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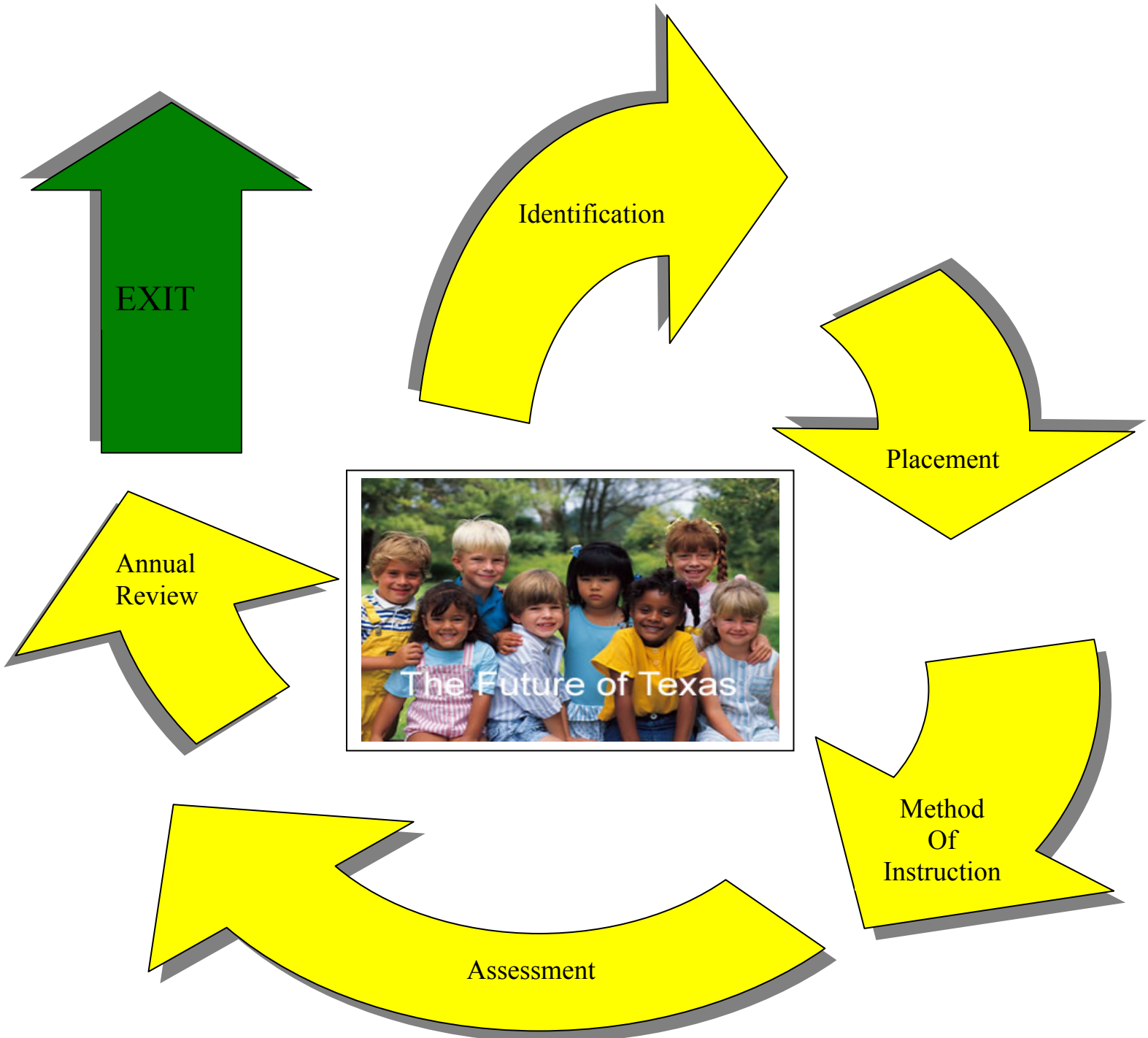
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Framework for the Language Proficiency Assessment Committee (LPAC) Process



**Procedural Manual for the 2005-2006 School Year
Prepared by the Texas Education Agency
Bilingual/ESL Program Unit**

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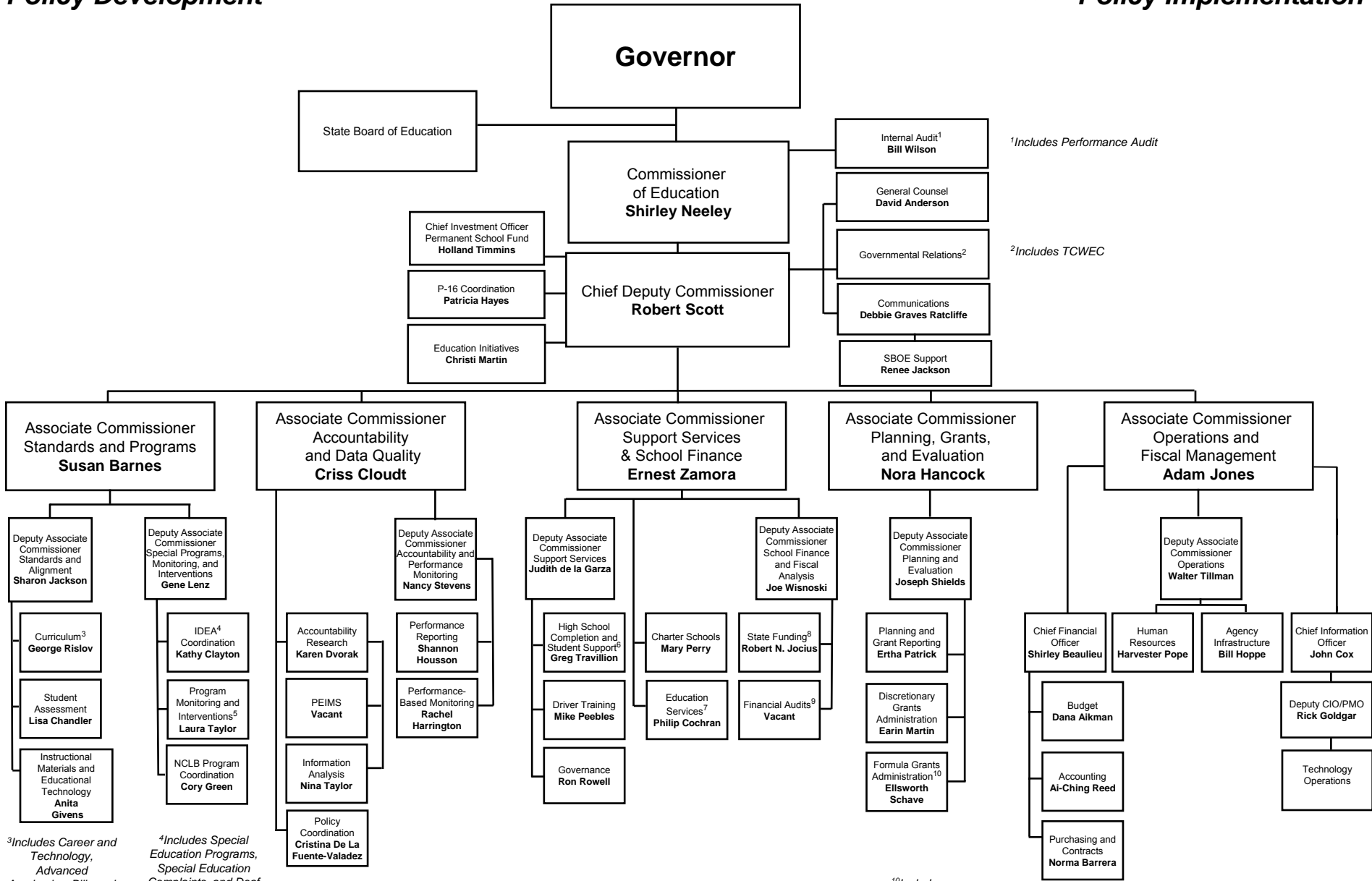
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Foreword

19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner's Rules Concerning the State Plan for Educating Limited English Proficient Students, states that all school districts that are required to provide bilingual education and/or English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC). The LPACs are charged with reviewing all pertinent information on all identified limited English proficient (LEP) students upon their initial enrollment and at the end of each school year. Districts are required to have on file policy and procedures for the selection, appointment, and training of members of the LPACs.

The Framework for the LPAC Process manual includes clarification of the legal requirements for LPACs, and provides documents and forms to facilitate the training of LPAC members. The forms included with the manual are for use by districts and are not required forms for the implementation of a Bilingual/ESL program. This manual integrates state and federal Title III of Public Law 107-110 (No Child Left Behind), requirements regarding the identification, program placement, parent notification, annual review, and assessment of English language learners as they attain language and academic proficiency.

Three major topics are covered in this manual:

- LPAC Membership and Training
- LPAC Responsibilities
- Coordination with Other Programs

Education service centers will provide school districts and charter schools with training on the content and procedures of this manual.

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Section I

Framework for the LPAC Process

Introduction: Framework for the Language Proficiency Assessment Committee (LPAC) Process

The Language Proficiency Assessment Committee (LPAC) plays a pivotal role in the education of Limited English Proficient (LEP) students. The LPAC's role extends beyond the responsibilities established under the Texas Administrative Code, 19 TAC Chapter 89, Subchapter BB, Commissioner's Rules Concerning State Plan for Educating Limited Proficient Students. As an advocate for the LEP student, the LPAC becomes the voice that initiates, articulates, deliberates, and determines the best instructional program for the student. It functions as a link between the home and the school in making appropriate decisions regarding placement, instructional practices, assessment, and special programs that impact the student. Each member of the LPAC understands:

- that training is necessary to carry out his/her responsibilities.
- the instructional and support programs available to the student.
- the timeliness of meetings and documentation.
- the decision-making process that needs to be followed at meetings.
- the need to maintain confidentiality and respect for the student's language and culture.
- that each student is considered as an individual.

Thus, the LPAC becomes a critical component of the Bilingual or ESL program.

The intent of the LPAC Manual is to establish a framework for the LPAC process and to describe the steps necessary to implement a consistent and standardized process successfully across a school district and across the state. The Framework for the LPAC Process delineates the steps that must be followed in the identification, processing, placement, and monitoring of the Limited English Proficient (LEP) student in his/her intensive language instructional program as well as the determination for exiting and follow up of the student as he/she transitions into the mainstream all-English program.

The LPAC Manual is comprised of five sections. Section I presents a model of the Framework for the LPAC Process; a brief chronology of federal law and policy impacting language minority students; Chapter 89, Subchapter BB, Commissioner's Rules Concerning State Plan for Educating Limited Proficient Students; and TEC Chapter 29 Subchapter B Bilingual Education and Special Language Programs, which outlines the requirement for Bilingual/ESL programs and the LPAC. Section II outlines the membership requirements for the LPAC and the recommended training. Section III provides elaboration regarding the duties and responsibilities of the LPAC that begin once a student with a language other than English enrolls in school. Section IV provides information on how coordination with other programs can be established. Section V is the Appendix and contains resources to support the implementation of the LPAC process. The LPAC Manual integrates the parental notification requirements of Title III of Public Law 107-110 (No Child Left Behind Act of 2001) as they relate to the LPAC Process.

The Framework for the LPAC Process can be accessed through the Texas Education Agency's (TEA) website at www.tea.state.tx.us/curriculum/bilingual.html. For more information, please contact the Texas Education Agency, Bilingual/ESL Program Unit at: 512-463-9581.

Chronology of Federal and State Laws
and
Policies Impacting Language Minority
Students

Chronology of Federal and State Law & Policy Impacting Language Minority Students

How has federal policy for language minority students evolved in the U.S.?

- 1920s-1960s English immersion or “sink-or-swim” policies are the dominant method of instruction of language minority students. Few or no remedial services are available, and students are generally held at the same grade level until enough English is mastered to advance in subject areas.
- 1963 Success of a two-way bilingual program for Cuban refugee children in Dade County, FL. inspires the implementation of similar programs elsewhere.
- 1964 *Civil Rights Act: Title VI* prohibits discrimination on the basis of race, color, or national origin in the operation of all federally assisted programs.
- 1968 *The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968*: Establishes federal policy for bilingual education for economically disadvantaged language minority students; allocates funds for innovative programs; and recognizes the unique educational disadvantages faced by non-English speaking students.
- 1978 Amendments to *Title VII* emphasize the strictly transitional nature of native language instruction, expand eligibility to students who are limited English proficient (LEP), and permit enrollment of English-speaking students in bilingual programs.
- 1982 Amendments to *Title VII* allow for some native language maintenance, provide program funding for LEP students with special needs, support family English literacy programs, and emphasize importance of teacher training.
- 1988 Amendments to *Title VII* include increased funding to state education agencies, expanded funding for “special alternative” programs where only English is used, a three-year limit on participation in most *Title VII*, and the creation of fellowship programs for professional training.
- 1994 Comprehensive educational reforms entail reconfiguration of *Title VII* programs. New provisions reinforce professional development programs, increased attention to language maintenance and foreign language instruction, improve research and evaluation at state and local level, supply additional funds for immigrant education, and allow participation of some private school students.

2001 *No Child Left Behind Act of 2001 (NCLB)*: The reauthorization of the Elementary and Secondary Education Act of 1965, appropriates funds to states to improve the education of limited English proficient students by assisting children to learn English and meet challenging state academic content and student academic achievement standards. Legislation for limited English proficient students is found under Title III of NCLB.

What court rulings have impacted the education of language minority students in the U.S.?

SUPREME COURT

1974 *Lau v. Nichols*

This suit by Chinese parents in San Francisco leads to the ruling that *identical* education does not constitute *equal* education under Title VI of the Civil Rights Act of 1964. School districts must take affirmative steps to overcome educational barriers faced by non-English speakers. This ruling established that the Office for Civil Rights, under the former Department of Health, Education, and Welfare, has the authority to establish regulations for Title VI enforcement.

1982 *Plyler v. Doe*

Under the Fourteenth Amendment of the U.S. Constitution, the state does not have the right to deny a free public education to undocumented immigrant children.

FEDERAL COURT

1971 *United States of America v. State of Texas, et al.*

This desegregation case centered on the issue of discrimination and whether the San Felipe and Del Rio school districts were providing Mexican American students an equal educational opportunity. On August 6, 1971, Judge William Wayne Justice ordered the consolidation of the two districts. As a result of the lawsuit, the federal court came down with a court order, Civil Action 5281, which eliminates discrimination on grounds of race, color, or national origin in Texas public and charter schools.

1974 *Serna v. Portales*

The 10th Circuit Court of Appeals found that Spanish surnamed students' achievement levels were below those of their Anglo counterparts. The court ordered Portales Municipal Schools to implement a bilingual/bicultural curriculum,

revised procedures for assessing achievement, and hire bilingual school personnel.

1978 *Cintron v. Brentwood*

The Federal District Court for the Eastern District of New York rejected the Brentwood School District's proposed bilingual program on the grounds that it would violate "Lau Guidelines" by unnecessarily segregating Spanish-speaking students from their English-speaking peers in music and art. The court also objected to the program's failure to provide for exiting students whose English language proficiency was sufficient for them to understand mainstream English instruction.

1978 *Rios v. Reed*

The Federal District Court for the Eastern District of New York found that the Pastchogue-Medford School District's transitional bilingual program was basically a course in English and that students were denied an equal educational opportunity by not receiving academic instruction in Spanish. The court wrote: "A denial of educational opportunities to a child in the first years of schooling is not justified by demonstrating that the educational program employed will teach the child English sooner than a program comprised of more extensive Spanish instruction."

1981 *Castañeda v. Pickard*

Reputed to be the most significant court decision affecting language minority students after *Lau*. In responding to the plaintiffs' claim that Raymondville, Texas Independent School District's language remediation programs violated the Equal Educational Opportunities Act (EEOA) of 1974, the Fifth Circuit Court of Appeals formulated a set of basic standards to determine school district compliance with EEOA.

The "Castañeda test" includes the following criteria: (1) *Theory*: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy; (2) *Practice*: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality; (3) *Results*: The school must not persist in a program that fails to produce results.

1981 *United States v. State of Texas et al., January 12, 1981*

The U.S. District Court for the eastern district of Texas, Tyler division, instructs TEA to phase in mandatory bilingual education in grades K-12. This decision outlined specific requirements including: three year monitoring cycles, identification of LEP students, and a language survey for students entering school and established the need for exit criteria.

- 1982 *United States v. State of Texas et al., July 12, 1982*
- The U.S. Court of Appeals, Fifth Circuit reverses the previous judgment of U.S. v. State of Texas et al., January 12, 1981 because of state legislation enacted in 1981.
- 1983 *Keyes v. School District #1*
- A U.S. District Court found that a Denver public school district had failed to adequately implement a plan for language minority students which is the second element of the “Castañeda Test.”
- 1987 *Gomez v. Illinois*
- The Seventh Circuit Court of Appeals ruled that State Education Agencies are also required under EEOA to ensure that language minority student’s educational needs are met.

Noteworthy Legislation in Texas Regarding Bilingual Education

- 1969 HB 103
- The 61st legislature passed the state’s first bilingual education bill. This Act acknowledged English as the primary language of instruction in school and *allowed* but did not require school districts to provide bilingual instruction through Grade 6.
- 1973 SB 121
- The 63rd legislature passed the Texas Bilingual Education and Training Act. This Act directed each school district in which 20 or more LEP students in the same grade shared the same language classification the previous year to institute a program of bilingual instruction beginning with the 1974-75 school year.
- 1978 In November, the State Board of Education adopted the rules governing the implementation of Special language programs for LEP students.
- 1981 SB 477
- This Act strengthened the guidelines necessary to implement the state bilingual plan and established the Language Proficiency Assessment Committees (LPAC).

Commissioner's Rules (19 TAC, Chapter 89)

Chapter 89. Adaptations for Special Populations

Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

Statutory Authority: The provisions of this Subchapter BB issued under the Texas Education Code, §§29.051-29.064, unless otherwise noted.

§89.1201. Policy.

(a) It is the policy of the state that every student in the state who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in a bilingual education or English as a second language program, as required in the Texas Education Code, Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the Texas Education Code, §1.002(a), each school district shall:

- (1) identify limited English proficient students based on criteria established by the state;
- (2) provide bilingual education and English as a second language programs, as integral parts of the regular program as described in the Texas Education Code, §4.002;
- (3) seek certified teaching personnel to ensure that limited English proficient students are afforded full opportunity to master the essential skills and knowledge required by the state; and
- (4) assess achievement for essential skills and knowledge in accordance with the Texas Education Code, Chapter 39, to ensure accountability for limited English proficient students and the schools that serve them.

(b) The goal of bilingual education programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

(c) The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language

methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

(d) Bilingual education and English as a second language programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential skills and knowledge required by the state.

Source: The provisions of this §89.1201 adopted to be effective September 1, 1996, 21 TexReg 5700.

§89.1205. Required Bilingual Education and English as a Second Language Programs.

(a) Each school district which has an enrollment of 20 or more limited English proficient students in any language classification in the same grade level district-wide shall offer a bilingual education program as described in subsection (b) of this section for the limited English proficient students in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.

(b) A district shall provide a bilingual education program by offering a dual language program in prekindergarten through the elementary grades, as described in §89.1210 of this title (relating to Program Content and Design).

(c) Districts are authorized to establish a bilingual education program at grade levels in which the bilingual education program is not required under subsection (a) of this section.

(d) All limited English proficient students for whom a district is not required to offer a bilingual education program shall be provided an English as a second language program as described in subsection (e) of this section, regardless of the students' grade levels and home language, and regardless of the number of such students.

(e) A district shall provide an English as a second language program by offering an English as a second language program as described in §89.1210 of this title (relating to Program Content and Design).

(f) Districts may join with other districts to provide bilingual education or English as a second language programs.

(g) Districts which are unable to provide a bilingual education program as required by subsection (a) of this section shall request from the commissioner of education an exception to the bilingual education program and approval to offer an alternative program. Approval of exceptions to the bilingual education program shall be negotiated on an individual basis and shall be valid for only the school year for which it was negotiated. This request will be submitted by a date determined by the commissioner of education and shall include:

(1) a statement of the reasons the district is unable to offer the bilingual education program with supporting documentation;

(2) a description of the proposed alternative modified bilingual education or intensive English as a second language programs to meet the affective, linguistic, and cognitive needs of the limited English proficient students, including the manner in which the students will be given opportunity to master the essential knowledge and skills required by Chapter 74 of this title (relating to Curriculum Requirements);

(3) an assurance that certified personnel available in the district will be assigned to grade levels beginning at prekindergarten followed successively by subsequent grade levels to ensure that the linguistic and academic needs of the limited English proficient students with beginning levels of English proficiency are served on a priority basis;

(4) a description of the training program which the district will provide to improve the skills of the staff which is assigned to implement the proposed alternative program, and an assurance that at least 10% of the bilingual education allotment shall be used to carry out this training program; and

(5) a description of the actions the district will take to ensure that the program required under subsection (a) of this section will be provided the subsequent year, including its plans for recruiting and training an adequate number of teachers to eliminate the need for subsequent exceptions.

(h) Districts which, because of an insufficient number of certified teachers, are unable to provide an English as a second language program as required by subsection (d) of this section shall request from the commissioner of education a waiver of the certification requirements for the teachers who will provide the instruction in English as a second language for the limited English proficient students. Approval of waivers of certification requirements shall be negotiated on an individual basis and shall be valid for only the school year for which they were negotiated. This request will be submitted by a date determined by the commissioner of education and shall include:

(1) a statement of the reasons the district is unable to provide a sufficient number of certified teachers to offer the English as a second language program;

- (2) a description of the manner in which the teachers in the English as a second language program will meet the affective, linguistic, and cognitive needs of the limited English proficient student, including the manner by which the students will be given opportunity to master the essential knowledge and skills required by Chapter 74 of this title (relating to Curriculum Requirements);
- (3) an assurance that certified personnel available in the district will be assigned to grade levels beginning at prekindergarten followed successively by subsequent grade levels in the elementary school campus, and on the basis of need for secondary campuses, to ensure that the linguistic and academic needs of the limited English proficient students with the lower levels of English proficiency are served on a priority basis;
- (4) the names of the teachers not on permit who are assigned to implement the English as a second language program and estimated date for the completion of the English as a second language endorsement for each teacher under a waiver;
- (5) a description of the training program which the district will provide to improve the skills of the staff which is assigned to implement the proposed English as a second language program, and an assurance that at least 10% of the bilingual education allotment shall be used to carry out this training; and
- (6) a description of the actions the district will take to ensure that the program required under subsection (d) of this section will be provided the subsequent year, including its plans for recruiting and training an adequate number of teachers to eliminate the need for subsequent waivers.

Source: The provisions of this §89.1205 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107.

§89.1210. Program Content and Design.

(a) Each school district required to offer a bilingual education or English as a second language program shall provide each limited English proficient student the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee). The district shall modify the instruction, pacing, and materials to ensure that limited English proficient students have a full opportunity to master the essential knowledge and skills of the required curriculum. Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their home language or in English for each content area.

(b) The bilingual education program shall be a full-time program of instruction in which both the students' home language and English shall be used for instruction. The amount of instruction in each language within the bilingual education program shall be commensurate with the students' level of proficiency in each language and their level of academic achievement. The students' level of language proficiency and academic achievement shall be designated by the language proficiency assessment committee. The Texas Education Agency (TEA) shall develop program guidelines to ensure that the programs are developmentally appropriate, that the instruction in each language is appropriate, and that the students are challenged to perform at a level commensurate with their linguistic proficiency and academic potential.

(c) The bilingual education program shall be an integral part of the regular educational program required under Chapter 74 of this title (relating to Curriculum Requirements). In bilingual education programs using Spanish and English as languages of instruction, districts shall use state-adopted English and Spanish instructional materials and supplementary materials as curriculum tools to enhance the learning process; in addition, districts may use other curriculum adaptations which have been developed. The bilingual education program shall address the affective, linguistic, and cognitive needs of limited English proficient students as follows.

(1) Affective. Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and in English which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

(2) Linguistic. Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

(3) Cognitive. Limited English proficient students shall be provided instruction in mathematics, science, health, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

(d) English as a second language programs shall be intensive programs of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In prekindergarten through Grade 8, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the regular program for nonlimited English proficient students to a full-

time instructional setting utilizing second language methods. In high school, the English as a second language program shall be consistent with graduation requirements under Chapter 74 of this title (relating to Curriculum Requirements). The language proficiency assessment committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language courses, additional state elective English courses, and special assistance provided through locally determined programs.

(e) The English as a second language program shall be an integral part of the regular educational program required under Chapter 74 of this title (relating to Curriculum Requirements). Districts shall use state-adopted English as a second language instructional materials and supplementary materials as curriculum tools. In addition, districts may use other curriculum adaptations which have been developed. The district shall provide for ongoing coordination between the English as a second language program and the regular educational program. The English as a second language program shall address the affective, linguistic, and cognitive needs of limited English proficient students as follows.

(1) Affective. Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

(2) Linguistic. Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

(3) Cognitive. Limited English proficient students shall be provided instruction in English in mathematics, science, health, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

(f) Except in the courses specified in subsection (g) of this section, English as a second language strategies, which may involve the use of the students' home language, may be provided in any of the courses or electives required for promotion or graduation to assist the limited English proficient students to master the essential knowledge and skills for the required subject(s). The use of English as a second language strategies shall not impede the awarding of credit toward meeting promotion or graduation requirements.

(g) In subjects such as art, music, and physical education, the limited English proficient students shall participate with their English-speaking peers in regular classes provided in

the subjects. The district shall ensure that students enrolled in bilingual education and English as a second language programs have a meaningful opportunity to participate with other students in all extracurricular activities.

(h) The required bilingual education or English as a second language programs shall be provided to every limited English proficient student with parental approval until such time that the student meets exit criteria as described in §89.1225(h) of this title (relating to Testing and Classification of Students) or graduates from high school.

Source: The provisions of this §89.1210 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107.

§89.1215. Home Language Survey.

(a) Districts shall conduct only one home language survey of each student. The home language survey shall be administered to each student new to the district, and to students previously enrolled who were not surveyed in the past. Districts shall require that the survey be signed by the student's parent or guardian for students in grades prekindergarten through Grade 8, or by the student in Grades 9-12. The original copy of the survey shall be kept in the student's permanent record.

(b) The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible. The home language survey shall contain the following questions.

(1) "What language is spoken in your home most of the time?"

(2) "What language does your child (do you) speak most of the time?"

(c) Additional information may be collected by the district and recorded on the home language survey.

(d) The home language survey shall be used to establish the student's language classification for determining whether the district is required to provide a bilingual education or English as a second language program. If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with §89.1225 of this title (relating to Testing and Classification of Students).

Source: The provisions of this §89.1215 adopted to be effective September 1, 1996, 21 TexReg 5700.

§89.1220. Language Proficiency Assessment Committee.

(a) Districts shall by local board policy establish and operate a language proficiency assessment committee. The district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

(b) In districts required to provide a bilingual education program, the language proficiency assessment committee shall be composed of the membership described in the Texas Education Code, §29.063. If the district does not have an individual in one or more of the school job classifications required, the district shall designate another professional staff member to serve on the language proficiency assessment committee. The district may add other members to the committee in any of the required categories.

(c) In districts and grade levels not required to provide a bilingual education program, the language proficiency assessment committee shall be composed of one or more professional personnel and a parent of a limited English proficient student participating in the program designated by the district.

(d) No parent serving on the language proficiency assessment committee shall be an employee of the school district.

(e) A district shall establish and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within four weeks of the enrollment of limited English proficient students.

(f) All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. The district shall be responsible for the orientation and training of all members, including the parents, of the language proficiency assessment committee.

(g) Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all limited English proficient students identified in accordance with §89.1225(f) of this title (relating to Testing and Classification of Students), and shall:

(1) designate the language proficiency level of each limited English proficient student in accordance with the guidelines issued pursuant to §89.1210(b) and (d) of this title (relating to Program Content and Design);

(2) designate the level of academic achievement of each limited English proficient student;

(3) designate, subject to parental approval, the initial instructional placement of each limited English proficient student in the required program;

(4) facilitate the participation of limited English proficient students in other special programs for which they are eligible provided by the district with either state or federal funds; and

(5) classify students as English proficient in accordance with the criteria described in §89.1225(h) of this title (relating to Testing and Classification of Students), and recommend their exit from the bilingual education or English as a second language program.

(h) Before the administration of the state criterion-referenced test each year, the language proficiency assessment committee shall determine the appropriate assessment option for each limited English proficient student as outlined in Chapter 101, Subchapter AA, of this title (relating to Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments). The assessment options shall be:

(1) administration of the English version criterion-referenced test;

(2) administration of the Spanish version criterion-referenced test; or

(3) for certain immigrant students, exemption from the criterion-referenced test.

