____

I approve the exit and placement of _____ in the general education classroom.

Parental Signature

Date

8

*19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners (ELL) §89.1240 Parental Authority and Responsibility.

(b) The district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual education or English as a second language program and acquire approval as required under Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education classroom or English as a second language program with parental approval but are not eligible for inclusion in the district bilingual education allotment.

**Documentation that the district has attempted to notify parents must be present.