(i) In determining the appropriate assessment option, the language proficiency assessment committee shall consider the following criteria for each student:

(1) academic program participation (bilingual education or English as a second language) and language of instruction;

(2) language proficiency, including literacy, in English and/or Spanish;

(3) number of years enrolled in U.S. schools;

(4) previous testing history;

(5) level achieved in the state reading proficiency tests in English (RPTE);

(6) consecutive years of residence outside of the 50 U.S. states; and

(7) schooling outside the U.S.

(j) The language proficiency assessment committee shall give written notice to the student's parent advising that the student has been classified as limited English proficient and requesting approval to place the student in the required bilingual education or English as a second language program. The notice shall include information about the

benefits of the bilingual education or English as a second language program for which the student has been recommended and that it is an integral part of the school program.

(k) Pending parent approval of a limited English proficient student's entry into the bilingual education or English as a second language program recommended by the language proficiency assessment committee, the district shall place the student in the recommended program, but may count only limited English proficient students with parental approval for bilingual education allotment.

(l) The language proficiency assessment committee shall monitor the academic progress of each student who has exited from a bilingual or English as a second language program within the past two years to determine whether the student is academically successful as defined in §89.1225(j) of this title (relating to Testing and Classification of Students). Those students who are not academically successful due to limited English proficiency shall be reclassified as limited English proficient (LEP), and shall be recommended for participation in a bilingual education or English as a second language program. Students who are not reclassified as LEP may be placed in compensatory and accelerated instruction or other special language program which addresses their needs.

(m) The student's permanent record shall contain documentation of all actions impacting the limited English proficient student. This documentation shall include:

- (1) the identification of the student as limited English proficient;
- (2) the designation of the student's level of language proficiency;
- (3) the recommendation of program placement;
- (4) parental approval of entry or placement into the program;
- (5) the dates of entry into, and placement within, the program;
- (6) the dates of exemptions from the criterion-referenced test, criteria used for this determination, and additional instructional interventions provided to students to ensure adequate yearly progress;
- (7) the date of exit from the program and parent notification; and
- (8) the results of monitoring for academic success, including students formerly classified as limited English proficient, as required under the Texas Education Code, §29.063(c)(4).

Source: The provisions of this §89.1220 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107.

§89.1225. Testing and Classification of Students.

(a) For identifying limited English proficient students, districts shall administer to each student who has a language other than English as identified on the home language survey:

(1) in prekindergarten through Grade 1, an oral language proficiency test approved by the Texas Education Agency (TEA); and

(2) in Grades 2-12, a TEA-approved oral language proficiency test and the English reading and English language arts sections from a TEA-approved norm-referenced measure, or another test approved by TEA, unless the norm-referenced measure is not valid in accordance with subsection (f)(2)(C) of this section.

(b) Districts which provide a bilingual education program shall administer an oral language proficiency test in the home language of the students who are eligible for being served in the bilingual education program. If the home language of the students is Spanish, the district shall administer the Spanish version of the TEA-approved oral language proficiency test which was administered in English. If the home language of the students is other than Spanish, the district shall determine the students' level of proficiency using informal oral language assessment measures.

(c) All the oral language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in language proficiency testing.

(d) The grade levels and the scores on each test which shall identify a student as limited English proficient shall be established by TEA. The commissioner of education shall review the approved list of tests, grade levels, and scores annually and update the list.

(e) Students with a language other than English shall be administered the required oral language proficiency test within four weeks of their enrollment. Norm-referenced assessment instruments, however, may be administered within the established norming period.

(f) For entry into a bilingual education or English as a second language program, a student shall be identified as limited English proficient using the following criteria.

(1) At prekindergarten through Grade 1, the score on the English oral language proficiency test is below the level designated for indicating limited English proficiency under subsection (d) of this section.

(2) At Grades 2-12:

(A) the student's score on the English oral language proficiency test is below the level designated for indicating limited English proficiency under subsection (d) of this section;

(B) the student's score on the reading and language arts sections of the TEA-approved norm-referenced measure at his or her grade level is below the 40th percentile; or

(C) the student's ability in English is so limited that the administration, at his or her grade level, of the reading and language arts sections of a TEA-approved norm-referenced assessment instrument or other test approved by TEA is not valid.

(3) In the absence of data required in paragraph (2)(B) of this subsection, evidence that the student is not academically successful as defined in subsection (j) of this section is required.

(g) Within the four weeks of their initial enrollment in the district, students shall be identified as limited English proficient and enrolled into the required bilingual education or English as a second language program. Prekindergarten and kindergarten students preregistered in the spring shall be identified as limited English proficient and enrolled in the required bilingual education or English as a second language program within four weeks of the start of the school year in the fall.

(h) For exit from a bilingual education or English as a second language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.

(1) This determination shall be based upon tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, and one of the following:

(A) meeting state performance standards for the English language criterion-referenced assessment instrument for reading and writing (when available) required in the Texas Education Code (TEC), §39.023, at grade level; or

(B) scoring at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument.

(2) In making this determination, districts shall also consider other indications of a student's overall progress, including criterion-referenced test scores, subjective teacher evaluation, and parental evaluation.

(i) A student may not be exited from the bilingual education or English as a second language program in prekindergarten through Grade 1. A district must ensure that limited English proficient students are prepared to meet academic standards required by TEC, §28.0211.

(j) For determining whether a student who has been exited from a bilingual education or English as a second language program is academically successful, the following criteria shall be used at the end of the school year:

(1) the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable; and

(2) the student has passing grades in all subjects and courses taken.

Source: The provisions of this §89.1225 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107.

§89.1230. Eligible Students with Disabilities.

(a) Districts shall implement assessment procedures which differentiate between language proficiency and handicapping conditions in accordance with Subchapter AA of this chapter (relating to Special Education Services), and shall establish placement procedures which ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.

(b) A professional member of the language proficiency assessment committee shall serve on the admission, review, and dismissal (ARD) committee of each limited English proficient student who qualifies for services in the special education program.

Source: The provisions of this §89.1230 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383.

§89.1233. Participation of Nonlimited English Proficiency Students.

Districts may enroll students who are not limited English proficient in the bilingual education program in accordance with the Texas Education Code, §29.058.

Source: The provisions of this §89.1233 adopted to be effective March 5, 1999, 24 TexReg 1383.

§89.1235. Facilities.

Bilingual education and English as a second language programs shall be located in the regular public schools of the district rather than in separate facilities. In order to provide the required bilingual education or English as a second language programs, districts may concentrate the programs at a limited number of schools within the district provided that the enrollment in those schools shall not exceed 60% limited English proficient students.

Source: The provisions of this §89.1235 adopted to be effective September 1, 1996, 21 TexReg 5700.

§89.1240. Parental Authority and Responsibility.

(a) The parents shall be notified that their child has been classified as limited English proficient and recommended for placement in the required bilingual education or English as a second language program. They shall be provided information describing the bilingual education or English as a second language program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parents understand the purposes and content of the program. The entry or placement of a student in the bilingual education or English as a second language program must be approved in writing by the student's parent. The parent's approval shall be considered valid for the student's continued participation in the required bilingual education or English as a second language program until the student meets the exit criteria described in §89.1225(h) of this title (relating to Testing and Classification of Students), graduates from high school, or the parent requests a change in program placement.

(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 or English as a second language program with parental approval but are not eligible for inclusion in the district bilingual education allotment.

(c) The parent of a student enrolled in a district which is required to offer bilingual education or English as a second language programs may appeal to the commissioner of education if the district fails to comply with the law or the rules. Appeals shall be filed in accordance with Chapter 157 of this title (relating to Hearings and Appeals).

Source: The provisions of this §89.1240 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107.

§89.1245. Staffing and Staff Development.

(a) School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a second language programs in accordance with the Texas Education Code, §29.061, concerning bilingual education and special language program teachers. Districts which are unable to secure a sufficient number of certified bilingual education and English as a second language teachers to provide the required programs, shall request emergency teaching permits or special assignment permits, as appropriate, in accordance with Chapter 230, Subchapter Q, of this title (relating to Permits).

(b) School districts which are unable to employ a sufficient number of teachers, including part-time teachers, who meet the requirements of subsection (a) of this section for the bilingual education and English as a second language programs shall apply on or before October 1 for an exception to the bilingual education program as provided in §89.1205(g) of this title (relating to Required Bilingual Education and English as a Second Language Programs) or a waiver of the certification requirements in the English as a second language program as provided in §89.1205(h) of this title (relating to Required Bilingual Education and English as a Second Language Programs) as needed.

(c) Teachers assigned to the bilingual education program and/or English as a second language program may receive salary supplements as authorized by the Texas Education Code, §42.153.

(d) Districts may compensate teachers and aides assigned to bilingual education and English as a second language programs for participation in continuing education programs designed to increase their skills or lead to bilingual education or English as a second language certification.

(e) Districts which are unable to staff their bilingual education and English as a second language programs with fully certified teachers shall use at least 10% of their bilingual education allotment for preservice and inservice training to improve the skills of the teachers who provide the instruction in the alternative bilingual education program, who provide instruction in English as a second language, and/or who provide content area instruction in special classes for limited English proficient students.

(f) The commissioner of education shall encourage districts to cooperate with colleges and universities to provide training for teachers assigned to the bilingual education and/or English as a second language programs.

(g) The Texas Education Agency (TEA) shall develop, in collaboration with Education Service Centers (ESCs), bilingual education training guides for implementing bilingual education and English as a second language training programs. The materials shall provide a framework for:

- (1) developmentally appropriate bilingual education programs for early childhood through the elementary grades;

(2) affectively appropriate instruction in bilingual education and English as a second language programs in accordance with §89.1210(c)(1) and §89.1210(e)(1) of this title (relating to Program Content and Design);

(3) linguistically appropriate bilingual education and English as a second language programs in accordance with §89.1210(c)(2) and §89.1210(e)(2) of this title (relating to Program Content and Design);

(4) cognitively appropriate programs for limited English proficient students in accordance with §89.1210(c)(3) and §89.1210(e)(3) of this title (relating to Program Content and Design); and

(5) developmentally appropriate programs for gifted and talented limited English proficient students and limited English proficient students with handicaps.

Source: The provisions of this §89.1245 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107.

§89.1250. Required Summer School Programs.

Summer school programs that are provided under the Texas Education Code, §29.060, for children of limited English proficiency who will be eligible for admission to kindergarten or first grade at the beginning of the next school year shall be implemented in accordance with this section.

(1) Purpose of summer school programs.

(A) Limited English proficient students shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and first grade.

(B) Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.

(C) The program shall address the affective, linguistic, and cognitive needs of the limited English proficient students in accordance with §89.1210(c) and §89.1210(e) of this title (relating to Program Content and Design).

(2) Establishment of, and eligibility for, the program.

(A) Each district required to offer a bilingual or special language program in accordance with the Texas Education Code, §29.053, shall offer the

summer program. Programs under this subsection for students who will be in bilingual education kindergarten and first grade programs shall be bilingual education.

(B) To be eligible for enrollment, a student must be eligible for admission to kindergarten or to the first grade at the beginning of the next school year and must be limited English proficient.

(C) Limited English proficiency shall be determined by screening students using informal oral language inventories or oral proficiency instruments approved by the commissioner of education, or other appropriate instruments.

(3) Operation of the program.

(A) Enrollment in the program is optional with the parents of the student.

(B) The program shall be operated on a one-half day basis, a minimum of three hours each day, for eight weeks or the equivalent of 120 hours of instruction.

(C) The student/teacher ratio for the program district-wide shall not exceed 18 to one.

(D) A district is not required to provide transportation for the summer program.

(E) Teachers shall possess certification or endorsement as required in the Texas Education Code, §29.061, and §89.1245 of this title (relating to Staffing and Staff Development).

(F) Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to parents at the conclusion of the program. This summary shall be provided to the student's teacher at the beginning of the next regular school term.

(G) A district may join with other districts in cooperative efforts to plan and implement programs.

(H) The summer school program shall not substitute for any other program required to be provided during the regular school term, including those required in the Texas Education Code, §29.153.

(4) Funding and records for programs.

(A) A district shall use state and local funds for program purposes. Districts may use federal funds, consistent with requirements for the expenditure of federal funds, for the program.

(i) Available funds appropriated by the legislature for the support of summer school programs provided under the Texas Education Code, §29.060, shall be allocated to school districts in accordance with this subsection.

(ii) Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18 to one. The numbers of students required to earn units shall be established by the commissioner of education. The allotment per unit shall be determined by the commissioner based on funds available.

(iii) Any district required to offer the program under paragraph (2)(A) of this subsection that has less than ten students district-wide desiring to participate is not required to operate the program. However, those districts must demonstrate that they have aggressively attempted to encourage student participation.

(iv) Payment to districts for summer school programs shall be based on units employed.

(v) Districts shall apply to the commissioner of education for funding of summer school programs operated under this subsection. Applications for funding shall contain the number of students who will participate in the program and other information necessary to assure the commissioner that programs will be operated in accordance with this subsection.

(B) A district shall maintain records of eligibility, attendance, and progress of students.

Source: The provisions of this §89.1250 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective February 17, 2005, 30 TexReg 709.

§89.1260. Monitoring of Programs and Enforcing Law and Commissioner's Rules.

(a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state

and enforce this subchapter in accordance with the Texas Education Code, §29.062 and §42.153.

(b) To ensure a comprehensive monitoring and assessment effort of each district at least every three years, data reported by the district in the Public Education Information Management System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.

Source: The provisions of this §89.1260 adopted to be effective September 1, 1996, 21 TexReg 5700.

§89.1265. Evaluation.

(a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

(b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to §89.1260 of this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).

(c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and the home language at least annually.

(d) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code, §11.253, for the purpose of improving student performance for limited English proficient students.

Source: The provisions of this §89.1265 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107.

Commissioner's Rules (19 TAC, Chapter 89), Spanish Translation

**Disclaimer: This Spanish translation of 19 TAC, Chapter 89, was completed by Dr. Patricia Morales, Educational Consultant and Bilingual/ESL Program Coordinator, and is NOT the official rule. The Texas Education Agency's implementation of the rules will be based on the English version of 19 TAC, Chapter 89. This document is provided for accessibility purposes.*

Reglas del Comisionado en relación a los estudiantes con inglés limitado.
§89.BB

(La presente versión al español es una copia fiel del documento original en inglés y no incluye ninguna opinión de la traductora. Esta traducción fue hecha en su totalidad por la Dra. Patricia Morales, especialista en educación del Centro de Servicios Educativos de la Región VI, Huntsville, Tejas.)

Capítulo 89. Adaptaciones para poblaciones estudiantiles especiales

Subcapítulo BB. Reglas del comisionado en relación con el plan estatal para la educación de los estudiantes que no dominan el idioma inglés.

Autorización legal: El contenido de este Subcapítulo BB está basado en el Código de Educación de Tejas, §§29.051-29.064, a menos que se informen cambios.

§89.1201. Política

- (a) La política estatal requiere que cualquier estudiante en el estado de Tejas que hable cualquier idioma que no sea el inglés y que haya sido identificado como tal, debe tener la oportunidad de participar activamente en un programa de educación bilingüe o de inglés como segundo idioma, como se estipula en el Código de Educación de Tejas, Capítulo 29, Subcapítulo B. Con el objeto de asegurar igualdad de educación, señalado en el Código de Educación de Tejas, §1.002, cada distrito escolar debe:
- (1) identificar a aquellos estudiantes que no dominen el idioma inglés tomando, en cuenta los criterios establecidos por el estado;
 - (2) desarrollar programas de educación bilingüe y de inglés como segundo idioma los cuales deben ser parte integral del programa regular de educación, así descrito en el Código de Educación de Tejas, §4.002;
 - (3) contratar docentes que posean certificación válida para asegurar que los estudiantes que no dominan el inglés puedan desarrollar las destrezas y los conocimientos esenciales requeridos por el estado; y
 - (4) evaluar los logros de las habilidades y conocimientos esenciales de acuerdo con el Código de Educación de Tejas, Capítulo 39, con el objeto de contabilizar a aquellos estudiantes con inglés limitado y a los distritos que los sirven.
- (b) El objetivo de los programas de educación bilingüe es la capacitación de los estudiantes con inglés limitado, en las áreas de lectura, escritura, comprensión y habla del idioma inglés, a través del desarrollo de habilidades académicas y literarias en el primer idioma y en inglés. Tales programas deberán enfatizar el dominio de las habilidades del idioma inglés, como también las destrezas que requieren las matemáticas, las ciencias naturales y los estudios sociales, como partes integrales de los logros académicos de todos los estudiantes, de tal forma que los estudiantes que no dominan el idioma inglés puedan participar en el ámbito escolar en igualdad de condiciones.
- (c) El objetivo de los programas de inglés como segundo idioma es capacitar a los estudiantes con inglés limitado a ser competentes en la comprensión, habla, lectura y escritura del idioma inglés a través del uso integrado de métodos para la enseñanza de un segundo idioma. El programa de inglés como segundo idioma debe enfatizar el dominio de las destrezas del idioma inglés como también las matemáticas, las ciencias naturales y los estudios sociales, los cuales forman una parte integral de los objetivos académicos de todos los estudiantes, de modo que los estudiantes con inglés limitado puedan participar en el ámbito escolar en igualdad de condiciones.

Reglas del Comisionado en relación a los estudiantes con inglés limitado.
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- (d) Los programas de inglés como segundo idioma y de educación bilingüe deben ser parte integral de todo el programa escolar. Tales programas deben usar enfoques instruccionales que satisfagan las necesidades de los estudiantes con inglés limitado. El contenido curricular de los programas debe estar basado en las habilidades y conocimientos esenciales requeridos por el estado.

Fuente de información: Las regulaciones de la sección §89.1201 fueron puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700.

§89.1205. El Requerimiento de los Programas de Educación Bilingüe y de Inglés como Segundo Idioma.

- (a) Todo distrito escolar que tenga un registro de 20 o más estudiantes con inglés limitado, que hablen un mismo idioma y que asistan al mismo grado escolar en dicho distrito, deberá ofrecer un programa de educación bilingüe como se describe en la subsección (b) de esta sección para los estudiantes con inglés limitado desde prekindergarten y a lo largo de la educación primaria. “ Los grados de la educación primaria “, deben incluir al menos desde prekindergarten al grado quinto; el grado sexto se incluirá en conjunto con otros grados de la primaria.
- (b) Todo distrito desarrollará un programa de educación bilingüe, ofreciendo un programa en dos idiomas desde prekindergarten a lo largo de la educación primaria, como se describe en §89.1210 de este título (relativo al Contenido y Diseño del Programa.)
- (c) Los distritos tienen la autorización para establecer un programa de educación bilingüe en grados escolares donde no se requiere educación bilingüe, como se describe en la subsección (a) de esta sección.
- (d) Para todos los estudiantes que asisten a un distrito escolar donde no se requiere un programa de educación bilingüe, dicho distrito deberá ofrecer un programa de inglés como segundo idioma, como se estipula en la subsección (e) de esta sección, sin considerar el grado escolar, el idioma nativo y el número de los estudiantes con inglés limitado.
- (e) Todo distrito deberá desarrollar un programa de inglés como segundo idioma ofreciendo, un programa de inglés como segundo idioma así descrito en §89.1255 de este título (relativo al Contenido y Diseño del Programa); o,
- (f) Los distritos pueden desarrollar programas de educación bilingüe y de inglés como segundo idioma en conjunto o en colaboración con otros distritos.
- (g) Los distritos que no puedan ofrecer un programa de educación bilingüe como se estipula en la subsección (a) de esta sección, deberán solicitar al comisionado de educación un permiso de excepción del programa de educación bilingüe y asegurar que se ofrecerá un programa alternativo. La aprobación de permisos de excepción al programa de educación bilingüe será negociada en forma individual y será válida solamente por el año escolar que se solicitó dicha excepción. El permiso será remitido tomando en cuenta la fecha estipulada por el comisionado de educación y deberá incluir lo siguiente:
 - (1) una declaración de las razones por las cuales dicho distrito no puede ofrecer un programa de educación bilingüe y la documentación que apoye dicha declaración.
 - (2) una descripción de los posibles programas alternativos que cumplan con las necesidades afectivas, lingüísticas y cognitivas de los estudiantes con inglés limitado, incluyendo la manera de capacitar a dichos estudiantes para que sean capaces de

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dominar el conocimiento y las habilidades esenciales requeridos en el Capítulo 74 de este título (relativo a Currículum.)

(3) el compromiso de que el personal disponible que posea certificación será asignado a los grados de prekindergarten seguido de los grados de la educación primaria subsiguientes con el objeto de asegurar que las necesidades lingüísticas y académicas de los estudiantes con inglés limitado que asisten a dichos grados sean satisfechas en forma prioritaria.

(4) una descripción del programa de entrenamiento que el distrito ofrecerá para mejorar las habilidades del personal asignado en la implementación del programa alternativo propuesto, y el compromiso que al menos el 10% del dinero que corresponde a la educación bilingüe será usado en el desarrollo de dicho entrenamiento; y

(5) una descripción de las actividades y decisiones que el distrito llevará a cabo para asegurar que el programa requerido en la subsección (a) de esta sección será desarrollado el año entrante, incluyendo un plan para reclutar y capacitar un adecuado número de docentes con el objeto de evitar futuros permisos de excepción.

(h) Los distritos que debido al número limitado de docentes certificados no puedan ofrecer un programa de inglés como segundo idioma, como se requiere en la subsección (d) de este título, deberán solicitar al comisionado de educación un pase de los requerimientos de certificación para los docentes que proporcionarán la instrucción en inglés como segundo idioma a los estudiantes con inglés limitado. Dichos pases de los requerimientos de certificación se negociarán en forma individual y serán válidos solamente por el año escolar en el que fueron solicitados. Esta solicitud será remitida tomando en cuenta la fecha estipulada por el comisionado de educación y deberá incluir lo siguiente:

(1) una declaración de las razones por las cuales dicho distrito no cuenta con un número suficiente de docentes certificados para desarrollar un programa de inglés como segundo idioma.

(2) una descripción de la manera en que los maestros que desarrollan el programa de inglés como segundo idioma, cumplen con las necesidades afectivas, lingüísticas y cognitivas de los estudiantes con inglés limitado, incluyendo la manera de capacitar a dichos estudiantes para que sean capaces de dominar el conocimiento y las habilidades esenciales requeridos en el Capítulo 74 de este título (relativo a Currículum).

(3) el compromiso que el personal disponible que posea certificación será asignado a los grados de prekindergarten seguido de los grados correspondientes a la escuela primaria y tomando en cuenta las necesidades en la escuela secundaria, con el objeto de asegurar que las necesidades lingüísticas y académicas de los estudiantes con inglés limitado que asisten a dichas escuelas sean satisfechas en forma prioritaria.

(4) Los nombres de los docentes que no están certificados y que han sido asignados para implementar el programa de inglés como segundo idioma y la fecha de certificación para enseñar inglés como segundo idioma de todos los docentes que solicitaron un pase.

(5) una descripción del programa de capacitación que el distrito ofrecerá, para mejorar las habilidades del personal asignado en la implementación del programa de inglés como segundo idioma propuesto y el compromiso que al menos el 10% del dinero que corresponde a la educación bilingüe será usado en el desarrollo de dicho entrenamiento; y

(6) una descripción de las actividades y decisiones que el distrito llevará a cabo para asegurar que el programa requerido en la subsección (a) de esta sección será desarrollado el año entrante, incluyendo un plan para reclutar y capacitar un adecuado número de docentes con el objeto de evitar futuros pasés.

Fuente de información: Las regulaciones de la sección §89.1205 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700; han sido corregidas y puestas en efecto el 5 de marzo de 1999, 24 TexReg 1383; corregidas y puestas en efecto el 18 de abril del 2002, 27 TexReg 3107.

§89.1210. Diseño del Contenido del Programa.

- (a) Todo distrito escolar que ofrezca un programa de educación bilingüe o de inglés como segundo a cada uno de los estudiantes con inglés limitado en el nivel escolar que le corresponde. El dominio del inglés de cada estudiante será designado por el comité que evalúa el dominio de lenguaje (LPAC). El distrito modificará la pedagogía, ritmo de enseñanza y los materiales instruccionales, de modo que todos los estudiantes con inglés limitado tengan la oportunidad de dominar el conocimiento y las destrezas esenciales requeridos por el plan de estudios. Los estudiantes que asisten a un programa bilingüe pueden demostrar el dominio de las destrezas y conocimientos esenciales en su idioma natal o en inglés, para cada área de contenido.
- (b) El programa de educación bilingüe debe ser un programa de jornada completa donde se usarán el primer idioma del estudiante y el inglés como los idiomas de enseñanza. El tiempo de instrucción en cada idioma será proporcional al nivel de dominio del estudiante en ambos idiomas y al nivel académico de dicho estudiante. Tanto el nivel de dominio de los idiomas como el nivel académico del estudiante serán designados por el comité que evalúa el dominio del lenguaje (LPAC). La agencia educacional de Tejas (TEA) deberá diseñar una guía programática para confirmar que los programas son desarrollados apropiadamente, que la instrucción en cada idioma es adecuada y que los estudiantes son estimulados a desarrollarse lingüística y académicamente al nivel que les corresponde.
- (c) El programa de educación bilingüe deberá ser parte integral del programa de educación regular como lo requiere el Capítulo 74 de este título (relativo a Currículum). En los programas de educación bilingüe donde se usen el español y el inglés como idiomas de instrucción, los distritos deben usar los textos en inglés y en español adoptados por el estado y materiales suplementarios como herramientas curriculares, con el propósito de promover el proceso de aprendizaje; además, los distritos también pueden usar otro tipo de adaptaciones curriculares que existan en el mercado. El programa de educación bilingüe debe enfatizar las necesidades afectivas, lingüísticas y cognitivas de los estudiantes con inglés limitado de la forma siguiente:
- (1) Afectivas. A los estudiantes con inglés limitado se les proporcionará instrucción en su idioma natal con el objeto de presentar los conceptos básicos del ambiente escolar, como también instrucción en inglés y en su primer idioma para desarrollar la confianza, seguridad en sí mismos y una valoración positiva de su herencia cultural. El programa debe enfatizar la historia y la herencia cultural que estén asociadas tanto con el idioma natal del estudiante como con los Estados Unidos de Norteamérica.
- (2) Lingüísticas. Los estudiantes con inglés limitados deberán recibir una instrucción donde se enfatizen las habilidades del habla, comprensión, lectura y composición en su idioma natal y en inglés. La enseñanza en las áreas de contenido debe estructurarse de tal forma que prepare a los estudiantes para que puedan dominar tanto el conocimiento

y las habilidades esenciales, como las destrezas superiores del pensamiento en todas las áreas escolares.

(3) Cognitivas. A los estudiantes con inglés limitado se les ofrecerá instrucción en matemáticas, ciencias naturales, salud y estudios sociales en su idioma natal y en inglés. La enseñanza en las áreas de contenido debe estructurarse de tal forma que prepare a los estudiantes para que puedan dominar tanto el conocimiento y las habilidades esenciales, como las destrezas superiores del pensamiento en todas las áreas escolares.

(d) Los programas de inglés como segundo idioma deberán ser programas de enseñanza enfocados en desarrollar el dominio de la comprensión, habla, lectura y composición del idioma inglés. El tiempo de instrucción en inglés como segundo idioma será proporcional al nivel de dominio del estudiante en inglés y al nivel académico de dicho estudiante. Tanto el nivel de dominio del idioma inglés como el nivel académico del estudiante serán designados por el comité que evalúa el dominio del lenguaje (LPAC). De prekindergarten hasta el octavo grado, el tiempo de instrucción en inglés como segundo idioma podría variar desde el tiempo que se le otorga a las artes del lenguaje en inglés en el programa regular, a una inmersión total en las metodologías del inglés como segundo idioma. En la secundaria, el programa de inglés como segundo idioma debe estar de acuerdo con los requerimientos de graduación, como lo requiere el Capítulo 74 de este título (relativo a Currículum). El comité de evaluación del dominio del idioma (LPAC) podría recomendar otro tipo de servicios apropiados para el estudiante, como cursos de área de contenido desarrollados a través de metodologías específicas, impartidos por docentes calificados.

(1) Los programas de inglés como segundo idioma deberán ser parte integral del programa de educación regular como lo requiere el Capítulo 74 de este título (relativo a Currículum). Los distritos deben usar los textos en inglés y en español adoptados por el estado y materiales suplementarios como herramientas curriculares, con el propósito de promover el proceso de aprendizaje; además, los distritos también pueden usar otro tipo de adaptaciones curriculares que existan en el mercado. Los distritos también deben desarrollar un plan de coordinación y colaboración entre el programa de inglés como segundo idioma y los programas regulares de educación. El programa de inglés como segundo idioma debe enfatizar las necesidades afectivas, lingüísticas y cognitivas de los estudiantes con inglés limitado, de la forma siguiente:

(1) Afectivas. A los estudiantes con inglés limitado se les proporcionará instrucción en inglés mediante el uso de metodologías de inglés como segundo idioma, con el objeto de presentar los conceptos básicos del ambiente escolar para desarrollar la confianza, seguridad en sí mismos y una valoración positiva de su herencia cultural. El programa debe enfatizar la historia y la herencia cultural que estén asociadas tanto con el idioma natal del estudiante como con los Estados Unidos de Norteamérica.

(2) Lingüísticas. Los estudiantes con inglés limitado deberán recibir una instrucción donde se enfatizan las habilidades del habla, comprensión, lectura y composición en inglés. La enseñanza en las áreas de contenido debe estructurarse de tal forma que prepare a los estudiantes para que puedan dominar tanto el conocimiento y las habilidades esenciales, como las destrezas superiores del pensamiento en todas las áreas escolares.

(3) Cognitivas. A los estudiantes con inglés limitado se les ofrecerá instrucción en matemáticas, ciencias naturales, salud y estudios sociales en inglés mediante el uso de metodologías de inglés como segundo idioma. La enseñanza en las áreas de contenido

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debe estructurarse de tal forma que prepare a los estudiantes para que puedan dominar tanto el conocimiento y las habilidades esenciales, como las destrezas superiores del pensamiento en todas las áreas escolares.

- (f) Con excepción de los cursos especificados en la subsección (g) de esta sección, las estrategias del inglés como segundo idioma, las cuales podrían involucrar el uso del idioma natal de los estudiantes, deben proveerse en cada una de las asignaturas o electivos que se requieren para promoción y graduación, de modo que todos los estudiantes con inglés limitado puedan dominar los conocimientos y habilidades esenciales requeridos en cada asignatura. El uso del inglés como segundo idioma no debe impedir el otorgamiento de crédito en los requerimientos que se necesiten para la promoción o graduación de dichos estudiantes.
- (g) En asignaturas tales como arte, música y educación física, los estudiantes con inglés limitado deberán participar en clases regulares con los estudiantes de habla inglesa. El distrito debe asegurar que los estudiantes que asisten a programas de educación bilingüe o de inglés como segundo idioma tengan la oportunidad de participar en actividades extracurriculares con los demás estudiantes.
- (h) Los programas de educación bilingüe o de inglés como segundo idioma deben impartirse a los estudiantes con la autorización de los padres hasta que los estudiantes reúnan las condiciones necesarias para dejar dicho programa, como se describe en §89.1225 (h) de este título (relativo a la Examinación y Clasificación de los Estudiantes), o hasta que se gradúen de la escuela secundaria.

Fuente de información: Las regulaciones de la sección §89.1210 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700; han sido corregidas y puestas en efecto el 5 de marzo de 1999, 24 TexReg 1383; corregidas y puestas en efecto el 18 de abril del 2002, 27 TexReg 3107.

§89.1215. Encuesta del Idioma Hogareño

- (a) Los distritos llevarán a cabo solamente una encuesta del idioma hogareño por estudiante. Dicha encuesta se administrará a cada nuevo estudiante que se matricule en el distrito, como también a los estudiantes que estén matriculados en el distrito pero no fueron encuestados anteriormente. Los distritos deberán requerir que las encuestas sean firmadas por los padres o el tutor legal de los estudiantes que asisten a los grados de prekindergarten al grado octavo, o firmadas por los mismos estudiantes en los grados noveno a duodécimo. La copia original de esta encuesta deberá archivarse en el registro permanente del estudiante.
- (b) La encuesta del idioma hogareño debe ser administrada en inglés y en español; para los estudiantes que hablan otros idiomas, la encuesta debe ser traducida al idioma hogareño en la medida que sea posible. La encuesta debe incluir las siguientes preguntas:
 - (1) ¿Qué idioma se habla en su hogar la mayoría del tiempo?
 - (2) ¿Qué idioma habla su hijo/a (usted) la mayoría del tiempo?
- (c) Cualquier información adicional que el distrito recolecte, debe ser archivada en el registro permanente del estudiante.
- (d) La encuesta del idioma hogareño será usada para clasificar el idioma que habla el estudiante y determinar si el distrito debe ofrecer un programa de educación bilingüe o de inglés como segundo idioma. Si la encuesta indica que el estudiante habla otro

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idioma que no es el inglés, el estudiante deberá rendir un examen de acuerdo a la sección §89.1225 de este título (relativo a la Examinación y Clasificación de los Estudiantes).

Fuente de información: Las regulaciones de la sección §89.1215 fueron puestas en efecto el 1 de septiembre de 1996, 21 TexReg 570.

§89.1220. Comité de Evaluación del Dominio del Idioma.

- (a) De acuerdo a la política del directorio local, los distritos deben establecer y poner en marcha un comité de evaluación del dominio del idioma (LPAC). El distrito deberá archivar las regulaciones y los procedimientos para la selección, horario de reuniones y capacitación de los miembros de dicho comité(s).
- (b) Para los distritos que ofrecen un programa de educación bilingüe, el comité de evaluación del dominio del idioma (LPAC) debe estar compuesto por los miembros que se describen en el Código de Educación de Texas, §29.063. Si el distrito no tiene un miembro que reúna las condiciones requeridas, dicho distrito debe designar a algún profesional que trabaje en el distrito y que esté capacitado para servir en el comité. El distrito también puede agregar a otros miembros al comité en cualquiera de las categorías requeridas.
- (c) En distritos y niveles donde no se requiere ofrecer un programa de educación bilingüe, el comité (LPAC) debe estar compuesto por uno o más miembros del personal profesional y por un padre/madre de un estudiante con inglés limitado que esté participando en el programa designado por el distrito.
- (d) Ningún padre/madre que sirva en el comité (LPAC) puede trabajar en el distrito escolar.
- (e) Un distrito debe establecer y poner en marcha un número suficiente de comités, de tal forma que los miembros puedan llevar a cabo sus funciones dentro de un período de cuatro semanas, inmediatamente después que el estudiante con inglés limitado haya sido matriculado/a en la escuela.
- (f) Todos los miembros que conformen dicho comité, incluyendo los padres de familia, deben actuar en nombre del distrito y estar al tanto de las leyes relacionadas con regulaciones y el grado de privacidad del estudiante. El distrito será responsable por la orientación y la capacitación de todos los miembros del comité(s), incluyendo a los padres.
- (g) El comité (LPAC) debe revisar toda la información pertinente de todos los estudiantes con inglés limitado, inmediatamente después que hayan sido matriculados y al final del año escolar de acuerdo con la sección §89.1225(f) de este título (relativo a la Examinación y Clasificación de los Estudiantes), y dicho comité(s) debe:
 - (1) designar el nivel de dominio del idioma de cada estudiante con inglés limitado de acuerdo a las guías regulatorias de la sección §89.1210(b) y (d) de este título (relativo al Contenido y Diseño del Programa);
 - (2) designar el nivel académico de cada estudiante con inglés limitado;
 - (3) designar la ubicación instruccional inicial de cada estudiante con inglés limitado en cada programa, sujeto a la aprobación de los padres;

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- (4) facilitar la participación de los estudiantes con inglés limitado en otros programas que el distrito ofrece y donde se use dinero federal o estatal;
- (5) clasificar a los estudiantes con inglés limitado de acuerdo al criterio descrito en la sección §89.1225(h) de este título (relativo a la Examinación y Clasificación de los Estudiantes), y recomendar su salida del programa de educación bilingüe o de inglés como segundo idioma.
- (h) Antes de administrar el examen estatal de la medición de criterios, el cual se efectúa una vez al año, comité que evalúa el dominio del idioma deberá determinar el tipo de examen más apropiado para cada estudiante con inglés limitado, como se señala en la sección §101, subcapítulo AA de este título (relativo a las Excepciones y Modificaciones de Examinación): Las posibilidades de examinación son las siguientes:
 - (1) administración de la versión en inglés del examen de medición de criterios;
 - (2) administración de la versión en español del examen de medición de criterios; o
- (i) Por cada estudiante con inglés limitado que califique en las opciones de examinación listadas, el comité (LPAC) debe considerar los siguientes criterios para cada uno de los estudiantes:
 - (1) participación académica en el programa (educación bilingüe o inglés como segundo idioma) y el idioma de instrucción;
 - (2) dominio del idioma oral en inglés o en español incluyendo la alfabetización en inglés o en español;
 - (3) el número de años que lleva matriculado/a en escuelas estadounidenses;
 - (4) historial de examinación; y
 - (5) nivel alcanzado en el examen estatal de lectura en inglés (RPTE);
 - (6) número de años consecutivos de residir fuera de los 50 Estados Unidos de Norteamérica; e
 - (7) historia escolar y académica fuera de los Estados Unidos de Norteamérica.
- (j) El comité debe notificar por escrito a los padres del estudiante, e informarles que su hijo/a ha sido clasificado como estudiante con inglés limitado, y requerir su permiso para ubicar a dicho estudiante en el programa de educación bilingüe o de inglés como segundo idioma que le corresponde. Dicha notificación debe incluir los beneficios y ventajas del programa al que su hijo/a asistirá, y el hecho que tal programa es parte integral del currículum de educación regular.
- (k) En espera de la autorización de los padres, el distrito debe ubicar al estudiante en el programa recomendado por el comité (LPAC), pero sólo los estudiantes que tengan autorización por escrito recibirán fondos para la educación bilingüe.
- (l) El comité (LPAC) debe supervisar el progreso académico de cada estudiante que haya salido de un programa de educación bilingüe o de inglés como segundo idioma por un período de dos años, con el objeto de determinar si el estudiante ha tenido el éxito académico requerido en la sección §89.1225(j) de este título (relativo a la Examinación y

Clasificación de los Estudiantes). Los estudiantes que no alcancen logros académicos satisfactorios, deben ser clasificados como estudiantes con inglés limitado y se recomendará su participación en un programa de educación bilingüe, de inglés como segundo idioma, de instrucción compensatoria y acelerada o de cualquier otro programa especial de idiomas que satisfaga sus necesidades.

- (m) El registro permanente del estudiante debe tener toda la información sobre las acciones que se han seguido en relación al estudiante con inglés limitado. Dicho documento debe incluir:
- (1) la identificación del estudiante como estudiante de inglés limitado;
 - (2) la designación del dominio del idioma del estudiante;
 - (3) la recomendación al programa apropiado;
 - (4) la autorización de los padres para la ubicación en dicho programa;
 - (5) las fechas de entrada y ubicación en el programa;
 - (6) las fechas de exención al examen de medición de criterios, el criterio usado para dicha exención y el tipo de intervenciones instruccionales para asegurar un progreso anual adecuado;
 - (7) la fecha de salida del programa incluyendo la notificación a los padres; y
 - (8) los resultados de la supervisión del progreso académico, incluyendo a los estudiantes previamente clasificados como estudiantes con inglés limitado, como lo requiere el Código de Educación de Tejas, §29.063(c)(4).

Fuente de información: Las regulaciones de la sección §89.1220 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700; han sido corregidas y puestas en efecto el 5 de marzo de 1999, 24 TexReg 1383; corregidas y puestas en efecto el 18 de abril del 2002, 27 TexReg 3107.

§89.1225. Examinación y Clasificación de los Estudiantes.

- (a) Para la identificación de estudiantes con inglés limitado, el distrito debe administrar a cada estudiante cuya encuesta del idioma hogareño indique otro idioma que no sea el inglés, lo siguiente:
- (1) en los niveles de prekindergarten a primero, un examen del dominio oral del idioma que haya sido aprobado por la Agencia de Educación de Tejas (TEA); y
 - (2) en los niveles de segundo a duodécimo, un examen del dominio oral del idioma aprobado por TEA y las secciones de lectura y artes del lenguaje en inglés de un examen de medición normativa o cualquier otro examen aprobado por TEA, a menos que el examen normativo no sea válido, de acuerdo con la subsección (f)(2)(c) de esta sección.
- (b) Los distritos que ofrecen programas de educación bilingüe, deben administrar un examen del dominio oral del idioma en el lenguaje hogareño de los estudiantes que califican para dicho programa. Si el idioma hogareño del estudiante es el español, el distrito debe administrar la versión en español del examen oral que fue administrado en inglés y aprobado por TEA. Si el idioma del estudiante no es el español, el distrito debe usar evaluaciones informales para determinar el grado de dominio de dicho idioma.

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- (c) Todos los exámenes del dominio del idioma deben ser administrados por profesionales o ayudantes previamente capacitados en la administración de dichos exámenes.
- (d) Los niveles y puntajes que clasifican el grado de dominio del idioma inglés de los estudiantes, serán establecidos por TEA. El comisionado de educación revisará y actualizará anualmente la lista de exámenes aprobados, los niveles de curso y los puntajes.
- (e) A los estudiantes con inglés limitado, se les debe administrar el examen del dominio oral del idioma dentro de las primeras cuatro semanas de haber sido matriculados en el distrito. Los instrumentos de medición normativa pueden administrarse dentro de las fechas regulares.
- (f) Para la ubicación o re-ubicación de un estudiante en un programa de educación bilingüe o de inglés como segundo idioma, se determinará el dominio del inglés de dicho estudiante usando los siguientes criterios:
 - (1) En los niveles de prekindergarten a primero, el puntaje del estudiante en el examen de dominio oral del idioma es inferior al puntaje designado para indicar dominio limitado del idioma inglés como se define en la subsección (d) de esta sección;
 - (2) En los niveles de segundo a duodécimo:
 - (A) el puntaje del estudiante en el examen de dominio oral del idioma es inferior al puntaje designado para indicar dominio limitado del idioma inglés como se define en la subsección (d) de esta sección;
 - (B) el puntaje del estudiante en las secciones de lectura y artes del lenguaje del examen, aprobado por TEA, de medición normativa en el nivel correspondiente, es inferior al 40 por ciento; o
 - (C) la habilidad del inglés del estudiante es tan limitada, que los exámenes normativos aprobados por TEA al nivel que les corresponde o cualquier otro examen aprobado por la misma institución no son válidos.
 - (3) En caso que no exista ningún dato requerido en el párrafo (2)(B), se requiere evidencia de que el estudiante no presenta logros académicos satisfactorios, como lo define la subsección (j) de esta sección.
- (g) Dentro de un período de cuatro semanas, inmediatamente después de haber sido matriculados en el distrito, se identificará a los estudiantes con inglés limitado y se les ubicará en un programa de educación bilingüe o de inglés como segundo idioma. Los estudiantes de prekindergarten y kindergarten que se registren en la primavera se les identificará como estudiantes con inglés limitado y se les ubicará en un programa de educación bilingüe o de inglés como segundo idioma al comienzo del año escolar, en el otoño.
- (h) Para la salida de un programa de educación bilingüe o de inglés como segundo idioma, el estudiante puede ser clasificado como hablante del idioma en inglés a fines del año escolar, de modo que dicho estudiante pueda participar en clases regulares, al igual que el resto de los estudiantes.
 - (1) Esta determinación debe basarse en los logros académicos obtenidos en los exámenes que miden el dominio del idioma en las áreas de lectura, escritura, habla

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y comprensión, tanto en el primer idioma (para los estudiantes matriculados en un programa de educación bilingüe) como en inglés, y en los siguientes criterios:

- (A) el logro de los patrones estatales de desarrollo en el instrumento en inglés de medición de criterios en lectura y escritura, (cuando estén disponibles), como lo requiere el Código de Educación de Tejas, §39.023, en el nivel escolar que les corresponda; y
 - (B) un puntaje de un 40 por ciento o superior en las secciones de lectura y de artes del lenguaje del instrumento de medición normativa aprobado por TEA; o
- (2) Al tomar la determinación, los distritos también pueden tomar en consideración otros indicadores del progreso del estudiante, incluyendo puntajes en los instrumentos de medición de criterios, la evaluación subjetiva del maestro y la evaluación de los padres
- (i) Un estudiante no puede ser sacado de un programa de educación bilingüe o de inglés como segundo idioma si está cursando los grados primarios de prekindergarten a primero. El distrito debe asegurarse que los estudiantes con inglés limitado están preparados para alcanzar los estándares académicos requeridos en el Código de Educación de Tejas, §28.0211.
- (j) Para determinar si un estudiante que ha dejado un programa de educación bilingüe o de inglés como segundo idioma está teniendo logros académicos satisfactorios, se debe usar el siguiente criterio al final del año escolar:
- (1) El estudiante alcanza los patrones estatales de desarrollo en el instrumento en inglés de medición de criterios, como lo requiere el Código de Educación de Tejas, §39.023, para el correspondiente nivel escolar;
 - (2) El estudiante obtiene calificaciones satisfactorias en todas las asignaturas y cursos que ha tomado.

Fuente de información: Las regulaciones de la sección §89.1225 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700; han sido corregidas y puestas en efecto el 5 de marzo de 1999, 24 TexReg 1383; corregidas y puestas en efecto el 18 de abril del 2002, 27 TexReg 3107.

§89.1230. Estudiantes Discapacitados

- (a) Los distritos deben implementar procedimientos de evaluación diferenciando entre el dominio del idioma y las condiciones de incapacitación, de acuerdo con el Subcapítulo AA de este capítulo (relativo a los Servicios de Educación Especial) y deberán establecer procedimientos de ubicación de tal forma que la ubicación en un programa de educación bilingüe o de inglés como segundo idioma no sea rechazada sólo por que el estudiante presenta algún tipo de discapacidad.
- (b) Un miembro profesional del comité (LPAC) servirá en el comité de Admisión, Revisión y Salida (ARD) de cada estudiante con inglés limitado que califique para servicios en el programa de educación especial.

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Fuente de información: Las regulaciones de la sección §89.1230 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700; han sido corregidas y puestas en efecto el 5 de marzo de 1999, 24 TexReg 1383.

§89.1233. Participación de Estudiantes que Dominan el Idioma Inglés

- (a) Los distritos pueden matricular a estudiantes que no sean limitados en inglés en los programas de educación bilingüe, de acuerdo al Código de Educación de Tejas §29.058.

Fuente de información: Las regulaciones de la sección §89.1233 puestas en efecto el 5 de marzo de 1999, 24 TexReg 1383.

§89.1235. Localidades

Los programas de educación bilingüe o de inglés como segundo idioma deben ser desarrollados en las escuelas regulares del distrito, no en localidades separadas. Con el objeto de proporcionar programas de educación bilingüe o de inglés como segundo idioma, los distritos pueden concentrar dichos programas en un número limitado de escuelas dentro del distrito, de tal forma que la matrícula en tales escuelas no exceda del 60% de estudiantes con inglés limitado.

Fuente de información: Las regulaciones de la sección §89.1235 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700.

§89.1240. Autoridad y Responsabilidad de los Padres

- (a) Los padres deben ser notificados si su hijo/a ha sido clasificado como estudiante con inglés limitado y recomendado para asistir a un programa de educación bilingüe o de inglés como segundo idioma. Los padres deben recibir una descripción del programa, como también los beneficios para el estudiante y una declaración donde se estipule que el programa recomendado es parte integral del currículum o plan de estudios regular, de modo que los padres se enteren del contenido y objetivos de dicho programa. La ubicación del estudiante en el programa debe ser autorizada por los padres de dicho estudiante en forma escrita. La autorización de los padres será considerada un documento válido para continuar la participación del estudiante en el programa hasta que dicho estudiante reúna las condiciones de salida del programa como se describe en §89.1225(h) de este título (relativo a la Examinación y Clasificación de los Estudiantes), hasta que se gradúe de la educación secundaria o hasta que los padres soliciten algún cambio de ubicación del programa.
- (b) El distrito debe notificar a los padres si su hijo/a ha sido reclasificado como estudiante dominante del inglés o si éste/a ha cumplido los requisitos para dejar el programa de educación bilingüe o de inglés como segundo idioma y debe solicitar una aprobación, como lo requiere el Código de Educación de Tejas §29.056(a). Los estudiantes que han cumplido con los requisitos de salida del programa de educación bilingüe o de inglés como segundo idioma, pueden continuar en el programa con autorización de los padres pero el distrito no puede recibir ayuda monetaria para prestar servicios a dichos estudiantes.
- (c) Los padres de un estudiante que asiste a un distrito que ofrece un programa de educación bilingüe o de inglés como segundo idioma, tiene derecho a presentar una apelación o queja al comisionado de educación si dicho distrito no cumple con la ley o las reglas establecidas. Las apelaciones serán registradas de acuerdo al Capítulo 157 de este título (relativo a Audiciones y Apelaciones).

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Fuente de información: Las regulaciones de la sección §89.1240 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700; han sido corregidas y puestas en efecto el 18 de abril del 2002, 27 TexReg 3107.

§89.1245. Personal y Desarrollo Profesional del Personal

- (a) Los distritos escolares deben tomar todas las medidas necesarias para que el personal certificado sea el que esté encargado de desarrollar los programas de educación bilingüe o de inglés como segundo idioma de acuerdo al Código de Educación de Tejas §29.061, relativo a los docentes de programas de educación bilingüe y de idiomas especiales. Los distritos que no dispongan del personal certificado necesario para desarrollar programas de educación bilingüe o de inglés como segundo idioma, deben solicitar permisos de emergencia o una autorización especial, cuando sea apropiado, de acuerdo con el Capítulo 137, Subcapítulo Q de este título (relativo a Permisos).
- (b) Los distritos que no puedan contratar un número suficiente de docentes, incluyendo docentes de media jornada, que reúnan las condiciones así descritas en la subsección (a) de esta sección para los programas de educación bilingüe o de inglés como segundo idioma, deben solicitar una excepción al programa de educación bilingüe, antes del primero de octubre, de acuerdo a la sección §89.1205(g) de este título (relativo al Requerimiento de programas de Educación Bilingüe o de Inglés como Segundo Idioma) o un pase de los requerimientos de certificación del programa de inglés como segundo idioma de acuerdo a la sección §89.1205(h) de este título (relativo al Requerimiento de Programas de Educación Bilingüe o de Inglés como Segundo Idioma), cuando se necesite.
- (c) Los docentes que enseñen en un programa de educación bilingüe o de inglés como segundo idioma, pueden recibir salarios suplementarios como lo autoriza el Código de Educación de Tejas §42.153.
- (d) Los distritos pueden compensar a los docentes y a los ayudantes que trabajen en programas de educación bilingüe o de inglés como segundo idioma, para que puedan participar en programas educacionales de extensión, con el objeto de incrementar sus habilidades y prepararse para recibir certificación en educación bilingüe o en inglés como segundo idioma.
- (e) Los distritos que no puedan contratar suficiente personal certificado que trabaje en los programas de educación bilingüe o de inglés como segundo idioma, deben usar, al menos, el 10% de sus fondos provenientes del programa bilingüe en la capacitación de docentes y ayudantes con el propósito de mejorar las habilidades del personal que desarrolla la instrucción en el programa de educación bilingüe alternativo, instrucción en inglés como segundo idioma e instrucción en las áreas de contenido que conforman las clases especiales para los estudiantes con inglés limitado.
- (f) El comisionado de educación estimulará a los distritos para que trabajen en forma conjunta con instituciones de educación superior con el objeto de proporcionar la debida capacitación a los docentes que enseñan en los programas de educación bilingüe o de inglés como segundo idioma.
- (g) La Agencia de Educación de Tejas (TEA) junto con los Centros Regionales de Educación (ESC's) desarrollarán guías de capacitación para implementar programas de capacitación en educación bilingüe o en inglés como segundo idioma. Los materiales de capacitación pueden entregar información sobre:

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- (1) programas de educación bilingüe en desarrollo desde la educación parvularia o pre-escolar pasando por todos los niveles de la educación primaria;
- (2) programas de educación bilingüe o de inglés como segundo idioma, afectivamente apropiados como lo requiere las secciones §89.1210(c)(1) y §89.1210(e)(1) de este título (relativo al Diseño y Contenido del Programa).
- (3) programas de educación bilingüe o de inglés como segundo idioma, lingüísticamente apropiados de acuerdo a las secciones §89.1210(c)(2) y §89.1210(e)(2) de este título (relativo al Diseño y Contenido del Programa).
- (4) programas de inglés como segundo idioma que enfatizen las áreas cognitivas de los estudiantes, de acuerdo a las secciones §89.1210(c)(3) y §89.1210(e)(3) de este título (relativo al Diseño y Contenido del Programa).
- (5) programas de desarrollo apropiado para los estudiantes dotados y talentosos y para los estudiantes con inglés limitado que presenten algún tipo de discapacidad.

Fuente de información: Las regulaciones de la sección §89.1245 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700; han sido corregidas y puestas en efecto el 5 de marzo de 1999, 24 TexReg 1383; corregidas y puestas en efecto el 18 de abril del 2002, 27 TexReg 3107.

§89.1250. Requerimiento de los Programas Escolares de Verano

Los programas escolares de verano que se ofrecen de acuerdo al Código de Educación de Texas, §29.060, para los niños con inglés limitado que califican para cursar los grados de kindergarten y primero a comienzos del año siguiente, deben implementarse de acuerdo a esta sección.

- (1) Propósito de los programas escolares de verano.
 - (A) Los estudiantes con inglés limitado deberán tener la oportunidad de recibir instrucción especial que los prepare para tener éxito en los grados de kindergarten y primero.
 - (B) La instrucción debe ser enfocada en el desarrollo del lenguaje y en el conocimiento y las destrezas esenciales de acuerdo al nivel del estudiante.
 - (C) El programa debe enfatizar las necesidades afectivas, lingüísticas y cognitivas de los estudiantes con inglés limitado de acuerdo con las secciones §89.1210(c) y §89.1210(e) de este título (relativo al Contenido y Diseño del Programa).
- (2) Establecimiento y requisitos del programa.
 - (A) Todo distrito que ofrezca un programa de educación bilingüe o de inglés como segundo idioma, de acuerdo al Código de Educación de Texas, §29.053, debe ofrecer el programa de verano. El tipo de programa para los niños que cursarán kindergarten y primero será educación bilingüe.
 - (B) Para poder matricularse, el estudiante debe cumplir los requisitos para cursar los grados de kindergarten o primero a comienzos del año escolar entrante y debe calificar como estudiante con inglés limitado.

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(C) El dominio del idioma inglés será determinado por medio de la selección de los estudiantes, a través del uso de instrumentos informales que midan la capacidad oral en dicho idioma y que estén aprobados por el comisionado de educación o a través de otro tipo de instrumentos.

(3) Desarrollo del programa.

(A) La matrícula en el programa es opcional, tomando en cuenta la decisión de los padres del estudiante.

(B) El programa se desarrollará en un mínimo de tres horas diarias, 1-hafff day durante ocho semanas o el equivalente a 120 horas de enseñanza.

(C) La proporción de docente y estudiantes no excederá de 18 a 1.

(D) No se requiere que el distrito proporcione transporte para el programa de verano.

(E) Los docentes deben poseer la respectiva certificación como lo requiere el Código de Educación de Tejas §29.061 y §89.1245 de este título (relativo al Personal y Desarrollo Profesional del Personal).

(F) El reporte del progreso de los estudiantes estará determinado por los miembros de la junta directiva. Se le enviará a los padres un resumen del progreso del estudiante al finalizar el programa. El docente de dicho estudiante recibirá el resumen a comienzos del semestre escolar regular.

(G) Un distrito puede unirse con otros distritos e implementar y planificar los programas en forma cooperativa.

(H) El programa de verano no debe reemplazar, de ninguna manera, a cualquier otro programa regular requerido durante el semestre escolar regular, incluyendo los programas requeridos por el Código de Educación de Tejas §29.153.

(4) Financiamiento y registro de los programas.

(A) El distrito debe utilizar fondos estatales y locales para desarrollar los programas. Los distritos pueden utilizar fondos federales para suplir dichos programas, de acuerdo a los requerimientos de dichos fondos.

(i) Todos los fondos monetarios de la legislatura para el apoyo de los programas escolares de verano, bajo el Código de Educación de Tejas §29.060, deberán ser repartidos a los distritos escolares, de acuerdo con esta subsección.

(ii) Los fondos para los programas escolares de verano serán financiados individualmente con el propósito de asegurar una proporción de un docente por 18 estudiantes. El número de estudiantes que recibirá servicios debe ser estipulado por el comisionado de educación. El dinero que cada estudiante recibirá, será establecido por el comisionado de acuerdo a la disponibilidad de fondos.

(iii) Cualquier distrito que deba ofrecer el programa de acuerdo al párrafo (2) (A) de esta subsección y que tenga menos de 10 estudiantes en todo el distrito, no necesariamente debe desarrollar el programa de verano. Sin embargo, dichos distritos deben demostrar que han hecho todo lo posible para estimular la participación de los estudiantes.

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(iv) El pago a los distritos para solventar los programas de verano estará basado en las unidades empleadas.

(v) Los distritos deben solicitar al comisionado de educación los fondos para los programas de verano desarrollados de acuerdo a esta subsección. Las solicitudes deben incluir el número de estudiantes que participará en el programa y toda la información necesaria con el objeto de asegurar al comisionado que el programa se desarrollará de acuerdo a esta subsección.

(B) Todo distrito debe mantener registros de elegibilidad, asistencia y progreso académico de los estudiantes.

Fuente de información: Las regulaciones de la sección §89.1250 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700; corregidas y puestas en efecto el 18 de abril del 2002, 27 TexReg 3107; corregidas y puestas en efecto el 17 de febrero del 2005, 30 TexReg 709.

§89.1260 Supervisión de los Programas y Cumplimiento de la Ley y de las Reglas del Comisionado

- (a) El personal de la Agencia de Educación de Tejas (TEA) que haya sido capacitado en la evaluación de programas de educación bilingüe y de inglés como segundo idioma, deberá supervisar a cada uno de los distritos en el estado y asegurar un apropiado desarrollo de este subcapítulo de acuerdo al Código de Educación de Tejas §29.062 y §42.153.
- (b) Para asegurar una apropiada y comprensiva evaluación y supervisión de cada distrito al menos por un período de tres años, se usará la información reportada por el distrito en el Sistema Informativo de la Educación Pública (PEIMS), los datos requeridos por el comisionado de educación y los datos reunidos a través de la supervisión local.

Fuente de información: Las regulaciones de la sección §89.1260 fueron puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700.

§89.1265 Evaluación

- (a) Todos los distritos que ofrezcan un programa de educación bilingüe o de inglés como segundo idioma deberán conducir una evaluación periódica y un diagnóstico continuo en los idiomas de instrucción para determinar el impacto del programa y el aprendizaje de los estudiantes en todas las áreas.
- (b) Los reportes anuales del desarrollo de la educación deberán reflejar el progreso académico en cualquier idioma de los estudiantes con inglés limitado, los logros en el dominio del idioma inglés, el número de estudiantes que han dejado los programas de educación bilingüe o de inglés como segundo idioma y el número de docentes y asistentes que han sido capacitados, incluyendo la frecuencia, el funcionamiento y los resultados de dicha capacitación. Estos informes serán retenidos en el distrito, de modo que puedan estar a la disposición de supervisiones de equipo de acuerdo a §89.1260 de este título (relativo a la Supervisión de los Programas y Cumplimiento de la Ley y de las Reglas del Comisionado).
- (c) Los distritos deberán informar a los padres el progreso de sus hijos como resultado de la participación en el programa ofrecido a los estudiantes con inglés limitado, en inglés y en el idioma hogareño al menos una vez por año.

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- (d) Cada año escolar, el director de cada escuela, con la asistencia del comité del plantel educacional, desarrollará, revisará y analizará el plan de mejoramiento de la escuela descrito en el Código de Educación de Tejas §11.253, con el propósito de mejorar el desarrollo académico de los estudiantes con inglés limitado.

Fuente de información: Las regulaciones de la sección §89.1265 puestas en efecto el 1 de septiembre de 1996, 21 TexReg 5700; corregidas y puestas en efecto el 18 de abril del 2002, 27 TexReg 3107.

Texas Education Code,
Subchapter B 29.051-29.064
Relating to Bilingual Education
and Special Language Programs

SUBCHAPTER B. BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS

Sec. 29.051. STATE POLICY.

English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. Large numbers of students in the state come from environments in which the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of those students. The mastery of basic English language skills is a prerequisite for effective participation in the state's educational program. Bilingual education and special language programs can meet the needs of those students and facilitate their integration into the regular school curriculum. Therefore, in accordance with the policy of the state to ensure equal educational opportunity to every student, and in recognition of the educational needs of students of limited English proficiency, this subchapter provides for the establishment of bilingual education and special language programs in the public schools and provides supplemental financial assistance to help school districts meet the extra costs of the programs.
Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.052. DEFINITIONS.

In this subchapter:

(1) "Student of limited English proficiency" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

(2) "Parent" includes a legal guardian of a student. Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.053. ESTABLISHMENT OF BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS.

(a) The agency shall establish a procedure for identifying school districts that are required to offer bilingual education and special language programs in accordance with this subchapter.

(b) Within the first four weeks following the first day of school, the language proficiency assessment committee established under Section 29.063 shall determine and report to the board of trustees of the district the number of students of limited English proficiency on each campus and shall classify each student according to the language in which the student possesses primary proficiency. The board shall report that information to the agency before November 1 each year.

(c) Each district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level shall offer a bilingual education or special language program.

(d) Each district that is required to offer bilingual education and special language

programs under this section shall offer the following for students of limited English proficiency:

- (1) bilingual education in kindergarten through the elementary grades;
- (2) bilingual education, instruction in English as a second language, or other transitional language instruction approved by the agency in post-elementary grades through grade 8; and
- (3) instruction in English as a second language in grades 9 through 12.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.054. EXCEPTION.

(a) If a program other than bilingual education must be used in kindergarten through the elementary grades, documentation for the exception must be filed with and approved by the agency.

(b) An application for an exception may be filed with the agency when a district is unable to hire a sufficient number of teachers with teaching certificates appropriate for bilingual education instruction to staff the required program. The application must be accompanied by:

(1) documentation showing that the district has taken all reasonable affirmative steps to secure teachers with teaching certificates appropriate for bilingual education instruction and has failed;

(2) documentation showing that the district has affirmative hiring policies and procedures consistent with the need to serve limited English proficiency students;

(3) documentation showing that, on the basis of district records, no teacher having a teaching certificate appropriate for bilingual instruction or emergency credentials has been unjustifiably denied employment by the district within the past 12 months; and

(4) a plan detailing specific measures to be used by the district to eliminate the conditions that created the need for an exception.

(c) An exception shall be granted under this section on an individual district basis and is valid for only one year. Application for an exception for a second or succeeding year must be accompanied by the documentation prescribed by Subsection (b).

(d) During the period for which a district is granted an exception under this section, the district must use alternative methods approved by the agency to meet the needs of its students of limited English proficiency, including hiring teaching personnel under a bilingual emergency permit.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.055. PROGRAM CONTENT; METHOD OF INSTRUCTION.

(a) A bilingual education program established by a school district shall be a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills. A program of instruction in English as a second language established by a school district shall be a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences.

(b) A program of bilingual education or of instruction in English as a second language shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds.

(c) In subjects such as art, music, and physical education, students of limited English proficiency shall participate fully with English-speaking students in regular classes provided in the subjects.

(d) Elective courses included in the curriculum may be taught in a language other than English.

(e) Each school district shall provide students enrolled in the program a meaningful opportunity to participate fully with other students in all extracurricular activities.

(f) If money is appropriated for the purpose, the agency shall establish a limited number of pilot programs for the purpose of examining alternative methods of instruction in bilingual education and special language programs.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.056. ENROLLMENT OF STUDENTS IN PROGRAM.

(a) The agency shall establish standardized criteria for the identification, assessment, and classification of students of limited English proficiency eligible for entry into the program or exit from the program. The student's parent must approve a student's entry into the program, exit from the program, or placement in the program. The school district or parent may appeal the decision under Section 29.064. The criteria for identification, assessment, and classification may include:

(1) results of a home language survey conducted within four weeks of each student's enrollment to determine the language normally used in the home and the language normally used by the student, conducted in English and the home language, signed by the student's parents if the student is in kindergarten through grade 8 or by the student if the student is in grades 9 through 12, and kept in the student's permanent folder by the language proficiency assessment committee;

(2) the results of an agency-approved English language proficiency test administered to all students identified through the home survey as normally speaking a language other than English to determine the level of English language proficiency, with **students in kindergarten or grade 1 being administered an oral English proficiency test and students in grades 2 through 12 being administered an oral and written English proficiency test**; and

(3) the results of an agency-approved proficiency test in the **primary language administered to all students identified under Subdivision (2) as being of limited English proficiency to determine the level of primary language proficiency, with students in kindergarten or grade 1 being administered an oral primary language proficiency test and students in grades 2 through 12 being administered an oral and written primary language proficiency test.**

(b) Tests under Subsection (a) shall be administered by professionals or paraprofessionals with the appropriate English and primary language skills and the training required by the test publisher.

(c) The language proficiency assessment committee may classify a student as limited English proficiency if:

(1) the student's ability in English is so limited or the student's disabilities are so severe that assessment procedures cannot be administered;

(2) the student's score or relative degree of achievement on the agency-approved English proficiency test is below the levels established by the agency as indicative of reasonable proficiency;

(3) the student's primary language proficiency score as measured by an agency-

approved test is greater than the student's proficiency in English; or

(4) the language proficiency assessment committee determines, based on other information, including a teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than the student's proficiency in English or that the student is not reasonably proficient in English.

(d) Not later than the 10th day after the date of the student's classification as a student of limited English proficiency, the language proficiency assessment committee shall give written notice of the classification to the student's parent. The notice must be in English and the parent's primary language. The parents of students eligible to participate in the required bilingual education program shall be informed of the benefits of the bilingual education or special language program and that it is an integral part of the school program.

(e) The language proficiency assessment committee may retain, for documentation purposes, all records obtained under this section.

(f) The district may not refuse to provide instruction in a language other than English to a student solely because the student has a disability.

(g) A district may transfer a student of limited English proficiency out of a bilingual education or special language program if the student is able to participate equally in a regular all-English instructional program as determined by:

(1) tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language and English;

(2) an achievement score at or above the 40th percentile in the reading and language arts sections of an English standardized test approved by the agency; and

(3) other indications of a student's overall progress, including criterion-referenced test scores, subjective teacher evaluation, and parental evaluation.

(h) If later evidence suggests that a student who has been transferred out of a bilingual education or special language program has inadequate English proficiency and achievement, the language proficiency assessment committee may reenroll the student in the program. Classification of students for reenrollment must be based on the criteria required by this section.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.057. FACILITIES; CLASSES.

(a) Bilingual education and special language programs must be located in the regular public schools of the district rather than in separate facilities.

(b) Students enrolled in bilingual education or a special language program shall be placed in classes with other students of approximately the same age and level of educational attainment. The school district shall ensure that the instruction given each student is appropriate to the student's level of educational attainment, and the district shall keep adequate records of the educational level and progress of each student enrolled in the program.

(c) The maximum student-teacher ratio shall be set by the agency and shall reflect the special educational needs of students enrolled in the programs.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.058. ENROLLMENT OF STUDENTS WHO DO NOT HAVE LIMITED ENGLISH

PROFICIENCY.

With the approval of the school district and a student's parents, a student who does not have limited English proficiency may also participate in a bilingual education program. The number of participating students who do not have limited English proficiency may not exceed 40 percent of the number of students enrolled in the program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.059. COOPERATION AMONG DISTRICTS.

(a) A school district may join with one or more other districts to provide the bilingual education and special language programs required by this subchapter. The availability of the programs shall be publicized throughout the districts involved.

(b) A school district may allow a nonresident student of limited English proficiency to enroll in or attend its bilingual education or special language programs if the student's district of residence does not provide an appropriate program. The tuition for the student shall be paid by the district in which the student resides.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.060. PRESCHOOL, SUMMER SCHOOL, AND EXTENDED TIME PROGRAMS.

(a) Each school district that is required to offer a bilingual education or special language program shall offer a voluntary program for children of limited English proficiency who will be eligible for admission to kindergarten or the first grade at the beginning of the next school year. A school that operates on a system permitted by this code other than a semester system shall offer 120 hours of instruction on a schedule the board of trustees of the district establishes. A school that operates on a semester system shall offer the program:

(1) during the period school is recessed for the summer; and

(2) for one-half day for eight weeks or on a similar schedule approved by the

board of trustees.

(b) Enrollment of a child in the program is optional with the parent of the child.

(c) The program must be an intensive bilingual education or special language program that meets standards established by the agency. The student/teacher ratio for the program may not exceed 18/1.

(d) A school district may establish on a full- or part-time basis other summer school, extended day, or extended week bilingual education or special language programs for students of limited English proficiency and may join with other districts in establishing the programs.

(e) The programs required or authorized by this section may not be a substitute for programs required to be provided during the regular school year.

(f) The legislature may appropriate money from the foundation school fund for support of a program under Subsection (a).

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.061. BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAM TEACHERS.

(a) The State Board for Educator Certification shall provide for the issuance of teaching certificates appropriate for bilingual education instruction to teachers who possess a speaking, reading, and writing ability in a language other than English in which bilingual education programs are offered and who meet the general requirements of Chapter 21. The board shall also provide for the issuance of teaching certificates appropriate for teaching English as a second language. The board may issue emergency endorsements in bilingual education and in teaching English as a second language.

(b) A teacher assigned to a bilingual education program must be appropriately certified for bilingual education by the board.

(c) A teacher assigned to an English as a second language or other special language program must be appropriately certified for English as a second language by the board.

(d) A school district may compensate a bilingual education or special language teacher for participating in a continuing education program that is in addition to the teacher's regular contract. The continuing education program must be designed to provide advanced bilingual education or special language program endorsement or skills.

(e) The State Board for Educator Certification and the Texas Higher Education Coordinating Board shall develop a comprehensive plan for meeting the teacher supply needs created by the programs outlined in this subchapter.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.062. COMPLIANCE.

(a) The legislature recognizes that compliance with this subchapter is an imperative public necessity. Therefore, in accordance with the policy of the state, the agency shall evaluate the effectiveness of programs under this subchapter based on the academic excellence indicators adopted under Section 39.051(a), including the results of assessment instruments. The agency may combine evaluations under this section with federal accountability measures concerning students of limited English proficiency.

(b) The areas to be monitored shall include:

- (1) program content and design;
- (2) program coverage;
- (3) identification procedures;
- (4) classification procedures;
- (5) staffing;
- (6) learning materials;
- (7) testing materials;
- (8) reclassification of students for either entry into regular classes conducted exclusively in English or reentry into a bilingual education or special education program; and
- (9) activities of the language proficiency assessment committees.

(c) Not later than the 30th day after the date of an on-site monitoring inspection, the agency shall report its findings to the school district or open-enrollment charter school and to the division of accreditation.

(d) The agency shall notify a school district or open-enrollment charter school found in noncompliance in writing, not later than the 30th day after the date of the on-site monitoring. The district or open-enrollment charter school shall take immediate corrective action.

(e) If a school district or open-enrollment charter school fails to satisfy appropriate standards adopted by the commissioner for purposes of Subsection (a), the agency shall apply

sanctions, which may include the removal of accreditation, loss of foundation school funds, or both. Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 201, Sec. 19, eff. Sept. 1, 2003.

Sec. 29.063. LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES.

(a) Each school district that is required to offer bilingual education and special language programs shall establish a language proficiency assessment committee.

(b) Each committee shall include a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency student, and a campus administrator.

(c) The language proficiency assessment committee shall:

(1) review all pertinent information on limited English proficiency students, including the home language survey, the language proficiency tests in English and the primary language, each student's achievement in content areas, and each student's emotional and social attainment;

(2) make recommendations concerning the most appropriate placement for the educational advancement of the limited English proficiency student after the elementary grades;

(3) review each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement;

(4) monitor the progress of students formerly classified as limited English proficiency who have transferred out of the bilingual education or special language program and, based on the information, designate the most appropriate placement for such students; and

(5) determine the appropriateness of a program that extends beyond the regular school year based on the needs of each limited English proficiency student.

(d) The agency may prescribe additional duties for language proficiency assessment committees.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.064. APPEALS.

A parent of a student enrolled in a school district offering bilingual education or special language programs may appeal to the commissioner if the district fails to comply with the requirements established by law or by the agency as authorized by this subchapter. If the parent disagrees with the placement of the student in the program, the parent may appeal that decision to the board of trustees. Appeals shall be conducted in accordance with procedures adopted by the commissioner.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Section II
LANGUAGE PROFICIENCY ASSESSMENT
COMMITTEE MEMBERSHIP

Introduction: LPAC Membership

The Language Proficiency Assessment Committee (LPAC) serves as the foundation for the LPAC process. At the time a student with a language other than English enters the school system, the committee responsibilities are set in motion. This activity is triggered by the Home Language Survey which is completed by a parent or guardian for students in Grades Pre-K through 8, or by the student in Grades 9-12. It is important for that school to be ready to perform its responsibilities as required by law in the 19 TAC, Chapter 89, Subchapter BB, Commissioner's Rules concerning State Plan for Educating Limited English Proficient Students, Section 89.1220. The LPAC serves as the student's advocate and reviews all relevant information for appropriate placement.

Every school district that implements a Bilingual or ESL program is required to establish and operate an LPAC Committee and must have on file policy and procedures for the selection, appointment, and the training of its members.

This section of the LPAC Process manual includes the legal requirements for LPAC's and contains forms that may serve to document its membership and its deliberations. It recommends the areas that need to be considered for LPAC training and provides information that can assist the schools in the training. This section also includes integration of the state and Title III program requirements as they pertain to the identification, program placement, parent notification, and review of the student's progress in attaining language and academic proficiency.

Forms related to each area are included in the appropriate section as well in the Appendix of this manual.

The following forms are included in this section:

- LPAC Parent Membership Request Letter
- Solicitud de Padres Como Miembros del Comité de Evaluación del Dominio del Idioma (LPAC)
- LPAC Member Roster
- LPAC Confidentiality Statement
- LPAC Minutes Form 1
- LPAC Minutes Form 2
- LPAC Training Certificate

COMPOSITION OF THE LPAC

MEMBERSHIP:

Bilingual LPAC committee membership* as written in TEC 29.063, includes:

- A professional bilingual educator
- An ESL educator or general education educator if student is a parental denial or is in the two year monitoring phase after exit
- A parent of a limited English proficient (LEP) student participating in the program designated by the district (No parent serving on the committee shall be an employee of the school district)
- A campus administrator

ESL committee membership* as written in TEC 29.063, includes:

- One or more professional personnel (it is recommended that this include a campus administrator and a certified ESL teacher)
- A parent of a limited English proficient (LEP) student participating in the program designated by the district (no parent serving on the committee shall be an employee of the school district)

**A professional LPAC member is required by law (Chapter 89.1230) to serve on the Admission, Review, and Dismissal (ARD) committee of each LEP student who qualifies for special education services.*

TRAINING: Chapter 89.1220 (e),(f)

- A district shall establish and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within four weeks of the enrollment of limited English proficient students.
- All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students.
- The district shall be responsible for the orientation and training of all members, including the parents, of the language assessment committee.

LPAC Parent Membership Request Letter

Date: _____

Dear Parents:

According to state policy, we are required to have a parent of a student who participates in a Bilingual or English as a Second Language program serve on our school's Language Proficiency Assessment Committee (LPAC). The LPAC serves as the students' advocate to make certain they receive the appropriate services.

We are asking for parent volunteers who would be willing to serve as our parent member of the LPAC. You will receive training at the first LPAC meeting and then be asked to assist the team in identifying and placing children in the appropriate program for language development and academic success.

If you would be willing to serve on the LPAC, please fill out the information below and send the form to school with your child. If you have any questions please contact

_____ at _____.

Sincerely,

Parent Name(s): _____

Phone: _____

Child's Name: _____

School: _____

Grade: _____

Solicitud de Padres Como Miembros del Comité de Evaluación del Dominio del Idioma (LPAC)

Fecha: _____

Estimados Padres:

De acuerdo con la ley estatal tenemos la obligación de que un padre cuyo hijo/a participe en el programa bilingüe o el programa de inglés como segundo idioma (ESL) sea un representante en el Comité de Evaluación del Dominio del Idioma (LPAC) de nuestra escuela. El Comité de Evaluación del Dominio del Idioma (LPAC) representa los intereses de los estudiantes para asegurarse que reciban los servicios educativos apropiados.

Estamos solicitando padres de familia que estén dispuestos a participar como voluntarios en el Comité de Evaluación del Dominio del Idioma (LPAC). Recibirán entrenamiento durante la primera reunión del Comité de Evaluación del Dominio del Idioma (LPAC) y después se les pedirá su ayuda para identificar y recomendar el programa apropiado que asegure el desarrollo del idioma y el éxito académico de los estudiantes.

Si están dispuestos a participar en el Comité de Evaluación del Dominio del Idioma (LPAC), favor de completar la siguiente información y regrese esta hoja a la escuela con su hijo/a. Si tiene preguntas, favor de comunicarse con _____ al teléfono

_____.

Sinceramente,

Nombre(s) de Padre(s): _____

Número de teléfono: _____

Nombre del estudiante: _____

Escuela: _____

Grado escolar: _____

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) MEMBER ROSTER
School Year _____

School District/Charter School: _____ Campus: _____ Date: _____

NAME OF LPAC MEMBER

SIGNATURE

- | | |
|--|-------|
| 1. _____
Professional Bilingual Educator | _____ |
| 2. _____
Professional Transitional Language Educator | _____ |
| 3. _____
Parent of a Limited English Proficient (LEP) student | _____ |
| 4. _____
Campus Administrator | _____ |
| 5. _____
LPAC Representative for ARD Committee (if needed) | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |

LPAC Confidentiality Statement

_____ Independent School District/Charter School

I, _____, serve as a member of the _____ (school) Language Proficiency Assessment Committee (LPAC) as provided by 19 TAC Chapter 89.1220(f).

I hereby certify that I have been informed that any educational records examined by me in connection with the performance of my duties as a member of the LPAC are confidential records as defined by the Family Educational Rights and Privacy Act and the contents are not to be released except in compliance with the terms of that statute.

20 U.S.C.,Section 1232g;34CFR,Part 99.

Signature

Date

Yo, el suscrito, _____, actúo como miembro del Comité

de Evaluación del Dominio del Idioma (LPAC) de la escuela _____ de acuerdo con el 19 TAC Capítulo 89.1220(f).

Por la presente certifico que he sido informado que cualquier archivo educativo que examine en relación a mis responsabilidades como miembro del Comité de Evaluación del Dominio del Idioma (LPAC) es archivo confidencial, según lo estipula la Ley de Privacidad y de Derechos Educativos de la Familia, cuyo contenido no será divulgado excepto en acuerdo con los términos de dicha ley.

20 U.S.C.,Sección 1232g;34CFR,Parte 99.

Firma

Fecha

LPAC Meeting Minutes Form 1

Campus: _____ **Date:** _____

LPAC Members Present

1. _____ Professional Bilingual Educator
2. _____ Professional Transitional Language Educator
3. _____ Parent of a limited English proficient (LEP) student
4. _____ Campus Administrator
5. _____ LPAC Representative for ARD Committee (if needed)
6. _____ Other, specify: _____

Student Name	ID Number	Years in U.S. Schools	Grade	Home Language	Language Proficiency Score	Achievement Test Score(s)	Program Placement

The student's permanent record or other record that transfers with the student shall contain documentation of all actions impacting the limited English proficient student.

LPAC Meeting Minutes Form 2

Campus: _____

Date: _____

This LPAC meeting will review and address: (check all that apply)

- Program Placements
- Instructional Levels
- Instructional Interventions
- Participation in state assessments
- Reclassification of Students
- 2 Year Follow-up
- Parental Denials
- Special Education Students
- Other, please specify: _____

Summary of LPAC decisions or actions taken:

Circle grade levels reviewed: PK K 1 2 3 4 5 6 7 8 9 10 11 12

The student's permanent record or other record that transfers with the student shall contain all actions impacting the limited English proficient student.

Signature of person completing minutes

Position

LPAC Training Agenda (Sample)

- I. Welcome and Introductions
- II. Review of Objectives
 - A. Overview of Bilingual / ESL Programs
 - B. Legal Requirements for LPAC
 - C. Duties and Responsibilities of LPAC
 - a. Identification and Placement
 - b. Instructional Methods/Interventions
 - c. Annual Review
 - d. Parental Notification (Chapter 89 and Title III)
- III. How, When, and Where of LPAC Meetings
- IV. Summary of Session
- V. Confidentiality of LPAC Members
- VI. Questions and Answers
- VII. Evaluation of Training

LPAC Quiz

1. The acronym LPAC stands for:
2. Do all LPAC members need to be trained? Why?
3. The LPAC members for an ESL LPAC are:
4. Name at least three responsibilities of the LPAC:
5. What needs to occur before a child is entered in the PEIMS as being served in the Bilingual Education/ESL program?
6. What happens when one of the LPAC members cannot attend the meeting?
7. When does the LPAC meet to complete the "Annual Progress Review"?
8. In order for a student in the Bilingual Education or ESL program to be exited, what TAKS criteria must be met?
9. How often should the LPAC meet to follow-up on the progress of students who have exited the program?
10. How many times can a LEP student be exempted from taking the TAKS test?
11. Do LEP students who receive an exemption from the TAKS need to be administered an alternate assessment?
12. Can the released TAKS test be used to exit a student from the Bilingual Education program?
13. Who is eligible to take the Spanish TAKS?
14. Can students with a parent denial be considered for exemption from the TAKS test?
15. Define the following terms:
 - a. Immigrant (PEIMS)
 - b. Immigrant (TAKS)
 - c. Immigrant (Bilingual/ESL Programs)

LPAC Quiz (cont.)

16. What is an ESL/Bilingual Annual Program Evaluation? Who is responsible for developing the evaluation?
17. How can LPAC members ensure that LEP students are not overrepresented in Special Education Programs?
18. Who is responsible for testing LEP students?

True or False

1. ____ The LPAC is required to meet only at the beginning and the end of the school year.
2. ____ The LPAC does not need to meet whenever new students enroll or as other LEP student LPAC needs arise.
3. ____ ESL programs are not a component of bilingual programs.
4. ____ Students whose parents have denied special language services do not need an LPAC.
5. ____ A student's cumulative folder may contain more than one signed HLS form.
6. ____ Oral language proficiency test scores, achievement test scores, and criterion referenced test scores should be indicated on student's cumulative folders.
7. ____ It is not a teacher's responsibility to review student cumulative folders to ensure accurate and correct documentation.
8. ____ LEP students can be exited before Grade 1.

Certificate of Training for the Language Proficiency Assessment Committee

This is to certify that :

*Has received training in the role and responsibilities of an LPAC member
and can serve as a member of the Language Proficiency Assessment
Committee (LPAC).*

Date _____

Section III

LPAC RESPONSIBILITIES

Introduction: LPAC Responsibilities

The Language Proficiency Assessment Committee's (LPAC) responsibilities follow a cycle throughout the year. The responsibilities include: Identification, Assessment and Documentation Review, Placement, Instructional Methodologies and/or Interventions, Collaboration, Annual Review, Assessment, and Parental Notification.

When a student enrolls in school and indicates a language other than English on the Home Language Survey, the LPAC's time requirements begin. Within four weeks of enrollment (or 20 school days), the LPAC should review documentation of the student's language proficiency and academic status, and recommend placement in a Bilingual, English as a second language (ESL), or mainstream education program. Parental permission must be acquired within the 20-day period. The LPAC must also recommend instructional methods and interventions and determine the state criterion-referenced assessment options at the appropriate time.

The LPAC also facilitates the participation of limited English proficient students in other special programs for which they are eligible, ensures parent notification of student progress and LPAC decisions made on behalf of the child, and continuously monitors assessment results, interventions, and program appropriateness.

This section is comprised of an overview and four areas of responsibility:

An Overview of the LPAC process - This component walks the reader through the entire annual cycle. The *Limited English Proficient Decision Chart* outlines the process from initial stages to program placement.

Identification and Placement – This component outlines how the student is identified as limited English proficient, assessment instruments required by law that are reviewed by the LPAC, and the placement process for the LEP student. The *LPAC Placement Chart* outlines LPAC duties related to program placement.

Instructional Methods and/or Interventions - This component introduces a student plan for acceleration of English language proficiency and presents methods, strategies, and techniques for BE and ESL instruction.

Annual Review -This component covers the spring and end-of-the-year LPAC meeting process for the review of academic progress, testing recommendations and future program placement. The *LPAC Annual Review Chart* outlines LPAC duties related to the annual review of student progress and recommendations for future placement. The *LPAC Exited Student Monitoring Chart* guides the LPAC through monitoring students exited from the program.

Parental notification, assessment and documentation review, and collaboration are embedded in the four areas outlined. Forms related to each area are included in the appropriate section as well in the Appendix of this manual.

The following forms are included in this section:

- Home Language Survey (HLS)
- Initial Review Bilingual Education/ESL Program
- Parental Notification – Identification and Placement
- Notificación de padres – Identificación y participación
- Bilingual Education Program Benefits
- English as a Second Language Program Benefits
- Acceleration of English Language Proficiency LEP Student Plan
- Annual End of Year Review Bilingual Education / ESL Program
- Monitoring of Exited Students
- Parental Report on Student Progress
- Reporte de padres sobre el progreso del estudiante

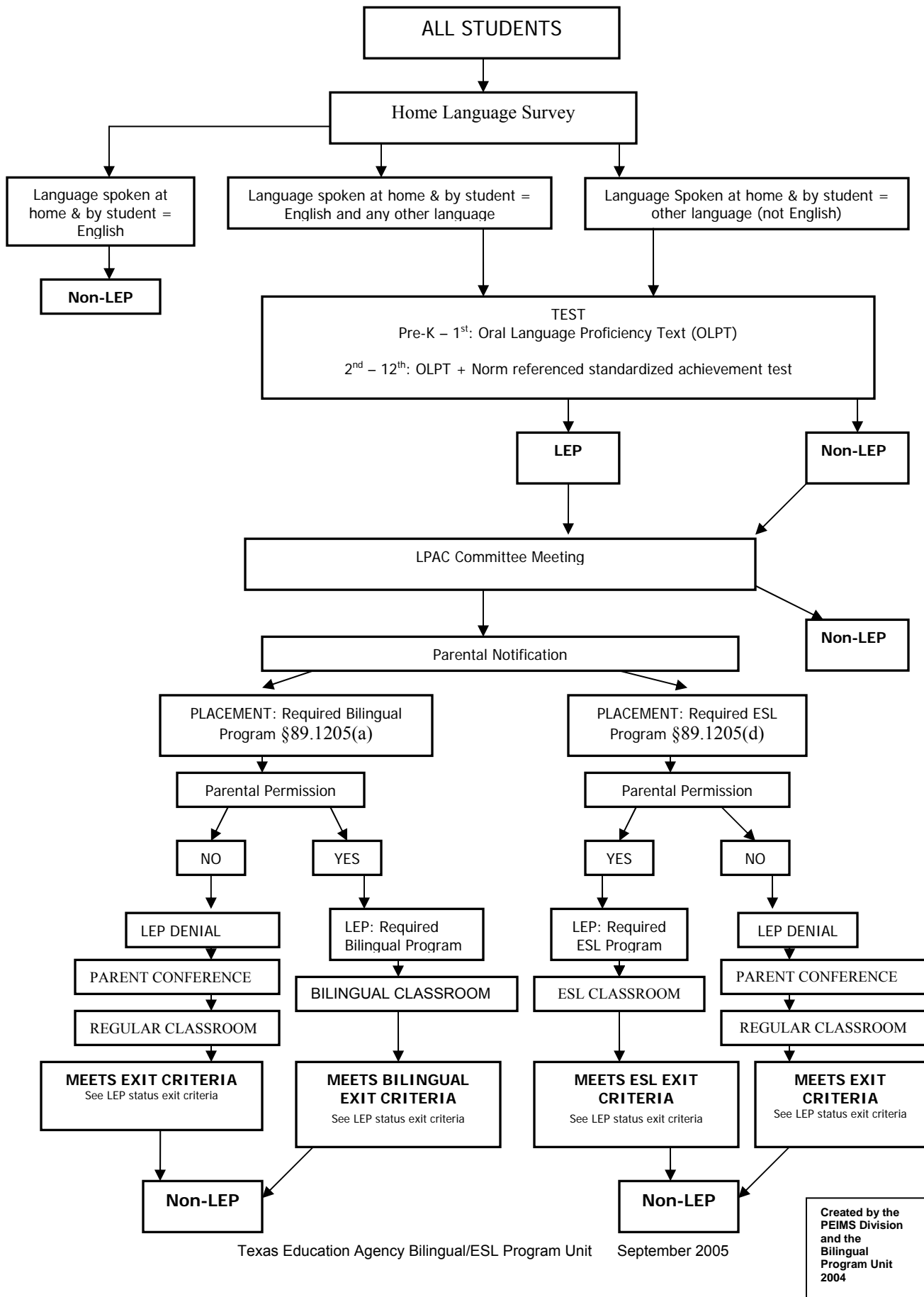
The information in this section addresses the requirements found in 19 TAC Chapter 89, Subchapter BB of the Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students and Title III of the No Child Left Behind Act of 2001 (NCLB).

The Commissioner’s Rules are available at:

www.tea.state.tx.us/rules/tac/chapter089/ch089bb.html.

The TEA NCLB website is located at: www.tea.state.tx.us/nclb/.

Limited English Proficient Decision Chart



LEP STATUS EXIT CRITERIA:

- Exit criteria are applicable to students who are identified as Bilingual, ESL and LEP Parental Denials. Please refer to the Limited English Proficient Decision Chart for additional information.
- The following exit criteria must be met in order to change an identified LEP student to a non-LEP status.

The student's oral and written language proficiency development must be taken into account by the Language Proficiency Assessment Committee (LPAC) when making determinations regarding student LEP status. Please reference 19 TAC§89.1225(h).
- In Conjunction with one of the following two criteria:
 - 1) A student who has been determined as Limited English Proficient (LEP) must score at or above the 40th percentile on the language arts and reading portions (only) on a norm referenced standardized achievement test. The list of approved tests can be found on the Curriculum webpage under Bilingual at the following link: <http://www.tea.state.tx.us/curriculum/leptests.html>
 - 2) The student meets state performance standards on the reading and writing portions (when available) of the English Language criterion referenced test (TAKS). Please reference TEC §39.023.
- Bilingual Program Only: In addition to the above stated criteria, the student's proficiency in his/her native oral and written language must be assessed. Please reference 19 TAC§89.1225(h)(1).

Implementation of Bilingual and English as a Second Language Programs

Plan of Action

This Plan of Action supports requirements for language programs as specified in 19 TAC Chapter 89, Subchapter BB, Commissioner's Rules concerning State Plan for Educating Limited English Proficient Students, and parental notification requirements found in Title III of No Child Left Behind Act of 2001 (NCLB) as they pertain to the function of the Language Proficiency Assessment Committee (LPAC).

Identification/Program Entry/Testing

Title III requires that student identification and parent notification take place no later than 30 days after the beginning of the school year and within 2 weeks of placement thereafter. An LPAC should follow the more stringent Texas requirements and have student identification and placement occur within the first 4 weeks (20 days) of student enrollment.

1. Upon initial enrollment all students must have a *Home Language Survey* (HLS) completed in their permanent record (only one: the original or copy of the original). The HLS shall be administered to each student new to the district, and to students previously enrolled who were not surveyed in the past. If the HLS indicates a language other than English, testing must be initiated to determine English proficiency.
2. For students in grades PK-1:
 - administer an *oral language proficiency test* (OLPT) in English, from the List of Approved Tests for Assessment of Limited English Proficient Students. The list of TEA-approved tests is located in the appendix of this manual and is also available at: www.tea.state.tx.us/curriculum/leptests.html.
 - Districts/charter schools that are required to offer a bilingual program must test students in English and in their primary language. Testing must be administered by trained personnel. Parental permission does *not* have to be obtained prior to oral language proficiency testing.

PK-1 students scoring below the cut-off for English proficiency on the OLPT are classified as LEP.

3. For students in grades 2-12:
 - administer an OLPT and
 - the *reading and language arts portions of an English norm-referenced standardized achievement test* (NRT) from the TEA List of Approved Tests. 19 TAC §89.1225(a)

Students in grades 2-12 scoring below the cut-off for English proficiency on the OLPT are classified as LEP.

Students who score *below the 40th* percentile on the reading and language arts sections of the NRT are classified as LEP, even if their OLPT score reflects English proficiency.

If the student's ability on the English OLPT is so limited that the administration at his/her grade level of the English norm-referenced standardized achievement test is not valid, then the student is classified as LEP.

4. The *Language Proficiency Assessment Committee (LPAC)*, using testing data and any other available student information, will determine whether the student is LEP, recommend the appropriate educational program for each LEP student, notify the parent of each LEP student about classification and recommendation (Bilingual/ESL and/or Title III Special Language Program), and facilitate the participation of LEP students in other special programs provided by the district with either state or federal funds for which they are eligible.
5. The student will be served in the required §89.1205 program recommended by the LPAC. From the date of enrollment, the district has 20 days to complete all paperwork including written parent permission. Once written parental permission is obtained, the appropriate PEIMS codes can be entered to reflect LEP status, program placement, and parent permission. The parent approval or denial date is the date used for the preceding PEIMS code data.
6. The district/campus bilingual program LPAC membership consists of a campus administrator, a professional bilingual teacher, a professional transitional language educator, and a parent of a limited-English proficient student who is not employed by the school district. For a district/campus not required to implement a bilingual program, the LPAC consists of a parent of a LEP student and one or more professional staff members. An ESL teacher and an administrator are strongly recommended to attend.
7. All LPAC members are required to receive training and certification to serve on the committee. If one of the members does not understand English (parent), the training should be developed in the member's primary language.
8. For students referred to special education, placement in a bilingual or ESL program may not be refused solely because the student has a disability. However, if the student:
 - *has a disability and language is not a factor then the student is not LEP, even though the family may speak other languages.*
9. For LEP students, the LPAC and ARD committee may recommend that a student:
 - *is limited English proficient and has an identified disability, therefore, he/she should be served jointly through special education and Bilingual/ESL programs.*

- *is limited English proficient but assessment results show that the student is not eligible for the Special Education program; therefore, he/she should be served through the bilingual/ESL program and NOT in special education.*

Instructional Program Design

1. A Bilingual or ESL program must address the affective, linguistic and cognitive needs of LEP students (19 TAC §89.1210).

Bilingual Program

(1) Affective. Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and in English which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

(2) Linguistic. Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

(3) Cognitive. Limited English proficient students shall be provided instruction in mathematics, science, health, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

ESL Program

(1) Affective. Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address history and cultural heritage associated with both the students' home language and the United States.

(2) Linguistic. Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

(3) Cognitive. Limited English proficient students shall be provided instruction in English in mathematics, science, health, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

For information about bilingual/ESL Curriculum Guides (TEKS), visit:

<http://www.tea.state.tx.us/teks/>.

For information concerning Bilingual/ESL instructional materials, visit:
<http://www.tea.state.tx.us/Textbooks/materials/bulletin/>.

For information about TEA sponsored resources, visit:
<http://www.tea.state.tx.us/curriculum/tearesources.html>.

2. A summer program must be offered to LEP students eligible for Kindergarten and Grade 1 the following school year. The program needs to follow the requirements found in 19 TAC §89.1250 regarding program purpose, establishment, eligibility, operation, funding and records. The program MUST be conducted if a minimum of ten (10) LEP students district-wide desire the program. Districts MAY operate the program if fewer than ten students are eligible and desire the program.

For additional information about Summer School Programs, visit:
<http://www.tea.state.tx.us/curriculum/summer.html>.

To see a copy of a bilingual/ESL program brochure in English and Spanish, visit:
<http://www.tea.state.tx.us/curriculum/bibrochures.html>.

Assessment: Requirements and Considerations

1. Some **immigrant** students may be granted LEP exemptions if the LPAC must follow the procedures as outlined and explained in the LPAC Decision-Making Process for the Texas Assessment Program (Grades 3-12) located at:
www.tea.state.tx.us/student.assessment/resources/guides/lpac/index.html.
2. The Reading Proficiency Test in English (RPTE) is administered to *all LEP students in Grades 3-12*, including LEP students with parental denial until they are coded non-LEP in PEIMS.

For additional information about TAKS/RPTE testing visit:
<http://www.tea.state.tx.us/student.assessment/>.

Annual Review

1. At the end of each year, the LPAC will meet to review student progress and determine whether the student will continue in the program or qualifies for exiting the program (only after first grade). Students must meet established exit criteria and show mastery in listening, speaking, reading, writing, and comprehension in English to successfully exit the bilingual and ESL programs.
2. A student may be considered for exit from the ESL/Bilingual program based upon tests that measure the extent to which the student has developed oral and written proficiency and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, and one of the following:

- *meets state performance standards for TAKS (pass reading and writing, when available), or*
 - *scores at or above the 40th percentile on an English reading and the English language arts section of a TEA-approved norm-referenced standardized achievement test.*
3. Norm-referenced standardized achievement tests are **required only** for entry of students in grades 2-12. They **MAY** be used for program exit (when TAKS is not available) but are **NOT** required. School districts are not required to administer a norm-referenced standardized achievement test to LEP students each year after initial placement unless there is a district policy requiring the administration of norm-referenced standardized achievement tests for all students.
 4. Students in Pre-Kindergarten, Kindergarten and 1st grade *may not be exited* from a Bilingual or English as second language programs. An annual review is still conducted by the LPAC but students cannot be reclassified as English proficient at these grade levels.
 5. Students exited from the program will be monitored for *two years* to determine academic success.
<http://www.tea.state.tx.us/curriculum/leptests.html>

Program Evaluation

1. All districts must conduct an *annual evaluation* of the bilingual/ESL program at the end of the school year. This report is to be used to modify and improve the program. Other evaluation data required for the Title III program must be reported as directed by TEA.
2. The LPAC should be informed of the progress of LEP students enrolled in each campus served. Parents must receive information regarding the progress or lack of progress of their son/daughter.

For additional information on the implementation of ESL/bilingual programs, visit:
<http://www.tea.state.tx.us/curriculum/tec5164.html>.

Frequently Asked Questions/Additional Resources

To see a list of Frequently Asked Questions concerning bilingual/ESL Programs in Texas, visit:
<http://www.tea.state.tx.us/curriculum/bilingualfaq.html>.

For additional resources, visit:

<http://www.tcbec.org/>

<http://www.esc6.net> Program Services “Bilingual/ESL”

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT _____ **STUDENT ID#** _____

ADDRESS _____ **TELEPHONE #** _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian Date

Signature of Student if Grades 9-12 Date

Cuestionario del idioma que se habla en el hogar

DEBE DE COMPLETARSE POR EL PADRE/MADRE/ O REPRESENTANTE LEGAL: (O POR EL ESTUDIANTE SI ESTA EN LOS GRADOS 9-12): El estado de Texas requiere que la siguiente información se complete para cada estudiante que se matricula por primera vez en una escuela pública de Texas. Este cuestionario se archivará en el expediente del estudiante.

NOMBRE DEL ESTUDIANTE _____ **#ID** _____

DIRECCION _____ **TELEFONO** _____

ESCUELA _____

1. ¿Qué idioma se habla en su hogar la mayoría del tiempo? _____

2. ¿Qué idioma habla su hijo/a (usted) la mayoría del tiempo? _____

Firma del Padre/Madre/ o Representante Legal Fecha

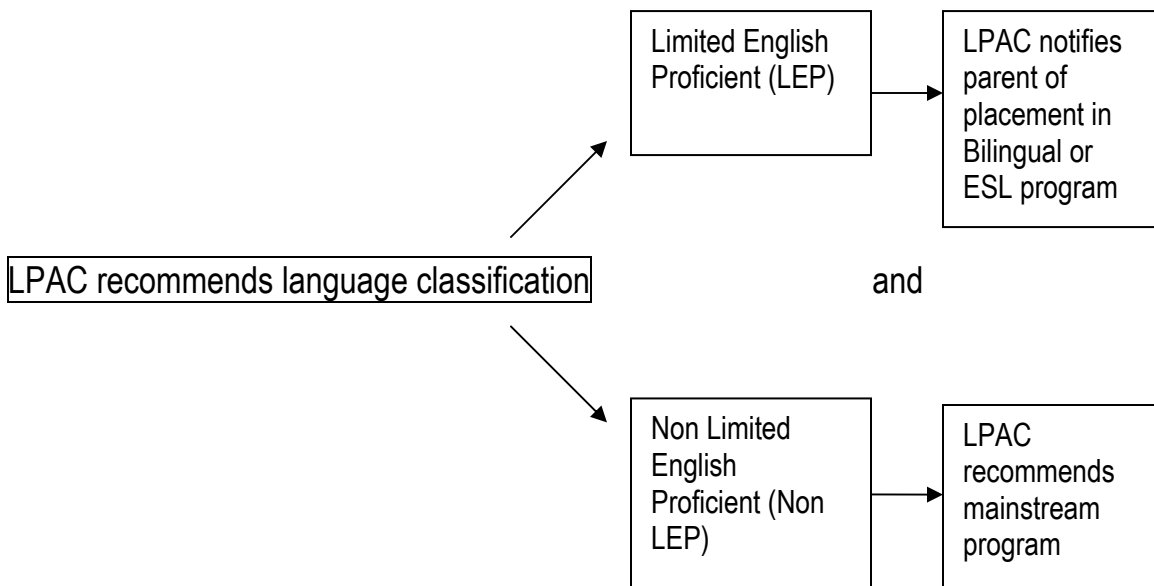
Firma del estudiante si está en los grados 9-12 Fecha

LPAC PLACEMENT CHART

Title III requires that student identification and parent notification take place no later than 30 days after the beginning of the school year and within 2 weeks of placement thereafter. An LPAC should follow the more stringent Texas requirements and have student identification and placement occur within the first 4 weeks (20 days) of student enrollment.

Gathers and reviews all pertinent information on **all** students for whom the Home Language Survey indicates a language other than English:

- Reviews results of state-approved Oral Language Proficiency Test
- In grades 2-12 reviews student performance data that includes the English reading and language arts results on a state-approved norm-referenced achievement test
- Reviews TAAS/TAKS results for students in grades 3-12
- Reviews any other language or academic information that may assist in making the appropriate placement, including parent interview and/or classroom observation data



Enrollment Date: _____	INITIAL REVIEW Bilingual Education / ESL Program _____ ISD/Charter School	HLS Date: _____
LPAC Date: _____		Parent Permission Date: _____
Placement Date: _____		Parent Denial Date: _____

Student Name: _____ Student ID: _____
 DOB: _____ Age: _____ Grade: _____ Campus: _____

INITIAL ASSESSMENT SCORES:

Oral Language Proficiency Test: _____
 English Score: _____ Date _____ *Primary language Score: _____ Date _____
 Norm- Referenced Standardized Achievement Test (grades 2 - 12): _____ Date: _____
 Reading: _____ %ile Language Arts _____ %ile
 Other academic information:

**This score is required in bilingual programs and it is encouraged in ESL programs*

LPAC RECOMMENDATIONS	IMMIGRANT STUDENT HISTORY
<p>ENGLISH LANGUAGE CLASSIFICATION: (Check the appropriate box)</p> <p><input type="checkbox"/> LEP <input type="checkbox"/> Non LEP</p> <p>LEVEL OF ENGLISH LANGUAGE PROFICIENCY BASED ON TEST (S) ADMINISTERED:</p> <p>LANGUAGE PROGRAM PLACEMENT:</p> <p><input type="checkbox"/> Elementary Bilingual Education Program <input type="checkbox"/> Elementary English as a Second Language Program <input type="checkbox"/> Secondary English as a Second Language Program <input type="checkbox"/> Dual Language Program <input type="checkbox"/> Regular English Program</p> <p>PARENT NOTIFICATION FOR LEP PLACEMENT:</p> <p><input type="checkbox"/> Program Description and Benefits to Student <input type="checkbox"/> Level of Language and Academic Proficiency <input type="checkbox"/> Other, specify _____</p> <p>COMMENTS: _____</p>	<p>COMPLETE (if applicable):</p> <p><input type="checkbox"/> Student History Worksheet (attach) <input type="checkbox"/> Evidence of Inadequate Foundation (attach) <input type="checkbox"/> Instructional Interventions (attach) <input type="checkbox"/> Insufficient Progress (attach)</p> <p>Reminder: An LPAC meeting must be held in the semester of the TAKS testing to make assessment decisions. Use forms found in the <u>LPAC Decision Making Process for the Texas Assessment Program (Grades 3-12)</u>.</p> <p>COMMENTS: _____</p> <p>LPAC SIGNATURES: (all members must be LPAC trained)</p> <p>_____ *Parent of Participating LEP Student</p> <p>_____ Bilingual Education Teacher</p> <p>_____ *English as a Second Language Teacher</p> <p>_____ Transitional / Regular Education Teacher of LEP Student</p> <p>_____ Campus Administrator</p> <p>* Indicates required ESL Program LPAC Membership</p>

_____ **Independent School District /Charter School**

Parental Notification –Identification and Placement
Bilingual / ESL Program, 19TAC Chapter 89, Subchapter BB § 1220(j) (k); PL §107-110 §3302 (a)

Campus Name _____ **Date** _____

To the Parents/Guardians of _____ **Grade** _____

Federal and Texas laws require language instruction programs for students who have not attained proficiency in using the English language. We have reviewed your son/daughter’s oral language and academic performance in order to make the best instructional decision.

English Oral Language Proficiency Test ** (OLPT, PK-12) Name: _____
Date Administered: _____ Results: _____ Proficiency: _____
Spanish Oral Language Proficiency Test *(OLPT) Name: _____
Date Administered: _____ Results: _____ Proficiency: _____
Norm-referenced Standardized Achievement Test** (Grades 2-12) Name _____
Results: _____
<small>* required for placement in the Bilingual program **required for placement in the Bilingual and the ESL programs Tests taken for placement or for exit are from the state approved list of tests found on the TEA Bilingual unit website.</small>

Other language/academic tests(s) reviewed (optional):

Name of Placement Test _____ Results: Reading _____

Name of Placement Test _____ Results: Writing _____

Texas English Language Proficiency Assessment System (TELPAS) 2004: Observation Protocols, RPTE/TAKS/exit level TAAS (attach confidential report) **Beginner; Intermediate; Advanced; (or) Advanced High**

Listening _____ Speaking _____ Reading _____ Writing _____

Based on the results reviewed from all of these assessments, the English language proficiency for your

son/daughter has been determined to be _____. Consequently, we recommend that your son/daughter be placed in the following program required in the district (19 TAC Subchapter BB §89.1205):

_____ **Bilingual** _____ **English as a Second Language (ESL)**

The following is a description of the program that your son/daughter will be placed in. It describes how the program differs from the regular program in content, instruction goals, and use of English and native language instruction.

Our district expects all students, including students participating in the Bilingual or English as a second language (ESL) programs, to achieve success in meeting the academic standards set by the state. The district's curriculum is the Texas Essential Knowledge and Skills (TEKS).

Teachers in the Bilingual and ESL programs are trained on how to plan instruction for children whose first language is not English. Curriculum and instruction in the bilingual/ESL program will be accomplished through developmentally appropriate materials and instructional strategies designed to accelerate your child's development of English comprehension, communication and academic skills. Instruction may include the use of the child's primary language. In the case of a child with a disability, close collaboration will be maintained with the special education program by following the student's Individual Educational Plan (IEP). Your son/daughter is expected to graduate _____.

The transition from the bilingual/ESL program into the regular program is expected to occur within _____ years. Students can exit the program when they meet the exit criteria set by the state for Bilingual and ESL program students.

1. This determination is based upon tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, **and** one of the following:
 - A. Meeting the state performance standards for TAKS in English reading and writing (when available) as required in the Texas Education Code (TEC), §39.023, at grade level; **or**
 - B. Scoring at or above the 40th percentile on both the English reading and the English language arts sections of a TEA – approved norm-referenced test.
2. In making this determination, the district will also consider other indications of the student's overall progress, including TAKS/TAAS scores in other subject areas, teacher evaluation, and parental evaluation.

Please indicate your approval for your child's participation in the district's Bilingual or ESL program by entering your signature in the appropriate space.

_____ YES _____ Signature of parent/guardian	_____ Date
--	---------------

Note: Please return this notice to your son/daughter's teacher.

If you have any questions, please contact _____ at our office at _____.

Distrito Escolar Independiente/Escuela Excepcional (Charter) de _____
Notificación para Padres – Identificación y participación en el programa bilingüe / ESL
19 TAC Capítulo 89, Subcapítulo BB § 1220(j) (k); PL §107-110 §3302 (a)

Escuela _____ **Fecha** _____
Para los padres/representantes legales de _____
Grado _____

Las leyes federales y estatales requieren programas del lenguaje educacionales para los estudiantes que no han dominado el inglés. Hemos revisado los resultados de las pruebas del dominio oral y de aprovechamiento académico de su hijo/a para hacer decisiones sobre la mejor manera de darle instrucción en la escuela.

Prueba oral del dominio del idioma en inglés ** (OLPT, PK-12) Nombre: _____
Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____
Prueba de dominio del idioma en español (OLPT)* Nombre: _____
Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____
Prueba de medición estandarizada** (Grados 2-12) Nombre: _____
Resultados: _____

** requerido para participar en el programa bilingüe ** requerido para participar en los programas bilingües o de inglés como segundo idioma
Las pruebas que se toman para participar o salida de estos programas están en la lista de pruebas aprobadas por el estado y se encuentran en el sitio de internet de TEA del programa bilingüe.*

Pruebas del lenguaje académicas adicionales que se revisaron (opcional):

Nombre de la prueba de ingreso _____ Resultados: Lectura _____

Nombre de la prueba de ingreso _____ Resultados: Escritura _____

Protocolo de observaciones (TELPAS) 2004, RPTE/TAKS/TAAS (agreguen el reporte confidencial del estudiante): Principiante (P) ; Intermedio (I) ; Avanzado (A); (o) Avanzado Superior (AS)

Habilidad para: Escuchar _____ Hablar _____ Leer _____ Escribir _____

Basándonos en los resultados de estas pruebas, el nivel de dominio del idioma inglés que se ha determinado para su hijo/a es _____.

Por consiguiente, recomendamos que su hijo/a participe en el siguiente programa requerido por el distrito (19TAC Subcapítulo BB §89.1205):

_____ **Bilingüe** _____ **Inglés como segundo idioma (ESL)**

A continuación le damos una descripción del programa en el cual su hijo/a será inscrito. La descripción demuestra como el programa se distingue en contenido, metas de aprendizaje, y el uso del inglés e instrucción en el primer idioma.

Nuestro distrito espera que todos los estudiantes, incluyendo a los estudiantes que participen en los programas de educación bilingüe o inglés como segundo idioma, logren obtener con éxito los estándares fijados por el estado. El currículo estatal son los conocimientos y destrezas esenciales de Texas (TEKS), es el mismo que se enseña en nuestro distrito. Se espera que todos los estudiantes cumplan con los estándares del estado con éxito.

A los maestros en los programas bilingües e inglés como segundo idioma se les da entrenamiento sobre como desarrollar los planes de instrucción para los niños cuyo primer idioma no es el inglés. El currículo y la instrucción en el programa bilingüe/ESL serán llevados a cabo usando materiales apropiados de acuerdo al nivel de desarrollo del estudiante y por medio de metodología apropiada diseñada para acelerar el desarrollo de la comprensión, comunicación, y las destrezas académicas en inglés. Esto puede incluir el uso del primer idioma del niño/a. En el caso de un estudiante con alguna discapacidad, se mantendrá una colaboración con el programa de educación especial y se seguirá el programa individual de educación (IEP) que se ha elaborado especialmente para el estudiante. Se espera que su hijo/a se gradúe en

Para los estudiantes que no han logrado el nivel Avanzado Superior en el dominio del idioma, la transición del primer idioma al inglés se llevará acabo dentro de _____ años. Los estudiantes pueden salir del programa cuando hayan cumplido con los requisitos del programa establecido por el estado para los estudiantes en los programas bilingüe e inglés como segundo idioma (ESL).

1. Esta decisión debe basarse en los logros académicos obtenidos en las pruebas que miden el dominio del idioma en las áreas de lectura, escritura, expresión oral y comprensión, tanto en el primer idioma (para los estudiantes que participan en el programa bilingüe) como en inglés, y también uno de los siguientes criterios:
 - a. El logro de los estándares estatales para TAKS en lectura y escritura en inglés (cuando estén disponibles) como lo requiere el Código de Educación de Texas (TEC), §39.023, al nivel escolar que les corresponda; o
 - b. Una puntuación de percentil 40 o superior en las secciones de lectura y de artes del lenguaje de la prueba de medición estandarizada aprobada por la Agencia de Educación de Texas (TEA).

2. Al tomar la decisión, los distritos también pueden tomar en consideración otros indicadores del progreso del estudiante, incluyendo puntajes en los resultados de medición de las pruebas de TAKS/TAAS, la evaluación subjetiva del maestro y la evaluación de los padres.

Favor de indicar su autorización para la participación de su hijo/a en el programa bilingüe o el programa de inglés como segundo idioma (ESL) poniendo su firma en el espacio indicado.

SI _____ Firma de padre/madre/representante legal	_____ Fecha
--	----------------

Nota: Por favor regrese esta notificación al maestro/a de su hijo/a.

Si tiene preguntas, llame a nuestra oficina y hable con _____, (teléfono) _____.

Bilingual Education Program Benefits

Student Name: _____

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in a bilingual education program. Because your child hears Spanish at home and/or speaks Spanish with other children, he/she would benefit from bilingual instruction. The bilingual education program provides your child with Spanish instruction by a teacher who also speaks Spanish to make sure that he/she understands what the teacher is saying; therefore the student achieves his/her own potential.

English is clearly an important language for success. Your child will receive daily instruction in English, and as he/she becomes more able to understand and speak English, more of the teacher's instruction will be in English. The concepts and skills learned in Spanish will transfer to English. Knowledge that your child acquires through learning to read, and completing assignments in mathematics, science and other subject areas in Spanish transfers to English as he/she learns to understand and speak English.

However, if you do not want your child to participate in the Bilingual Education Program, please contact me or your child's teacher to discuss other options for your child to develop English language proficiency.

Sign below only if you have read the information above and do not want your child in a bilingual program.

Thank you,

School Principal

I do not want my son/daughter to participate in the Bilingual program. I would like to discuss other options that will address my son/daughter's language/academic needs.

Parent/ Guardian Signature

Date

English as a Second Language (ESL) Education Program Benefits

Student Name: _____

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in an English as a Second Language (ESL) education program. Because your son/daughter hears a language other than English at home and/or speaks a language other than English with peers, he/she would benefit from intensive English instruction. A teacher in the English as a Second Language (ESL) education program is trained on how to teach the English language using special materials, teaching materials, and is sensitive to the individual needs of a student who is learning English. The teacher in an ESL program collaborates with other teachers who may also have your son/daughter in class. This is necessary so that your son/daughter will meet all of the required state standards expected of all students. If a student is also enrolled in a special education program, the teachers collaborate so that instruction is provided according to the student's Individual Education Plan (IEP).

However, if you do not want your son/daughter to participate in the English as a Second Language (ESL) education program, please contact me or your son/daughter's teacher to discuss other options for the development of English language proficiency.

Sign below only if you have read the information above and do not want your son/daughter in the English as a Second Language (ESL) program.

Thank you,

School Principal

I do not want my son/daughter to participate in the ESL program. I would like to discuss other options that will address my son/daughter's language/academic needs.

Parent Signature

Relationship to Student

Date

ACCELERATION OF ENGLISH LANGUAGE PROFICIENCY

LEP STUDENT PLAN

STUDENT _____ CAMPUS _____

TEACHER (S) _____

DATE _____

PART I. Individual Needs of Student

I. Student's Present Level of Performance: List Assessment Results/Data.

II. Plan to Address Program Components: (Use additional sheets as needed.)

Affective: History, cultural heritage, self-assurance, positive self esteem

Targeted Skill/ Measurable Objective	Time	Strategy	Progress Check

Linguistic: Receptive and expressive language

Targeted Skill/ Measurable Objective	Time	Strategy	Progress Check

Cognitive: Content area skills and concepts

Targeted Skill/ Measurable Objective	Time	Strategy	Progress Check

III. Interval of time for monitoring progress towards the objectives: _____

PART II. TEACHER REPORT ON STUDENT PROGRESS

I. Interval period from _____ to _____ /

Teacher	OBJECTIVE	NOTED PROGRESS	RECOMMENDATIONS

II. Interval period from _____ to _____ /

Teacher	OBJECTIVE	NOTED PROGRESS	RECOMMENDATIONS

III. Interval period from _____ to _____ /

Teacher	OBJECTIVE	NOTED PROGRESS	RECOMMENDATIONS

Twenty Tips for Teachers of Language Minority Students

1. *Increase your own knowledge:* Learn as much as you can about the language and culture of your students. Go to movies, read books. Keep the similarities and differences in mind and then check your knowledge by asking students whether they agree with your impressions. Learn as much of the student's language as you can; even a few words help. Widen your own worldview; think of alternative ways to reach the goals you have for your class.
2. *Simplify your language:* Speak directly to the student, emphasizing important nouns and verbs. Use as few extra words as possible. Repetition and speaking louder doesn't help; rephrasing, accompanied by body language, does. Avoid slang and idiomatic expressions.
3. *Announce the lesson's objective and activities:* Write the objectives on the board and review them orally before class begins. It is also helpful to place the lessons in the context of its broader theme and preview upcoming lessons.
4. *Write legibly:* Remember that some students have low levels of literacy or are unaccustomed to the Roman alphabet. Use the chalkboard or overhead projector to write important words.
5. *Demonstrate; use manipulatives:* Whenever possible, communicate with gestures, pictures and objects that help get the meaning across. Use a variety of different pictures or objects for the same idea. Give an immediate context for new words.
6. *Make use of all senses:* Give students a chance to touch things, to listen to sounds, even to smell and taste when possible. Talk about the words that describe these senses as the student physically experiences something. Write new words as well as say them.
7. *Use filmstrips, films, videotapes, and audiocassettes with books:* Obtain audio-visual materials from the school or district media center to improve a content lesson. It is helpful to preview the audio-visual materials before showing them to the class, both for possible language difficulties and misleading cultural information.
8. *Bring realia into lessons:* Use visual displays (graphs, charts, photos), objects, and authentic materials, like newspaper and magazine clippings, in the lessons and assignments. These help provide non-verbal information and also help match various learning styles.
9. *Adapt materials:* **Don't** "water down" the content. Rather, make the concepts more accessible and comprehensible by adding pictures, charts, maps, time-lines, and diagrams, in addition to simplifying the language.
10. *Pair or group language minority students with native speakers:* Much of a student's language learning comes from interacting with his/her peers. Give students tasks to complete that require interaction of each member of the group while ensuring that the language minority student has linguistically easier tasks. Utilize cooperative learning techniques in a student-center classroom.
11. *Develop a student-centered approach to teaching and learning:* Instructional facilitators let students assume more responsibility for their learning. When activities are planned that actively involve students in each lesson, students can better process the material presented and acquire the language as well.

12. *Have students do hand-on activities:* Plan for students to manipulate new materials through hands-on activities, such as role-play and simulations. This includes TPR (total physical response), laboratory experiments, drawing pictures and story sequence, and writing their own math word problems.
13. *List and Review instructions step-by-step:* Before students begin an activity, familiarize them with the entire list of instructions. Then, have students work on each step individually before moving on to the next step. This process is ideal for teaching students to solve math and science word problems.
14. *Ask inferential and higher-order thinking questions:* Encourage students' reasoning ability and higher order thinking skills such as hypothesizing, inferencing, analyzing, justifying, and predicting.
15. *Build on the student's prior knowledge:* Find out as much as you can about how and what students learned in their own country. Then try to make a connection between the ideas and concepts you are teaching and students' previous knowledge or previous way of being taught. Encourage students to point out differences and connect similarities.
16. *Recognize that students will make language mistakes:* During the second language acquisition process, students make mistakes; this is natural in the process of learning a language. Make sure that students have understood the information, but do not emphasize the grammatical aspect of their responses. When possible, model the correct grammatical form.
17. *Increase wait time:* Give student's time to think and process the information before rushing in with answers. A student may know the answer, but may need a little more processing time in order to say it in English.
18. *Don't force recent students to speak:* Give students an opportunity to demonstrate comprehension and knowledge through body actions, drawing pictures, manipulating objects, or pointing.
19. *Respond to the message:* If students have the correct answer and it's understandable, don't correct their grammar. The exact word and correct grammatical response will develop with time, especially with young children. Instead, repeat their answer, putting it into standard English, and let students know that you are pleased with their response.
20. *Support the student's home language and culture; bring it into the classroom:* Your goal should be to encourage students to keep their home language as they acquire English. Many children in this world grow up speaking more than one language; it's an advantage. Let students help bring about a multicultural perspective to the subject you are teaching. Students might be able to bring in pictures, poems, dances, proverbs, or games. Do what ever you can to help your fluent English-speaking students see the language-minority student as a knowledgeable person from a respected culture.

Adapted from:

Short, D.J. (1991). Integrating language and content instruction: Strategies and techniques.

Washington, D.C. National Clearinghouse for Bilingual Education

Sullivan, T. (1993). Sheltered English techniques in the mainstream class: Guidelines and Techniques for Teaching.

Washington, D.C. Center for Applied Linguistics.

Instructional Strategies for English Language Learners

BILINGUAL EDUCATION

Every school district is responsible for providing all students an English language arts program that includes the Texas Essential Knowledge and Skills (TEKS) of oral communication, reading with comprehension, composition, and the mechanics of language. Students of limited English proficiency (LEP) will need to receive instruction in language arts as a subject as well as language as medium for instruction in required subjects other than language. Administrators should provide a quality language arts program that develops expanded meaning of language, builds vocabulary, and teaches word recognition and comprehension techniques to both LEP and native English-speaking students. English-speaking students in the regular classroom have acquired prereading and basic reading abilities they can add to the specific requirements a language arts program demands. Therefore, these students have a good start in attaining a mental framework upon which to establish the additional competencies needed for successful reading in a language arts program.

The content areas must be taught in the primary language as well as in English commensurate to the student's needs in the Bilingual program. Bilingual teachers need to teach the ESL TEKS when instructing students in the content areas as well as language arts and reading. Particular attention needs to be paid to the modifications stated in the TEKS.

On the other hand, the LEP student who is struggling to speak, read, and comprehend the English language will have few, if any, of the preskills necessary for academic success in language arts. The reading requirements are often extensive and unrealistic, and these students' comprehension of the abstract concepts basic to much reading comprehension is minimal. Success in mastering language arts concepts is possible only to the extent that the LEP students have acquired the basic oral proficiency and reading skills, specialized abilities, and knowledge demanded in the content area. To ensure that a quality English language arts program is provided for LEP students:

- Instruction must include all the characteristics of a quality English language arts program for native speakers of English
- Administrators must provide this program through a required bilingual education or English as a second language (ESL) program

→ **Transferring Skills Between Languages**

Transfer is the process of connecting prior learning to present learning. Bilingual education as a mode for teaching English language arts is based upon the positive transfer process whereby original learning in the primary language boosts comprehension and retention of information given in the course of English instruction.

Recent research on effective schools includes Effective Teaching Practices (ETPs) in the areas of:

- teaching strategies
- time on task
- feedback techniques
- learning climate

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Enumeration of these strategies as they affect LEP students provides administrators and teachers with some important indicators of the quality of the programs they are directing. Teachers and administrators should be aware that:

- teachers need to provide information in a way that is clearly understood. For the LEP student, this means that instruction may need to be given in the student's primary language and through ESL.
- appropriate variations of instructional strategies increase the probability that students will master, retain, and transfer knowledge and skills. LEP students are best able to absorb knowledge through the language they know. Therefore, their English proficiency is strengthened through ESL until English becomes an appropriate modality for learning the language arts Texas Essential Knowledge and Skills (TEKS).
- teachers should differentiate instruction for LEP students according to their entry-level language skills
- students understand complicated concepts by transferring known language competency to English and by developing conversational language abilities to abstract academic levels.

When they are acquiring English language skills and simultaneously receiving reading instruction in print as well as orally, LEP students should concentrate on developing these basic competencies:

- word recognition techniques to build reading vocabulary
- comprehension of phrases, sentences, and expressions peculiar to reading instruction, syntax and grammar, and speaking skills
- ability to organize and sequence information logically
- ability to follow specific oral and written directions

A LEP student would have difficulty learning to speak, read and write a second language while simultaneously trying to comprehend complex reading passages. Therefore, a teacher specializing in language arts must consider two relevant and basic questions:

- How much prior skill and knowledge of the field does the student possess?
- How effectively is the student able to read the passages assigned?
- What is the academic level of the student in all of the content areas in the primary language?

Unless the student has significant prior skill and knowledge and can effectively read the text, modifications of the lesson delivery will be necessary.

→ **Modifying the *Language Arts* Curriculum for LEP Students**

Educators employ two distinct programs, Bilingual Education and English as a Second Language (ESL), to modify the general education program to teach English language arts to students limited in English proficiency (LEP). A bilingual education program makes use of a LEP student's native language as well as English. An ESL program uses the second language, English, as the medium

Instructional Strategies for English Language Learners

of instruction along with adaptive methodologies. The instructional staff should assess LEP students' language abilities to determine which language should convey the content of the course. The selection of the appropriate medium is dependent on the language strengths and maturities of LEP students.

LEP students vary in the extent of language proficiency that they bring to the classroom. Some students come to school without English language skills or with some basic word knowledge in English but are not able to communicate well with teachers or peers. Other students come to school with academic language proficiency in their primary language, but have not acquired sufficient content vocabulary in English to enable them to complete their classroom assignments or participate in oral assignments. Many students come to school with some knowledge of English and some proficiency in their primary language, but still need intensive language development in both languages. It is imperative that a careful diagnosis of language proficiency be done in English and, if possible, in the primary language. After the LEP students' language characteristics have been determined, teachers can identify the appropriate instructional methods, material, and pacing necessary to ensure mastery.

→ **General Principles of Modification for Language Arts**

In a bilingual education program, teachers provide the regular curriculum through dual language use to meet students' academic needs. They modify the instructional program by altering the language in which the content is conveyed; however, they would not alter the scope of the curriculum in a bilingual education program.

District planners should design their curriculum to ensure mastery of the English language arts Texas Essential Knowledge and Skills (TEKS). The curriculum that results from a dual language program should:

- emphasize acquisition of basic skills
- foster the critical thinking process
- stimulate continuous reorganization of the information presented
- encourage further investigation of the information presented
- use multiple learning styles

Bilingual or ESL certified instructors may also form teams with other teaching or support personnel to develop supplementary programs for LEP students. Parent volunteers and paraprofessionals can work with regular instructional personnel cooperatively to deliver the needed programs in accordance with State Board rules.

In other specific modifications appropriate for teaching the Texas Essential Knowledge and Skills (TEKS), teachers may include instructional strategies with the following objectives:

- to help students build card files on needed vocabulary
- to show the same information through a variety of visual aids
- to encourage students to underline key words or important passages in written student assignments
- to teach vocabulary helpful in grouping words, language arts concepts, and techniques into meaningful categories

Instructional Strategies for English Language Learners

- to pair students for team learning
- to teach English expressions and colloquialisms
- to teach prefixes and suffixes peculiar to the English language
- to develop and translate meanings through the language arts materials and context rather than providing mere translation in the vernacular which does not guarantee the same meaning in the native language and often creates confusion

Further, instructional personnel should be alert to language and concepts that may be unclear in materials used because of cultural difference.

→ **Modifications in Pacing and Teaching Strategies for Language Arts**

The LEP students' program must be paced according to language and academic abilities. Teachers should give consideration to the progression of language development; listening, speaking, reading, writing. They may make modifications in the language of instruction in accordance with each student's language ability, a factor that also should govern pacing of instruction. In an ESL program, pacing modifications concentrate on vocabulary and concept development; in a bilingual program, dual language instruction concentrates on a process approach to the content area. Instructional personnel should carefully investigate course selections and placement at the students' instructional levels in textbooks. Additional modifications may include the following:

- to explain special vocabulary terms in words known to the students
- to write shorter and less complex sentences
- to assign short homework tasks that require reading
- to teach the words that signal sequence
- to check understanding of written language that may convey complex concepts
- to rewrite story problems in simpler English by using shorter sentences and pictures
- to teach new vocabulary in each day's unit and to review terms already mastered
- to tape short stories for independent listening assignments
- to de-emphasize speed and emphasize accuracy of reading
- to help students organize their materials, set realistic goals, and develop independent study habits

→ **Modifications of Materials Needed for Language Arts**

All materials, whether state-adopted textbooks in Spanish and English, teacher-made lessons, or district-developed aids to instruction, should be modified to meet the students' academic needs. Administrators and curriculum supervisors might encourage classroom instructors to:

- provide numerous pictures to illustrate new words
- offer a variety of reference materials at the student's instructional level for independent use
- keep a variety of word games to be played by pairs of students or small groups
- use cartoons and leave the bubbles above the speakers blank to be filled in by the students
- have students prepare glossaries of reading terms
- use drawings to identify concepts and relationships

Instructional Strategies for English Language Learners

- maintain a library of supplementary reference books, workbooks, and other materials that are written in simple English and that offer additional reading samples that are well illustrated
- provide films, records, filmstrips, and other materials that may be used independently or in small groups
- help students improve writing skills by highlighting transitional devices used in writing samples
- use pictures and other visual aids to assist in comparison and contrasts for comprehension of concepts

What are some content area ESL methodologies?

→ **General Principles of Modification for Mathematics**

To meet the instructional needs of the LEP student through bilingual education and ESL programs, districts may modify their programs for learning English and for mastering the mathematics Texas Essential Knowledge and Skills (TEKS) required. The program as modified in an ESL language program should begin:

- to emphasize and reinforce the concepts and ideas of mathematics as the students learn English
- to emphasize acquisition of basic mathematics skills
- to foster the thinking process
- to stimulate continuous reorganization of previously learned ideas
- to support multiple learning styles

In an ESL program, the sequence in which the Texas Essential Knowledge and Skills (TEKS) are presented may be modified to accommodate the students' progress in acquiring English language skills. Emphasis on oral and visual stimuli aid students in comprehending concepts English-speaking students develop through written material.

Modification of Methods for Mathematics

Instructional strategies may include the following objectives:

- to help students build card files and glossaries on mathematics vocabulary
- to show the same information through a variety of difference graphs and visuals
- to encourage students to underline key words or important facts in their written assignments
- to encourage students to underline key words into meaningful groups to pair students for team learning
- to teach English expressions for mathematical operations such as “square”, “add”, and “multiply”
- to teach measurement terms through use of the actual instruments and devices whenever possible
- to teach the names of currency, coins, and monetary units
- to teach words that indicate quantitative relationships such as “more”, “less”, “larger”, and “twice as many”

Instructional Strategies for English Language Learners

- to teach prefixes peculiar to the language of mathematics such as “bi”, “deci”, “centi”, and “kilo”

Modifications may also include the teaming of bilingual or ESL certified instructors with personnel on emergency teaching permits to develop supplementary programs for LEP students. Parent volunteers and paraprofessionals can work with regular instructional personnel cooperatively to deliver the needed programs in accordance with the State Board rules.

Modification of Pacing and Placement for Mathematics

The LEP students' program must be paced according to language and academic abilities and should employ teaching strategies that take these students' unique needs into consideration. Modifications may also involve placement of a student at an instructional level determined by what courses the students have successfully completed. Course selection and choice of state-adopted textbooks should be carefully supervised by teachers, counselors and administrators. Teachers of LEP students should teach the ESL TEKS and pay special attention to the modifications specified in them.

In an ESL program, pacing modifications concentrate on vocabulary and concept development. In addition, teachers may be able:

- to explain special vocabulary terms in words known to the student
- to write instructions and problems using shorter and less complex sentences
- to prepare a sequence of ordinal numbers and identify the ordinal position of each one by writing the appropriate numerical symbol and word (i.e., “1st-first”)
- to assign short homework tasks that require reading
- to limit the number of problems that must be worked
- to emphasize special mathematical meanings of words commonly used in English
- to tape record problems for independent listening assignments
- to de-emphasize speed and emphasize accuracy of work

Modification of Materials for Mathematics

All materials, whether state-adopted textbooks in Spanish, teacher-made lessons, or district-developed aids for instruction, should be modified to meet the students' academic needs. Administrators and curriculum supervisors can support the classroom instructor:

- to provide numerous pictures to illustrate new words
- to offer a variety of reference materials at the student's instructional level for independent use
- to keep variety of number games to be played by pairs of students or small groups
- to maintain a library of supplementary books and workbooks written in simple English which offer additional illustrations for problems
- to keep listening tapes on mathematical problems for individual assignments
- to help students prepare glossaries of mathematics terms
- to encourage the use of diagrams and drawings as aids to identifying concepts and seeing relationships

Instructional Strategies for English Language Learners

- to support reading in mathematics by having films, records, filmstrips, and other materials which may be used independently or in small groups

→ General Principles of Modification for Social Studies (SS)

To meet the instructional needs of the LEP student through bilingual education and English as a second language programs, districts should modify their programs for learning English and for mastering the Texas Essential Knowledge and Skills (TEKS) required in social studies programs. Assessments of mastery should be consistent with the method of instruction used and may be conducted in the primary language or in English. Teachers of SS need to teach the ESL TEKS when teaching SS with English as a second language methodology. Particular attention needs to be paid to the modifications stated in the TEKS.

In a bilingual education program, the regular curriculum is provided through dual language use to meet students' instructional needs. The districts have the responsibility to ensure that instructors modify curriculum according to the learning styles and instructional needs of various students. The social studies curriculum that results from a dual language or ESL program should begin:

- to foster the critical thinking process
- to stimulate continuous reorganization of previously learned ideas
- to encourage further investigation of the information presented

Modification of Methods for Social Studies

Instructional strategies may also include the following objectives:

- to help students build individual card files on needed vocabulary for social studies
- to show the same information through a variety of different graphs and visuals
- to build vocabulary needed to read maps and legends as these are discussed
- to encourage students to underline key words or important facts in their written assignments
- to teach necessary vocabulary for sorting categories of social studies concepts into groups and to explain this vocabulary in words known to the student
- to use student pairs for team learning (cooperative learning) especially for reports
- to teach the vocabulary helpful in evaluating material for logic of written expression and for categorizing as opinion or fact
- to write shorter and less complex sentences and paragraphs with fewer sentences for easier comprehension
- to use language experience techniques in discussing concepts and ideas
- to teach the words that signal sequence
- to check understanding of written language that may convey complex concepts
- to show students how to use a timeline to arrange and sequence important facts

Instructional Strategies for English Language Learners

Modification of the Pacing and Placement for Social Studies

Appropriate pacing may require reordering the sequence in which Texas Essential Knowledge and Skills (TEKS) are provided until some degree of reading comprehension is reached. Further secondary LEP students, whose academic needs require fulfillment of graduation credits, will need assistance in pacing course selection to accommodate their language and academic abilities. Modifications may also involve placement to the student at an instructional level determined by what courses the student has successfully completed. Textbooks should be chosen to meet the student's instructional needs. Informal reading inventories in the primary language and in English may be used to determine both instructional level and appropriate textbooks.

Modification of Materials for Social Studies

Social studies state-adopted textbooks are available at the elementary level in the primary language (English, Spanish). Districts can also design their own appropriate instructional materials in the primary language by using social studies Texas Essential Knowledge and Skills (TEKS) as the content guide. In ESL programs, the district may use the state-adopted social studies textbooks adapted to ESL methodologies. Other instructional materials such as teacher-made and commercially-made products should be modified to adjust for the students' language and academic abilities. Additional suggestions for modifications may be:

- to provide a number of pictures to illustrate new words
- to offer a variety of reference materials at the students' instructional levels for independent use
- to use cartoons and leave the balloons above the speakers blank, to be filled in by the students
- to collect many of the available comic books that portray historic and cultural events in simplified language
- to provide biographies of significant men and women from different cultures
- to prepare difficult passages from textbooks on tape for listening activities
- to use outline maps for students to practice writing in the details and labels
- to support reading instruction in the social studies by maintaining films, records, filmstrips, and other materials which may be used independently or in small groups
- to present clear illustrations and concrete examples to assist the student in understanding complex concepts and skills
- to highlight written materials for readability by enlarging the size of print, by organizing chapters meaningfully, and by writing headings that show introductions for transition from one idea to another
- to use pictures, tables, maps, diagrams, globes, and other visual aids to assist in comparison and contrast for comprehension of concepts.

→ **General Principles of Modification for *Science***

To meet the instructional needs of the LEP student through bilingual education and ESL programs, districts have the responsibility to modify their curriculum according to the learning styles and different instructional needs of various students.

The program as modified for either dual language or ESL instructional should begin:

Instructional Strategies for English Language Learners

- to foster the critical thinking process
- to stimulate continuous reorganization of previously learned ideas
- to encourage further investigation of the information presented

Modification of Methods for *Science*

The interdisciplinary nature of science experience provides students with opportunities to apply skills acquired in other content areas while in the process of acquiring science skills.

Modifications may need to be made especially if the science activity requires reading or writing. Instructional strategies may include the following objectives:

- to practice cause and effect relationships in the environment, laboratory, and on field trips facilitated by providing language and visual cues
- to teach the special vocabulary of the scientist, particularly verbs such as discover, classify, and hypothesize
- to help students build notebooks of their hypotheses, materials, procedures, data, and conclusions or experiments and field experiences
- to ask numerous questions which require higher level thinking responses
- to limit the number of variables in laboratory experiments
- to show the same information through a variety of different charts and visuals
- to develop meanings through the science materials and activities rather than in terms of the equivalent words of the students' vernacular since direct translations often do not convey the exact meaning
- to stress definitions of terms based on the students' observations
- to read a variety of sources to highlight contributions of scientists, inventors, and researchers
- to contrast interrogative, negative, and affirmative statements drawn from the science lesson
- to encourage careful, thoughtful reading of short selections in which one main idea is presented
- to encourage students to underline key words or important facts in written assignments
- to teach interrogative words and expressions and show how they are used in science to answer such questions as who, how, when, and where and higher level questions
- to encourage complete sentences, correct spelling, and accuracy of expression of science methods and language

Modification of the Pacing and Placement for Science

Appropriate pacing may require reordering the sequence in which Texas Essential Knowledge and Skills (TEKS) are provided until some degree of reading comprehension is reached. Further, secondary LEP students, whose academic needs require fulfillment of graduation credits, will need assistance in pacing course selections to accommodate their language and academic abilities.

Modifications may also involve placement of the student at an instructional level determined by what courses the student has successfully completed. Textbooks should be chosen to meet the

Instructional Strategies for English Language Learners

student's instructional need. Informal reading inventories in the primary language and in English may be used to determine both instructional level and appropriate textbooks.

Modification of Materials for Science

Along with the instructional approaches and pacing modifications noted, modifications of the instructional materials may also be needed for LEP students. For districts with a bilingual education program, state-adopted science textbooks in Spanish are available. Districts may also design appropriate instructional materials in Spanish by incorporating the science Texas Essential Knowledge and Skills (TEKS) in the content guide. In the ESL programs, the district may use the state-adopted science textbooks adapted to ESL methodologies. Other instructional materials such as teacher-made and commercially-made products should be modified according to the students' language and academic abilities. Additional suggestions for modification may include the following:

- to provide a number of pictures to illustrate terms such as names of living things, weather patterns, and parts of the body
- to develop interests and arouse curiosity through hands-on experiences, out-of-doors pictures, newspaper clippings, and periodicals
- to use cartoons and leave the balloons above the speakers blank, to be filled in by the students
- to have students prepare collections of science objects such as rocks and leaves
- to prepare difficult passages from textbooks on tape for listening activities
- to support reading instruction in science by having films, records, filmstrips, and other materials which may be used independently or in small groups
- to present clear illustrations and concrete examples to assist the student in understanding complex concepts and skills
- to highlight written materials for readability by enlarging the size of the print, by organizing chapters meaningfully, and by writing headings that show introductions for transition from one idea to another

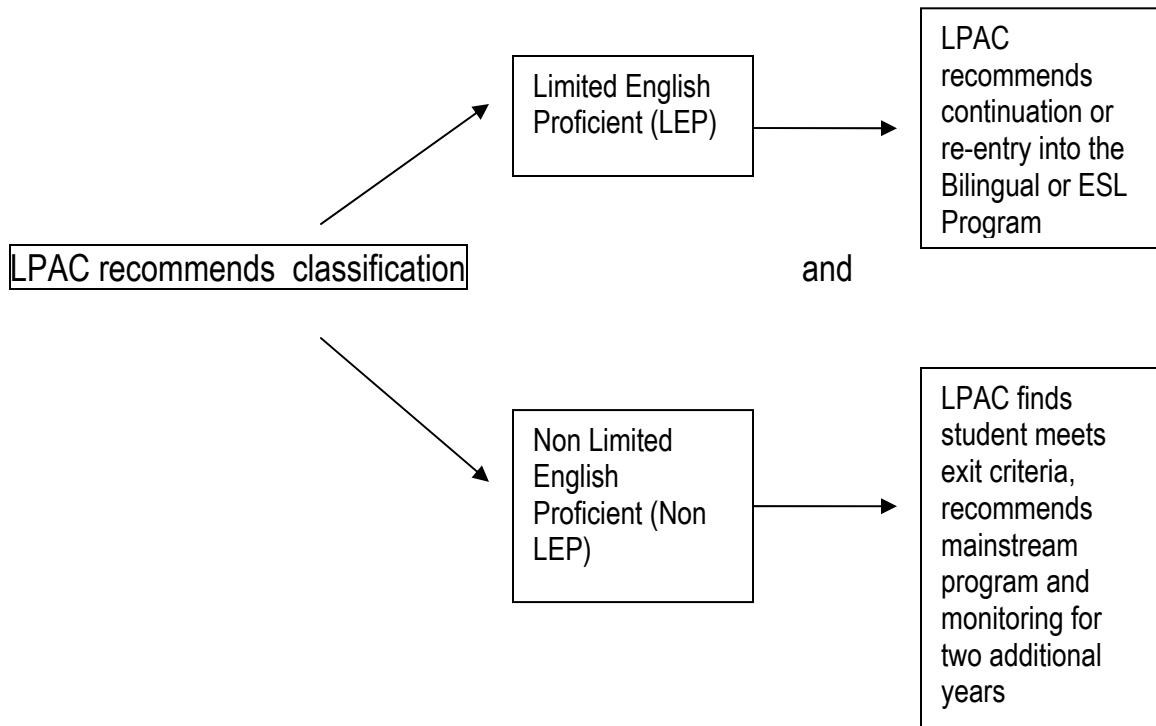
Districts may find it helpful to consult the published readability levels of state-adopted textbooks as they select materials that will be appropriate for the LEP students.

In summary, these suggestions for modification of the academic program for teaching mathematics, social studies, and science to the LEP student are a beginning. Additional instructional suggestions and techniques can be used from the Compensatory, Gifted and Talented and Migrant Education programs.

Adapted and revised by TEA, July 2004

LPAC ANNUAL REVIEW CHART

<p>Gathers and reviews all pertinent information on LEP students to review status of language classification and placement:</p>
<ul style="list-style-type: none"> • Reviews results of state-approved Oral Language Proficiency Test (s), pre and post test administrations • In grades 2-12 reviews student performance data that includes the English reading and language arts results on a state-approved norm-referenced standardized achievement test • Reviews TAAS/TAKS results for students in grades 3-12 • Reviews TPRI, RPTE, Observation Protocol results • Reviews any other language or academic information that may assist in making the appropriate placement, including final grades and other classroom performance data



Enrollment Date: _____ LPAC Date: _____ Exit Date: _____	_____ ISD/Charter School Annual End of Year Review Bilingual Education / ESL Program Academic Year: _____	HLS Date: _____ Parent Permission Date: _____ Denial Date: _____
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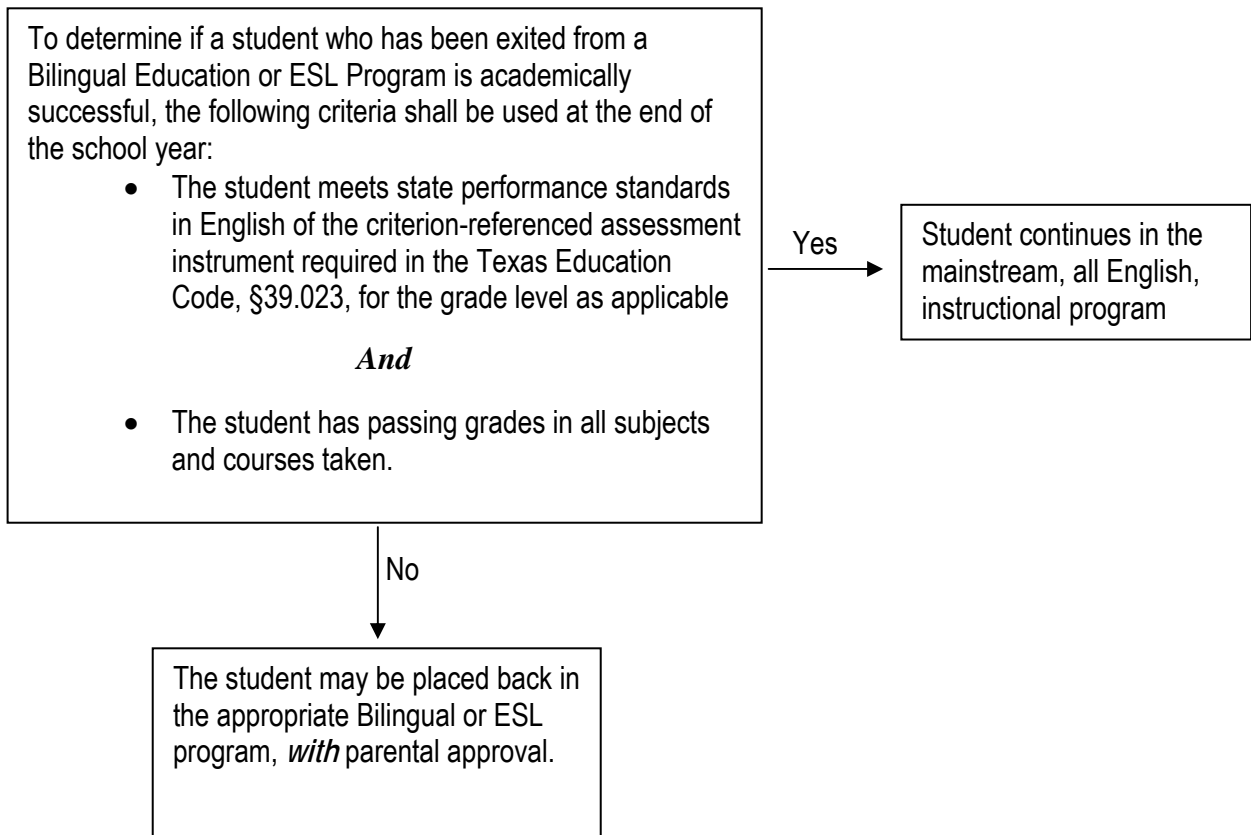
Student Name: _____ Student ID: _____
 DOB: _____ Grade: _____ Campus: _____

<p style="text-align: center;">ANNUAL REVIEW / EXIT CRITERIA <i>Oral Language Proficiency</i></p> <p>English Test: _____ Date: _____ English Test Results: _____</p> <p>Spanish Test: _____ Date: _____ Spanish Test Results: _____</p> <p>Consider overall student performance and participation in special programs when making exit decisions:</p> <p> <input type="checkbox"/> GT <input type="checkbox"/> Migrant <input type="checkbox"/> Title I <input type="checkbox"/> Special Ed. <input type="checkbox"/> At Risk <input type="checkbox"/> Dyslexia <input type="checkbox"/> §504 <input type="checkbox"/> OEYP <input type="checkbox"/> CATE <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ </p>	<p style="text-align: center;">ANNUAL REVIEW / EXIT CRITERIA <i>Norm- Referenced Standardized Achievement Test*</i></p> <p>Test: _____ Date: _____ Reading _____ %ile Language Arts: _____ %ile</p> <p style="text-align: center;">TAKS / TAAS**</p> <p>Date: _____ Indicate Pass / Fail Status and TLI or Scale Score (SS)</p> <p>Reading: (Circle one) Pass/ Fail TLI or SS : _____ Writing: (Circle one) Pass/ Fail TLI or SS: _____ ELA: (Circle one) Pass/ Fail TLI or SS: _____ Alternative Writing: _____</p> <p><small>*State Approved **Use alternative writing assessment for TAKS grade level where writing is not tested.</small></p>
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<p style="text-align: center;">LPAC RECOMMENDATIONS</p> <p>English Language Classification: <input type="checkbox"/> LEP <input type="checkbox"/> Reclassified Non-LEP</p> <p>Program Placement: <input type="checkbox"/> Continue in program <input type="checkbox"/> Exit Program</p> <p>Level of English Language Proficiency:</p> <p>Reading <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High Writing <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High Listening <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High Speaking <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High</p> <p>Other Assessment Information:</p> <table style="width:100%; border-collapse: collapse;"> <tr><td style="width:20%; border: 1px solid black;">TPRI</td><td style="border: 1px solid black;"> </td></tr> <tr><td style="border: 1px solid black;">RPTE</td><td style="border: 1px solid black;"> </td></tr> <tr><td style="border: 1px solid black;">Tejas Lee</td><td style="border: 1px solid black;"> </td></tr> <tr><td style="border: 1px solid black;">Observation Protocol Composite Score</td><td style="border: 1px solid black;"> </td></tr> </table> <p>Comments: <input type="checkbox"/> Complete and attach School History Form (immigrant students only) <input type="checkbox"/> Attach other data as needed </p>	TPRI		RPTE		Tejas Lee		Observation Protocol Composite Score		<p style="text-align: center;">LEVEL OF ACADEMIC ACHIEVEMENT</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:70%; text-align: center;"><i>Subject</i></th> <th style="width:30%; text-align: center;"><i>End of Year Grade</i></th> </tr> </thead> <tbody> <tr><td>English / Language Arts</td><td> </td></tr> <tr><td>Math</td><td> </td></tr> <tr><td>Science</td><td> </td></tr> <tr><td>Social Studies</td><td> </td></tr> <tr><td>Other content areas</td><td> </td></tr> </tbody> </table> <p>LPAC SIGNATURES: (all members must be LPAC trained)</p> <p>_____</p> <p>* Parent of Participating LEP Student</p> <p>_____</p> <p>Bilingual Education</p> <p>_____</p> <p>*English as a Second Language Teachers</p> <p>_____</p> <p>Transitional / Regular Education Teacher of LEP Student</p> <p>_____</p> <p>Campus Administrator</p> <p style="text-align: right;"><small>* Indicates required ESL Program LPAC Membership</small></p>	<i>Subject</i>	<i>End of Year Grade</i>	English / Language Arts		Math		Science		Social Studies		Other content areas	
TPRI																					
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EXITED STUDENT MONITORING CHART

Monitored students need to be evaluated regularly throughout the year and their academic performance should be reviewed to avert retention and provide appropriate interventions as needed.



Enrollment Date: _____	MONITORING OF EXITED STUDENTS Bilingual Education / ESL Program _____ ISD/Charter School	HLS Date: _____
LPAC Date: _____		Permission/Denial Date: _____
Placement Date: _____		Exit/Reclassification Date: _____

Student Name: _____ Student ID: _____
 DOB: _____ Grade: _____ Campus: _____

Texas Assessment of Knowledge and Skills (TAKS) Performance

First Year of Monitoring- (<i>1ST academic year after exit date</i>) <i>SS = Scale Score</i>	TAAS/TAKS Date: _____ Reading SS _____ Met Standard: Y / N	TAAS/TAKS Date: _____ Writing SS _____ Met Standard: Y / N	TAAS/TAKS Date: _____ ELA SS _____ Met Standard: Y / N
Second Year of Monitoring – (<i>2ND academic year after exit date</i>) <i>SS= Scale Score</i>	TAAS/TAKS Date: _____ Reading SS _____ Met Standard: Y / N	TAAS/TAKS Date: _____ Writing SS _____ Met Standard: Y / N	TAAS/TAKS Date: _____ ELA SS _____ Met Standard: Y / N

First Year Monitoring Year: _____	Subject	End of Yr. Grade	LPAC SIGNATURES: (all members must be LPAC trained) _____ * Parent of Participating LEP Student _____ Bilingual Education Teacher _____ * English as a Second Language Teacher _____ Transitional / Regular Education Teacher _____ Campus Administrator *Indicates required ESL Program LPAC Membership
	English/Lang. Arts		
	Math		
	Science		
	Social Studies		
	Other content areas		
LPAC Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when LPAC determines that student's lack of success is due to cognitive academic language) <input type="checkbox"/> Continue in regular program Additional interventions(cognitive, linguistic, affective): _____			

Second Year Monitoring Year _____	Subject	End of Yr. Grade	LPAC SIGNATURES: (all members must be LPAC trained) _____ *Parent of Participating LEP Student _____ Bilingual Education Teacher _____ * English as a Second Language Teacher _____ Transitional / Regular Education Teacher _____ Campus Administrator * Indicates required ESL Program LPAC Membership
	English/Lang. Arts		
	Math		
	Science		
	Social Studies		
	Other content		
LPAC Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when LPAC determines that student's lack of success is due to language) <input type="checkbox"/> Continue in regular program Additional interventions(cognitive, linguistic, affective): _____			

_____ **Independent School District/Charter School**
Parental Report on Student Progress

**Bilingual / ESL Program, 19 TAC Chapter 89, Subchapter BB, §89.1260 ,
and PL 107-110 §3302**

Campus Name _____ **Date** _____

To the Parents/Guardians of _____

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

English Oral Language Proficiency Test ******(OLPT, PK-12)****** Name: _____

Date Administered: _____ Results: _____ Proficiency: _____

Spanish Oral Language Proficiency Test (OLPT)* Name: _____

Date Administered: _____ Results: _____ Proficiency: _____

Norm-referenced Standardized Achievement Test******(Grades 2-12)Name: _____

Results: _____

** required for placement in the Bilingual program **required for placement in the Bilingual and the ESL programs
Tests taken for placement and exit are from the state approved list of tests found on the TEA Bilingual unit website.*

Other language/academic tests(s) reviewed (optional):

Name of Test: _____ Date: _____ Results Reading: _____

Name of Test: _____ Date: _____ Results Writing: _____

Texas English Language Proficiency Assessment System (TELPAS) *Please circle level attained or attach Confidential Student Report.*

B –Beginning **I** –Intermediate **A** –Advanced **AH** –Advanced High

Listening B I A AH Speaking B I A AH Writing B I A AH

Reading B I A AH (Grades K-12 use TELPAS)

TAKS(Grades 3-12) or **TAAS** exit level if applicable:

Language of Test: English: _____ Date: _____ Spanish: _____ Date: _____

Did student meet the state standard? **YES** (or) **NO**

Results: Reading _____ Writing _____ Mathematics _____ Social Studies _____ Science _____

English Language Arts (ELA) _____

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 exit criteria set by the state for bilingual and ESL program students.

1. This determination is based upon tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, **and** one of the following:
 - A. Meeting the state performance standards for TAKS in English reading and writing (when available) as required in the Texas Education Code (TEC), §39.023, at grade level; **or**
 - B. Scoring at or above the 40th percentile on both the English reading and the English language arts sections of a TEA – approved norm-referenced test.
2. In making this determination, the district will also consider other indications of the student's overall progress, including TAKS/TAAS scores, subjective teacher evaluation, and parental evaluation.

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

- Continue in the Bilingual Program**
- Continue in the English as a Second Language (ESL) Program**
- Re-enter into the Bilingual Program**
- Re-enter into the ESL Program**
- Exit the Bilingual Program - Exit criteria have been met.**
- Exit the ESL Program – Exit criteria have been met.**
- Continue monitoring for 1 additional school year – exited student**
- Monitor for 2 additional school years after exiting to ensure success in school**
- Program denied by parent/guardian; continue monitoring academic progress of student**

If you have any questions regarding this placement decision, please contact

_____ *at our office at* _____
Name Telephone

**Distrito Escolar Independiente /Escuela Excepcional (Charter)
de _____**

Informe para padres sobre el progreso del estudiante

**Programa Bilingüe / Inglés como segundo idioma, 19 TAC Capítulo 89, Subcapítulo BB,
§89.1260, y PL 107-110 §3302**

Escuela _____ **Fecha** _____

Para los padres/representantes legales de _____

Las leyes federales y estatales requieren programas educacionales para los estudiantes que no han dominado el uso del inglés. Hemos revisado los resultados de las pruebas del dominio oral y de aprovechamiento académicos de su hijo/a para tomar la mejor decisión sobre la educación futura de su hijo/a.

Prueba oral de dominio del idioma en inglés ** (OLPT, PK-12) Nombre: _____

Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____

Prueba del dominio del idioma en español (OLPT)* Nombre: _____

Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____

Prueba de medición estandarizada** (Grados 2-12) Nombre: _____

Resultados: _____

** requerido para participar en el programa bilingüe ** requerido para colocación en los programas bilingües e inglés como segundo idioma. Las pruebas que se toman para participar o salir de estos programas están en la lista de pruebas aprobadas por el estado y se encuentran en el sitio de internet de TEA del programa bilingüe.*

Pruebas de lenguaje/académicas adicionales que se revisaron (opcional):

Nombre de la prueba: _____ Fecha: _____ Resultados Lectura: _____

Nombre de la prueba: _____ Fecha: _____ Resultados Escritura: _____

Protocolo de observaciones (TELPAS) Encierre con un círculo el nivel obtenido:

P - Principiante **I** –Intermedio **A** –Avanzado **AS** – Avanzado Superior

Habilidad para: escuchar: P I A AS hablar: P I A AS escribir: P I A AS

leer: P I A AS (se usa el TELPAS para los grados K-12)

TAKS o TAAS (Grados 3-12)

Idioma de la prueba: Inglés: _____ Fecha: _____ Español: _____ Fecha: _____

¿Logró el estudiante el estándar estatal? **SI** (o) **NO**

Resultados: Lectura _____ Escritura _____ Matemáticas _____ Estudios Sociales _____ Ciencia _____

Artes del lenguaje en inglés (ELA) _____

Comentarios adicionales sobre el progreso del idioma o del progreso académico del estudiante (compare con la información en la página previa):

Para los estudiantes que no han logrado el nivel Avanzado Superior en el dominio del inglés, la transición del primer idioma al inglés se llevará a cabo dentro de _____ años. Los estudiantes pueden salir del programa cuando hayan cumplido con los requisitos de salida establecidos por el estado para los estudiantes en los programas bilingües y de inglés como segundo idioma (ESL).

1. Esta decisión debe basarse en los logros académicos obtenidos en las pruebas que miden el dominio del idioma en las áreas de lectura, escritura, expresión oral y comprensión, tanto en el primer idioma (para los estudiantes que participan en el programa bilingüe) como en inglés, y también uno de los siguientes criterios:
 - A. Cumplir con los estándares estatales para TAKS en lectura y escritura en inglés (cuando estén disponibles) como lo requiere el Código de Educación de Texas (TEC), §39.023, al nivel escolar que les corresponda; o
 - B. Una puntuación de percentil 40 superior en las secciones de lectura y de artes del lenguaje de la prueba de medición estandarizada aprobada por la Agencia de Educación de Texas (TEA).
2. Al tomar la decisión, los distritos también pueden tomar en consideración otros indicadores del progreso del estudiante, incluyendo los resultados de las pruebas TAKS o TAAS, la evaluación subjetiva del maestro y la evaluación de los padres.

Por esta razón, se recomienda que su hijo/a:

- Continúe en el programa bilingüe
- Continúe en el programa de inglés como segundo idioma
- Vuelva a participar en el programa bilingüe
- Vuelva a participar en el programa de inglés como segundo idioma
- No participe en el programa bilingüe - El criterio de salida del programa se ha cumplido.
- No participe en el programa de inglés como segundo idioma – El criterio de salida del programa se ha cumplido.
- Supervise al estudiante por 2 años adicionales - después de salir del programa para que tenga éxito en la escuela
- Supervise al estudiante por 1 año adicional – el estudiante ya no participa en el programa
- Programa de instrucción rechazado por el padre/madre/representante legal; se continúe supervisando el progreso académico del estudiante

*Si tiene algunas preguntas sobre esta decisión, llame a _____ a
nuestra oficina al _____.* *Nombre*
Teléfono

For further information and clarification regarding the assessment and exemption of Limited English Proficient students please refer to the LPAC Decision-Making Process for the Texas Assessment Program Manual (Grades 3-12)

This manual is available online at:

www.tea.state.tx.us/student.assessment/resources/guides/lpac/index.html

Section IV
COORDINATION
WITH
OTHER PROGRAMS

Introduction: Coordination with Other Programs

The LPAC process does not work in isolation. The continuous focus on the student often necessitates coordination and collaboration between and among other programs that also work with the LEP student. The decisions of the LPAC committee will have an impact on the overall instructional program for the individual LEP student. It is important that the LPAC receive all of the necessary information relating to the student's needs, the student's performance, language, and cultural background, and the student's participation in special programs. Collaboration among instructional personnel who have been trained to identify the needs of LEP students and who must implement timely interventions is essential in maintaining a coherent instructional program that will lead to the improvement of student performance.

Some of the programs that are available to the LEP student may include:

Gifted and Talented	Dyslexia
Before and After School Tutorial	Even Start
Special Education	At Risk programs
Summer School	Section 504 programs
Extra Curricular (student clubs, UIL, etc.)	Optional Extended Year
Community-based programs	Newcomer/Immigrant programs
Career and Technology Education (CATE)	Migrant (Building Bridges, Project SMART etc.)

Written documentation becomes invaluable for collaborating and coordinating programs for the LEP student. Information provided to PEIMS must be correct and timely. Parent input and notification is necessary at every phase of the LPAC process. With the new Title III program requirements, parents become critical partners in the placement and monitoring of the student's instructional program. The LPAC is not a referring agent, but it can serve to identify available programs for the student as it deliberates throughout the year.

Forms related to each area are included in the appropriate section as well in the Appendix of this manual.

This section includes the following forms:

- Bilingual/ESL Special Program/Content Area Collaboration
- Parent Survey Bilingual/ESL Summer Program
- Encuesta de Padres Programa Bilingüe/ESL K-1 Programa de verano
- Bilingual/ESL Program Summer School (English/Spanish Sample form)
- Bilingual/ESL Summer School Program
- Programa Bilingüe/ESL de verano

COMPARISON OF STATE BILINGUAL EDUCATION
and
NCLB TITLE III REQUIREMENTS

References (*in italics*) are to Texas Administrative Code, Chapter 89 (shown as *89.xxxx*); Texas Education Code (shown as *TEC*); Standard Application System application form (shown as *SAS*); No Child Left Behind, Title III, Language Instruction for Limited English Proficient and Immigrant Students (shown as *Title III*) and No Child Left Behind, other titles and sections (shown as *NCLB, Sec. X*).

ACTIVITY	STATE LAW & RULES	TITLE III NCLB
Program Content	Bilingual education (BE) [89.1205(a)(b)] and/or English as a second language (ESL) [89.1205(e)] Meets students' affective, linguistic, and cognitive needs (89.1210) ESL [89.1215(f)] Provided until exit criteria are met [89.1210(h)]. Adopted and supplementary materials used [89.1210(c)(e)]	Language Instruction Educational Program: "The term...means an instruction course in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards...that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency...." <i>[Title III, Part C, Sec. 3301(8)]</i> <i>Local Plan Requirement, (Title III, Part A, Sec. 3116)</i>
Student Identification	Home Language Survey (89.1215) Oral Language Proficiency Test (PK-12) Norm-referenced Test (2-12) [89.1225(a)(b)(d)(e)(f)] Program placement within 4 weeks of enrollment [89.1225(g)]	No specific criteria specified in law other than use of "limited English proficient students, including immigrant children and youth" terminology throughout the law

<p>Parent Notification of Eligibility</p>	<p>Notice that student has been classified as limited English proficient (LEP) Program benefits explained. Approval must be obtained. <i>[89.1220(j) & 89.1240(a)]</i> Only one approval required (not annually) <i>[89.1240(a)]</i></p>	<p>Within 30 days of the beginning of the school year, or within 2 weeks of students enrollment after beginning of school year <u>Contents:</u> Reasons for identification as LEP Level of English proficiency Methods of instruction to be used How the program will meet the needs of the child How the program will help the child learn English and meet achievement standards Program exit requirements Expected rate of transition into an all-English program Expected rate of graduation How the program meets IEP requirements, if applicable Description of certain parental rights <i>[Title III, Part C, Sec. 3302(a)(c)(d)]</i></p>
<p>Language Proficiency Assessment & Admission, Review, and Dismissal Committees</p>	<p>LPAC must be established and operated <i>[89.1220(a)(b)(c)(d)(e)(f)]</i> A member of the LPAC must serve as a member of the ARD <i>[89.1230(b)]</i></p>	<p>No requirement of processing committee in law.</p>
<p>Records to be Kept</p>	<p>Student record must include: Identification of student as LEP Language proficiency level Placement recommendation Parent approval/denial Dates of entry/placement Date of exit and parent approval Monitoring results <i>[89.1220(m)]</i> Exemptions from TAKS, as applicable <i>[89.1220(h)(i)]</i></p>	<p>No requirement in law, however data necessary for evaluation and reporting requirements. <i>(Title III, Part A, Sec. 3121, (a-d), and Title III, Part B, Sec. 3217)</i></p>

Student Assessment	<p>Oral Language Proficiency Test, Norm Referenced Test, State Criterion-Referenced Assessment, [89.1225, (a-e)] for Students with Disabilities, [89.1230, (a)]</p> <p>TAKS (Gr. 3-12) 19TAC 101</p>	<p>Parents must be advised of students' failure to make progress [Title III, Part C, Sec. 3302(b)]</p> <p>Assessment of development of English language proficiency Assessment of reading, writing, speaking, listening, and comprehension (Title III, Part A, Sec. 3121, 3122, 3123 and Part B, 3217)</p>
Program Exit	<p>Demonstrate oral and written language proficiency in English and in primary language (BE only) [89.1225(h)(1)]</p> <p>AND</p> <p>Pass TAKS Reading & Writing [89.1225(h)(1)(A)]</p> <p>OR</p> <p>Score at 40th percentile on Reading & Language Arts sections of norm-referenced test [89.1225 (h)(1)(B)]</p> <p>(No program exit before the end of Grade 1) [89.1225(i)]</p>	<p>Part of parent notification. The success of the student is included in the program's annual measurable achievement objectives (AMAO) and adequate yearly progress (AYP) Parent has the right to remove the student and the option given for other available programs for the development of language. [Title III, Part C, Sec. 3302. (a)(6),(8)]</p>
Parent Notification of Exit	<p>Parent approval required to exit program [89.1240(b) & TEC §29.056(a)]</p>	<p>Requires parent notification of exit requirements of program [Title III, Part C, Sec. 3302. (a)(6)]</p>
Monitoring after Program Exit	<p>Monitored for two years. [89.1220(l)] Must have academic success, defined as passing TAKS and achieving passing grades [89.1225(j)]</p>	<p>Evaluation includes students who are no longer receiving services after 2 years. [Title III, Part S. Sec. 3121(4)]</p>

Staffing	<p>All teachers certified/endorsed [89.1245(a)] OR Exception for BE [89.1205(g)] and/or waiver of ESL certification [89.1205(h)] must be submitted [89.1245(b)]. SIOPT trained (secondary) [89.1210(d)]</p>	<p>Teachers fluent in English [Title III, Part A, Sec. 3116(c)] “Highly qualified” teachers as defined in NCLB Aides must be supervised by “highly qualified” teachers</p>
Staff Development	<p>Focus on teacher training is on districts that are unable to employ the necessary certified staff: 10% of BE allotment must be used if a waiver and/or exception is granted [89.1205(g) (4)]; 89.1205(h)(5); Training guides [89.1245(g)]. OLPT administrators must be trained (89.1225(c)) LPAC members must be trained (board policy) [89.1220(a)]</p>	<p>Designed to improve instruction Designed to enhance ability of teachers Research based. Sufficient intensity and duration [Title III, Sec. 3115(c)(2)].</p>
Annual Evaluation	<p>Report of student progress to parents at least annually [89.1265(c)]. Annual report to be maintained by the district <u>Components:</u> Periodic assessment and continuous diagnosis in the language(s) of instruction, Determination of academic progress, Extent to which students are becoming proficient in English Number of exited students Number of teachers and aides trained Frequency, scope and results of training [89.1265(a)(b)]</p>	<p><u>Biennial report :</u> Type(s) of program(s) offered</p> <ul style="list-style-type: none"> • Percent of students making progress in attaining English proficiency including the percentage of children who have achieved English proficiency (comprehension, speaking, listening, reading, and writing skills in English) • Student attainment of challenging State student academic achievement standards on assessments described in section 1111(b)(c)(3) and, • Progress in meeting

		<p>the annual measurable achievement objectives described in section 3122</p> <p><i>Title III, Part A, Sec. 3121(d) and 1111(b)(3)(C)</i></p>
Expenditure of Funds	<p>85% of BE allotment must be spent on:</p> <p>Evaluation Materials Staff development Supplementary expenses Smaller class size</p> <p><i>[TEC 42.153(c)]</i></p>	<p>Supplementary</p> <p><i>(Title III, Part A, Sec. 3115(g))</i></p> <p>Two percent administrative expenditures allowed [<i>Title III, Part A, Sec. 3115(b)</i>]</p>
Private Schools		<p>Initial contact Consultation Services Provided</p> <p><i>(SAS, Schedule 5)</i></p>
Immigrant Students	<p>Limited English Proficient Resided outside of US for at least two consecutive years. (For TAKS exemption only—detailed in LPAC Decision making Manual) <i>19TAC101.1005; 101.1007; 101.1009</i></p>	<p>Aged 3-21 years Not born in any state Has not been in school in the U.S. for more than 3 years (used to count for PEIMS and funding) <i>[Title III, Part C, Sec. 3301(6)]</i></p>
Summer School	<p>For LEP students eligible for Kindergarten and Grade 1 in subsequent school year. ½ day, 3 hours, 120 hours total All districts must aggressively attempt to encourage student participation. Districts must provide only if ten or more eligible students desire to participate <i>89.1250</i></p>	<p>No requirement of summer school for any grade level in law.</p>

**BILINGUAL/ESL PROGRAM
Special Program/Content Area Collaboration Form***

Student _____ Campus _____ Grade _____

Bilingual/ESL Teacher: _____

Collaborating Teacher(s): _____, _____,

Objectives Period From: _____ to _____
Date Date

LANGUAGE OBJECTIVES	COGNITIVE AREA OBJECTIVES	AFFECTIVE/BEHAVIOR AREA OBJECTIVES

SUMMARY OF CONFERENCE(S):

Teacher/Teacher Conference Date: _____

Signatures of Conferencing Teachers _____, _____,

Next Conference Scheduled for _____
Date Time

*It is recommended that this form be used along with the Bilingual/ESL Student Plan.

SPECIAL EDUCATION

Pre-Referral Recommendations to Consider for English Language Learners

- Are student's academic problems due to a language difference? It is important to recognize and understand normal difficulties that can result from the acculturation process and learning a second language from a disability.
- Is the deficiency reflective of a socioeconomic disadvantage rather than a disability?
- Is the student's academic or behavioral problem consistent and pervasive?
- What type of instructional strategies and interventions have been attempted to meet the needs of the struggling English language learner? What were the results?
- Have multiple culturally and linguistically appropriate assessment measures been administered by culturally responsive, trained testing personnel?
- Have formal assessments been supplemented with other procedures and knowledge to make accurate language evaluations? (To include an understanding of native language development sequence, second language learning processes, individual learning and developmental differences)
- Has a broad base of student data (school, home, community, peer groups) been collected and analyzed?

An equitable and effective evaluation of culturally and linguistically diverse students is a complex process that requires the involvement of administrators, teachers, support staff, and parents in the decision-making effort.

Wilson-Portuondo, M. & Hardy, P., (2001); Burnett, J., (1998); Cloud, N. (1988).

Variables To Address When Making Special Education Placement Decisions for Limited English Proficient Students:

- Age of student
- Type and degree of impairment or disability
- Level of academic achievement
- Entry level language skills (upon entering school)
- Measured intellectual ability
- Method of measuring academic achievement and intellectual ability
- Language used in measuring academic achievement and intellectual ability
- Time spent in the United States
- Level of adaptive behavior
- Current cultural home setting
- Social maturity
- Level of language proficiency in native language and English
- Amount and type of language input received in the home environment
- Speech and language capabilities in native language and English
- Presence of multiple handicaps
- Ambulation or mobility
- Success in past and present placements
- Wishes of student and parents

(Baca, L. & Cervantes, H.,1991; Baca, L. & Payon, R.,1989)

Additional Articles Regarding Special Education and English Language Learners

Baca, L. & Cervantes, H. (1991). *Bilingual Special Education*. Learning Disabilities Online, ERIC Digest #496, at http://www.ldonline.org/ld_indepth/bilingual_ld/esl_eric.html

Burnett, J. (1998). *Reducing the disproportionate representation of minority students in special education*. ERIC Clearinghouse on Disabilities and Gifted Education, ERIC /OSEP Digest #E566, at <http://www.ericfacility.net/ericdigests/ed417501.html>.

Cloud, N. (1988). *ESL in Special Education*. ERIC Clearinghouse on Languages and Linguistics, Washington, DC, at www.ericfacility.net/ericdigests/ed303044.html.

Ortiz, A. (1992). *Assessing Appropriate and Inappropriate Referral Systems for LEP Special Education Students*, at www.ncbe.gwu.edu/ncbepubs/symposia/second/vol1/assessing.htm. (Presented at the Second National Research Symposium on Limited English Proficient Student Issues, 1992)

Portuondo, M.L., & Hardy, P.R. (2001). *When is a language difficulty a disability? The assessment and evaluation process of English language learners*. 2001 MATSOL Conference Presentation, Chestnut Hill, MA, at http://alliance.brown.edu/programs/eac/sped_MTSL101.shtml.

GIFTED AND TALENTED

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §29.122 and §42.156(b), unless otherwise noted.

§89.1. Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Source: The provisions of this §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.2. Professional Development.

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

§89.3. Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.4. Fiscal Responsibility.

School districts shall ensure that: no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

Source: The provisions of this §89.4 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.5. Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented.

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690

SUMMER SCHOOL PROGRAMS

§89.1250. Required Summer School Programs.

Summer school programs that are provided under the Texas Education Code, §29.060, for children of limited English proficiency who will be eligible for admission to kindergarten or first grade at the beginning of the next school year shall be implemented in accordance with this section.

(1) Purpose of summer school programs.

(A) Limited English proficient students shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and first grade.

(B) Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.

(C) The program shall address the affective, linguistic, and cognitive needs of the limited English proficient students in accordance with §89.1210(c) and §89.1210(e) of this title (relating to Program Content and Design).

(2) Establishment of, and eligibility for, the program.

(A) Each district required to offer a bilingual or special language program in accordance with the Texas Education Code, §29.053, shall offer the summer program. Programs under this subsection for students who will be in bilingual education kindergarten and first grade programs shall be bilingual education.

(B) To be eligible for enrollment, a student must be eligible for admission to kindergarten or to the first grade at the beginning of the next school year and must be limited English proficient.

(C) Limited English proficiency shall be determined by screening students using informal oral language inventories or oral proficiency instruments approved by the commissioner of education, or other appropriate instruments.

(3) Operation of the program.

(A) Enrollment in the program is optional with the parents of the student.

(B) The program shall be operated on a one-half day basis, a minimum of three hours each day, for eight weeks or the equivalent of 120 hours of instruction.

(C) The student/teacher ratio for the program district-wide shall not exceed 18 to one.

(D) A district is not required to provide transportation for the summer program.

(E) Teachers shall possess certification or endorsement as required in the Texas Education Code, §29.061, and §89.1245 of this title (relating to Staffing and Staff Development).

(F) Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to parents at the conclusion of the program. This summary shall be provided to the student's teacher at the beginning of the next regular school term.

(G) A district may join with other districts in cooperative efforts to plan and implement programs.

(H) The summer school program shall not substitute for any other program required to be provided during the regular school term, including those required in the Texas Education Code, §29.153.

(4) Funding and records for programs.

(A) A district shall use state and local funds for program purposes. Districts may use federal funds, consistent with requirements for the expenditure of federal funds, for the program.

(i) Available funds appropriated by the legislature for the support of summer school programs provided under the Texas Education Code, §29.060, shall be allocated to school districts in accordance with this subsection.

(ii) Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18 to one. The numbers of students required to earn units shall be established by the commissioner of education. The allotment per unit shall be determined by the commissioner based on funds available.

(iii) Any district required to offer the program under paragraph (2)(A) of this subsection that has less than ten students district-wide desiring to participate is not required to operate the program. However, those districts must demonstrate that they have aggressively attempted to encourage student participation.

(iv) Payment to districts for summer school programs shall be based on units employed.

(v) Districts shall apply to the commissioner of education for funding of summer school programs operated under this subsection. Applications for funding shall contain the number of students who will participate in the program and other information necessary to assure the commissioner that programs will be operated in accordance with this subsection.

(B) A district shall maintain records of eligibility, attendance, and progress of students.

Source: The provisions of this §89.1250 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective February 17, 2005, 30 TexReg 709.

March 1, 2005

TO THE ADMINISTRATOR ADDRESSED:

Subject: 2005 Summer School Program for Limited English Proficient Students in Kindergarten and First Grade

Attached is a copy of 19 Texas Administrative Code Section 89.1250, Required Summer School Programs, which requires districts to provide a summer program for limited English proficient students who will be eligible for admission to kindergarten and first grade at the beginning of the next school year. This letter is to inform school districts that funds have been appropriated for the 2004-2005 school year to reimburse school districts for operating a summer school program.

This information is being provided to help districts prepare and coordinate building services, transportation, calendars and instruction with other state and federal programs. Districts required to offer a bilingual education or special language program during the 2004-2005 school year, including those with approved exceptions, must offer the program. Reimbursement for costs of enrolling students of limited English proficiency will be processed in the fall of 2005 through the Division of Formula Funding.

Districts operating a two semester system shall offer the program for one-half day for eight weeks while school is recessed for the summer or a total of 120 hours on a schedule established by the board of trustees. Districts operating year-round schools shall offer a program during intersessions totaling 120 hours of instruction.

Payments shall be based on the number of teaching units employed and will be made in the fall of 2005. Funding for the program will be on a teaching unit basis with 18 students or a fraction thereof constituting a unit. Since the appropriation for this program is a fixed amount, it will be necessary to prorate unit allotments if enrollment exceeds projections. Based on 2004 program costs, it is suggested that districts plan for reimbursement of no more than \$1,200 per unit.

Please note that data will be collected through PEIMS for summer school 2005. All participating districts are required to submit actual costs of students and these data are subject to audit by the School Financial Audit Division. "THE-BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE" is included in the 101 Student Demographic Record of the 2004-2005 PEIMS Data Standards to identify students participating in the Bilingual/ESL Summer School Program. This indicator code is collected in Submission 4 only, and the due date to TEA is September 15, 2005.

If you have any questions, please contact the Bilingual Education Program Unit at 512-475-3555.

Sincerely,

Sharon Jackson
Deputy Associate Commissioner
Standards and Alignment

Parent Survey
Bilingual/ESL Program K-1 Summer Program
(Dates of Program)
(Campus)

Is your child entering Kindergarten or First Grade in the fall?
Your child may be eligible to attend the Bilingual/ESL K-1 Summer Program.

Please complete the following information so that we can send you information about
the summer program:

Name of Child _____ Birthdate _____

Parent / Guardian _____

Address _____ Telephone _____

Home School _____

Please return this form to the principal at your home school or call the Bilingual / ESL
Department at _____.

(District Sample)

Encuesta para Padres de Familia
Programa Bilingüe/Inglés Como Segundo Idioma (ESL) K-1
Programa de Verano K-1
(Fechas del Programa)
(Escuela)

¿Tiene usted un hijo(a) que va a entrar a kindergarten o primer grado?
El/ella puede participar en el programa bilingüe / ESL de verano.

Por favor complete los siguientes datos para enviarle información sobre el programa
bilingüe / ESL de verano:

Nombre de su hijo/a _____

Fecha de nacimiento _____

Padre/madre/representante legal _____

Dirección _____ Teléfono _____

Escuela _____

Por favor devuelva este formulario al director de la escuela de su hijo(a) o llame al
departamento bilingüe/ESL al _____.

(Muestra para el distrito)

ISD/Charter School
Bilingual / ESL Program Summer School (Sample Form)
(Dates of Program)

Dear Parent/Guardian:

The district's (*campus*) will be offering a summer program for children of limited English proficiency who will be enrolled in Kindergarten or First Grade in the fall. This program will help your child to continue in his/her development of social skills, literacy, and his/her use of language needed for success in school. The program will take place from (*dates*) _____ to _____. Classes will be from (*time*) _____ to _____. Children attending the summer program will be offered (*mention services such as food, transportation, etc.*) Please fill out the following information needed to place your child on the list of children planning to attend:

Name of child _____ Birthdate _____

Parent/Guardian's name _____

Address _____ Telephone _____

Please send this information to _____. If you child was not enrolled in the district during the regular school year, 2003-2004, please bring the following documents on the first day of the summer program: (*list documents needed for enrollment.*)

If you have any questions, please call _____ at _____.

ISD/Escuela Excepcional (Charter)
ESCUELA DE VERANO DEL PROGRAMA BILINGUE / INGLES COMO SEGUNDO IDIOMA (ESL)
(*Fechas del Programa*)

Estimado Padre/Madre/Representante Legal:

El distrito (*escuela*) estará ofreciendo un programa de verano para niños que no han dominado el idioma inglés y que van a entrar a Kindergarten o Primer Grado en el otoño. Este programa le ayudará a su hijo/a a que continúe su desarrollo en destrezas sociales, el alfabeto, y su uso de lenguaje para tener éxito en la escuela. El programa tendrá lugar desde (*fechas*) _____ a _____. Las clases serán de (*horas*) _____ a _____.

Los niños que vengán al programa de verano recibirán (*mencione servicios*). Por favor complete la siguiente información que se necesita para poner a su hijo/a en la lista de estudiantes que piensan asistir:

Nombre del Niño/a _____ Fecha de nacimiento _____

Nombre de Padre/Madre/Representante legal _____

Dirección o Domicilio _____ Teléfono _____

Por favor mande esta información a _____. Si su niño/a no fue matriculado en el distrito durante el año escolar 2003-04, traiga los siguientes documentos el primer día del programa de verano: (*lista de documentos*)

Si tiene alguna pregunta, por favor llame a _____, (teléfono) _____.

Bilingual/ESL Summer School Program

Summer School Program Dates:

Our school will be offering a summer school program for children of limited English proficiency who will be enrolled in kindergarten or first grade in the fall. This program will help your child to continue his/her development of English language proficiency, academic and higher order thinking skills needed for success in school.

The summer school program will be held from _____ to _____. Classes
Date Date
will be from _____ to _____. Children attending the summer school program will be offered
(Time) (Time)

_____. Please complete the following information needed to place your child's
(list services, transportation, food, etc.)

name on the list of children planning to attend our summer school program.

Name of Child: _____ Birth Date: _____

Parent / Guardian Name: _____

Address: _____ Telephone: _____

Please send this information to _____. If your child was not enrolled in the district during the regular school year, (20__ - 20__), bring the following documents on the first day of summer school (list documents needed for enrollment). If you have any questions please call _____ at _____.

Distrito Escolar Independiente/Escuela Excepcional (Charter)
de _____

Programa Bilingüe/ESL de verano

Fecha del programa:

Estimado Padre/Madre/Representante Legal:

La escuela estará ofreciendo un programa de verano para estudiantes que no han dominado el idioma inglés y que van a entrar a kindergarten o primer grado el próximo año escolar, 20__ - 20__. Este programa ayudará a su hijo/a a continuar con su desarrollo de las destrezas sociales, el alfabeto, y uso del lenguaje para tener éxito en la escuela. El programa tendrá lugar del _____ a _____. Las clases serán de _____ a _____.
hora hora fecha fecha

A los niños que asistan al programa de verano se les ofrecerá:

Por favor complete la siguiente información para poner el nombre de su hijo/a en la lista de estudiantes que piensan asistir al programa de verano:

Nombre del estudiante _____

Fecha de nacimiento _____

Nombre del Padre/Madre/Representante Legal _____

Dirección _____

Teléfono _____

Por favor mande esta información a _____. Si su hijo/a no estuvo matriculado en el distrito durante el año escolar 20__ - 20__, traiga los siguientes documentos el primer día del programa de verano:

Si tiene preguntas, favor de comunicarse con _____ al teléfono _____.

PEIMS

PEIMS foreword

The following document was developed by the PEIMS Division of TEA to assist districts with the reporting requirements for Limited English Proficient (LEP) students.

In order to achieve a comprehensive understanding of the progression of information contained in the document, it is recommended that it be read from beginning to end in its entirety.

PEIMS REPORTING REQUIREMENTS FOR STUDENTS IDENTIFIED AS LEP		
PEIMS Submissions Impacted by LEP Data Reporting:	Submission 1: Submission 3: Submission 4:	<u>Also Known As:</u> Fall Snapshot Summer Submission Extended Year Submission
PEIMS Reporting Timeframe:	Submission 1:	Represents the state of the district on the last Friday in October.
	Submission 3:	Cumulative submission representing all activity during the course of the regular school year.
	Submission 4:	Represents program participation for separate summer related programs.

PEIMS RECORDS CONTAINING LEP RELATED DATA ELEMENTS		
Submission	Record Name	Data Element Name
1	110 STUDENT DATA – ENROLLMENT	LEP-INDICATOR-CODE
		HOME-LANGUAGE-CODE
		PARENTAL-PERMISSION-CODE
		BILINGUAL-INDICATOR-CODE
		ESL-INDICATOR-CODE
3	400 BASIC ATTENDANCE DATA – STUDENT	TOTAL-ELIG-BILINGUAL/ESL DAYS PRESENT
		LEP-INDICATOR-CODE
4	101 STUDENT DATA – DEMOGRAPHIC	BILINGUAL/ESL SUMMER SCHOOL INDICATOR CODE

Explanation of PEIMS record(s) layout:	Each PEIMS record is comprised of data elements which have their own unique number and definition (located in Section 3 of the Data Standards) and as applicable some data elements have a corresponding code table which is numbered and may or may not be a unique set of codes (located in Section 4 of the Data Standards).
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LEP RELATED DATA ELEMENT CROSSWALK			
Data Element Name	Data Element Number	Code Table Name	Code Table Number
LEP-INDICATOR-CODE	E0790	LEP-INDICATOR-CODE	C061
HOME-LANGUAGE-CODE	E0895	HOME-LANGUAGE-CODE	C092
PARENTAL-PERMISSION-CODE	E0896	PARENTAL-PERMISSION-CODE	C093
BILINGUAL-INDICATOR-CODE	E0032	PARTICIPATION-INDICATOR-CODE	C088
ESL-INDICATOR-CODE	E0800	PARTICIPATION-INDICATOR-CODE	C088
TOTAL-ELIG-BILINGUAL/ESL DAYS PRESENT	E0938	NONE	NONE
BILINGUAL/ESL SUMMER SCHOOL INDICATOR CODE	E1028	PARTICIPATION-INDICATOR-CODE	C088

DATA ELEMENT DEFINITIONS		
Data Element Name	Data Element Number	Data Element Definition
LEP-INDICATOR-CODE	E0790	LEP-INDICATOR-CODE indicates whether the student has been identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC), or English proficient (19 TAC §89.1220), according to criteria established in 19 TAC §89.1225.
HOME-LANGUAGE-CODE	E0895	HOME-LANGUAGE-CODE indicates the language spoken in the student's home, as determined by the student's home language survey. (See 19 TAC §89.1215.)

PARENTAL-PERMISSION-CODE	E0896	PARENTAL-PERMISSION-CODE indicates whether the student's parent or legal guardian has approved placement of the student in the required bilingual or English as a Second Language (ESL) program. (See 19 TAC §89.1240.)
BILINGUAL-INDICATOR-CODE	E0032	BILINGUAL-INDICATOR-CODE indicates whether the student is participating in a state-approved bilingual education program which is a full-time program of dual-language instruction through the TEKS in the content areas (mathematics, science, health and social studies) in the primary language of limited English proficient (LEP) students and also for carefully structured and sequenced mastery of English cognitive academic language development. (See 19 TAC §89.1210.)
ESL-INDICATOR-CODE	E0800	ESL-INDICATOR-CODE indicates whether the student is participating in a state-approved English as a Second Language (ESL) program. An ESL program in grades PK – 8 is a program of intensive instruction in English from teachers either certified or endorsed in ESL who use second language acquisition information to teach LEP students the ESL TEKS. An ESL program in grades 9 – 12 is a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. [See 19 TAC §89.1210(d).]
TOTAL-ELIG-BILINGUAL/ESL DAYS PRESENT	E0938	TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT indicates the total number of days the student was present and an eligible participant in the state-approved bilingual/ESL program during a particular reporting period.

BILINGUAL/ESL SUMMER SCHOOL INDICATOR CODE	E1028	BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE indicates whether the student participated in the Bilingual/ESL Summer School program as described in TEC §29.060 and 19 TAC §89.1250. To be eligible for enrollment in the Bilingual/ESL Summer Program, a student must be limited English proficient (LEP) and must be eligible for admission to kindergarten or first grade at the beginning of the next school year. LEP shall be determined by screening students using oral proficiency instruments approved by the Commissioner of Education.
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The following four code tables from Section 4 of the Data Standards are used in reporting LEP related data.

Code Table ID	Name	Date Issued	Date Updated
C088	PARTICIPATION-INDICATOR-CODE	4/10/89	3/1/95

Code	Translation
0	Not receiving services, or condition or situation not applicable to this person or campus.
1	Participant in program or service, or condition or situation applicable to this person or campus.

Code Table ID	Name	Date Issued	Date Updated
C061	LEP-INDICATOR-CODE	4/10/89	

Code	Translation
0	Not LEP
1	Identified as limited English proficient (LEP)

Code Table ID	Name	Date Issued	Date Updated
C092	HOME-LANGUAGE-CODE	4/10/89	3/1/01

Code	Translation
01	Spanish
02	Vietnamese
03	Laotian (Lao)
04	Cambodian (Khmer)
06	Korean
07	Japanese
08	French
09	German
98	English
99	Other languages
1A	Afrikaans (Taal)
1B	Akan (Fante, Asante)
1C	Albanian, Gheg (Kosovo/Macedonia)
1D	Albanian, Tosk (Albania)
1E	Algonquin
1F	Amharic
1G	Apache
1H	Arabic
1I	Armenian
1J	Assyrian (Syriac, Aramaic)
1K	Balinese
1L	Bengali

Code Table ID	Name	Date Issued	Date Updated
C092	HOME-LANGUAGE-CODE	4/10/89	3/1/01

Code	Translation
1M	Bosnian
1N	Bulgarian
1O	Burmese
1P	Cantonese (Chinese)
1Q	Cebuano (Visayan)
1R	Chamorro
1S	Chaochow/Teochiu (Chinese)
1T	Cherokee
1U	Chippewa/Ojibawa/Ottawa
1V	Choctaw
1W	Comanche
1X	Coushatta
1Y	Creek
1Z	Croatian
2A	Crow
2B	Czech
2C	Danish
2D	Dard
2E	Dutch/Flemish
2F	Efik
2G	Eskimo
2H	Estonian
2I	Ethiopic
2J	Ewe
2K	Farsi (Persian)
2L	Finnish
2M	Fukien/Hokkien (Chinese)
2N	Gaelic (Irish)
2O	Gaelic (Scottish)
2P	Greek
2Q	Gujarati
2R	Guyanese
2S	Hainanese (Chinese)
2T	Haitian-Creole
2U	Hakka (Chinese)
2V	Hausa
2W	Hebrew

Code Table ID	Name	Date Issued	Date Updated
C092	HOME-LANGUAGE-CODE	4/10/89	3/1/01

Code	Translation
2X	Hindi
2Y	Hmong
2Z	Hopi
3A	Hungarian
3B	Ibo/Igbo
3C	Icelandic
3D	Ilonggo (Hiligaynon)
3E	Indonesian
3F	Italian
3G	Kache (Kaje, Jju)
3H	Kannada (Kanarese)
3I	Kanuri
3J	Kashmiri
3K	Kickapoo
3L	Konkani
3M	Kpelle
3N	Krio
3O	Kurdish
3P	Kwa
3Q	Latvian
3R	Lingala
3S	Lithuanian
3T	Luganda
3U	Lunda
3V	Luyia (Luhya)
3W	Macedonian
3X	Malay
3Y	Malayalam
3Z	Maltese
4A	Mandarin (Chinese)
4B	Mande
4C	Marathi
4D	Menominee
4E	Mien (Yao)
4F	Navajo
4G	Nepali
4H	Norwegian

Code Table ID	Name	Date Issued	Date Updated
C092	HOME-LANGUAGE-CODE	4/10/89	3/1/01

Code	Translation
4I	Okinawan
4J	Oneida
4K	Oriya
4L	Orri (Oring)
4M	Pampangan
4N	Panjabi (Punjabi)
4O	Pashto (Pushto)
4P	Pilipino (Tagalog)
4Q	Pima
4R	Polish
4S	Portuguese
4T	Pueblo
4U	Romanian
4V	Romany (Gypsy)
4W	Russian
4X	Samoan
4Y	Serbian
4Z	Shanghai (Chinese)
5A	Shona
5B	Sikkimese
5C	Sindhi
5D	Sinhalese (Sri Lanka)
5E	Sioux (Dakota)
5F	Slavic
5G	Slovenian (Slovene)
5H	Somali
5I	Sotho
5J	Swahili
5K	Swedish
5L	Taiwanese/Formosan/Min Nan (Chinese)
5M	Tamil
5N	Telugu (Telegu)
5O	Thai
5P	Tibetan
5Q	Tigrinya
5R	Tiwa
5S	Tuluau

Code Table ID	Name	Date Issued	Date Updated
C092	HOME-LANGUAGE-CODE	4/10/89	3/1/01

Code	Translation
5T	Turkish
5U	Ukrainian
5V	Urdu
5W	Welsh
5X	Winnebago
5Y	Yiddish
5Z	Yombe
6A	Yoruba

Code Table ID	Name	Date Issued	Date Updated
C093	PARENTAL-PERMISSION-CODE	4/10/89	3/3/04

Code	Translation
3	Parent or guardian has requested placement of non-LEP student in the bilingual program
7	Parent or guardian did not respond
8	Parent or guardian was not contacted
A	Parent or guardian has denied placement of LEP student in the required bilingual program, but has approved placement of LEP student in the ESL program
B	Parent or guardian has approved placement of a grade PK-8 LEP student in the required ESL program, but has not denied placement in the bilingual program, if applicable (See 19 TAC §89.1205.)
C	Parent or guardian has denied placement of LEP student in any special language program
D	Parent or guardian has approved placement of LEP student in the bilingual program
E	Parent or guardian has approved placement of LEP student in the bilingual program, but the program is not available for the student; parent has therefore approved placement of LEP student in the ESL program (See 19 TAC §89.1205. Districts who use code E have or should have submitted an exception to the bilingual program.)
F	Parent or guardian of a grade 9-12 LEP student has approved services in accordance with the LPAC plan. The LPAC plan may include English I for Speakers of Other Languages, English II for Speakers of Other Languages and/or modified (sheltered) courses for LEP students. Modified (sheltered) courses for LEP students may be taught by non-ESL certified teachers who have received training in modified (sheltered) instruction but English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL certified teachers.

The PEIMS Division has developed a frequently asked questions document. To access this document go to: www.tea.state.tx.us/peims/

Section V
APPENDIX

List of Forms*

Framework for the LPAC Process Manual

- Section II LPAC Membership Forms**
LPAC Parent Membership Request Letter
Solicitud de Padres Como Miembros del Comité de Evaluación del Dominio del Idioma (LPAC)
LPAC Member Roster
LPAC Confidentiality Statement
LPAC Minutes Form 1
LPAC Minutes Form 2
LPAC Training Certificate
- Section III LPAC Responsibilities Forms**
Home Language Survey (HLS)
Initial Review Bilingual Education/ESL Program
Parental Notification – Identification and Placement
Notificación de padres – Identificación y participación
Bilingual Education Program Benefits
English as a Second Language Program Benefits
Acceleration of English Language Proficiency LEP Student Plan
Annual End of Year Review Bilingual Education / ESL Program
Monitoring of Exited Students
Parental Report on Student Progress
Informe para padres sobre el progreso del estudiante
- Section IV Coordination with other Programs**
Bilingual/ESL Special Program/Content Area Collaboration
Parent Survey Bilingual/ESL Summer Program
Encuesta de Padres Programa Bilingüe/ESL K-1 Programa de verano
Bilingual/ESL Program Summer School (English/Spanish Sample form)
Bilingual/ESL Summer School Program
Programa Bilingüe/ESL de verano
- Section V Additional Forms**
Limited English Proficient Student Documentation Checklist
Student Folder Checklist – A Guide for LEP Student Information

* The forms included with the LPAC manual are for use by the district and are not required forms for the implementation of a Bilingual / ESL program.

LPAC Parent Membership Request Letter

Date: _____

Dear Parents:

According to state policy, we are required to have a parent of a student who participates in a Bilingual or English as a Second Language program serve on our school's Language Proficiency Assessment Committee (LPAC). The LPAC serves as the students' advocate to make certain they receive the appropriate services.

We are asking for parent volunteers who would be willing to serve as our parent member of the LPAC. You will receive training at the first LPAC meeting and then be asked to assist the team in identifying and placing children in the appropriate program for language development and academic success.

If you would be willing to serve on the LPAC, please fill out the information below and send the form to school with your child. If you have any questions please contact

_____ at _____.

Sincerely,

Parent Name(s): _____

Phone: _____

Child's Name: _____

School: _____

Grade: _____

Solicitud de Padres Como Miembros del Comité de Evaluación del Dominio del Idioma (LPAC)

Fecha: _____

Estimados Padres:

De acuerdo con la ley estatal tenemos la obligación de que un padre cuyo hijo/a participe en el programa bilingüe o el programa de inglés como segundo idioma (ESL) sea un representante en el Comité de Evaluación del Dominio del Idioma (LPAC) de nuestra escuela. El Comité de Evaluación del Dominio del Idioma (LPAC) representa los intereses de los estudiantes para asegurarse que reciban los servicios educativos apropiados.

Estamos solicitando padres de familia que estén dispuestos a participar como voluntarios en el Comité de Evaluación del Dominio del Idioma (LPAC). Recibirán entrenamiento durante la primera reunión del Comité de Evaluación del Dominio del Idioma (LPAC) y después se les pedirá su ayuda para identificar y recomendar el programa apropiado que asegure el desarrollo del idioma y el éxito académico de los estudiantes.

Si están dispuestos a participar en el Comité de Evaluación del Dominio del Idioma (LPAC), favor de completar la siguiente información y regrese esta hoja a la escuela con su hijo/a. Si tiene preguntas, favor de comunicarse con _____ al teléfono

_____.

Sinceramente,

Nombre(s) de Padre(s): _____

Número de teléfono: _____

Nombre del estudiante: _____

Escuela: _____

Grado escolar: _____

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) MEMBER ROSTER
School Year _____

School District/Charter School: _____ Campus: _____ Date: _____

NAME OF LPAC MEMBER

SIGNATURE

- | | |
|--|-------|
| 1. _____
Professional Bilingual Educator | _____ |
| 2. _____
Professional Transitional Language Educator | _____ |
| 3. _____
Parent of a Limited English Proficient (LEP) student | _____ |
| 4. _____
Campus Administrator | _____ |
| 5. _____
LPAC Representative for ARD Committee (if needed) | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |

LPAC Confidentiality Statement

_____ Independent School District/Charter School

I, _____, serve as a member of the _____ (school) Language Proficiency Assessment Committee (LPAC) as provided by 19 TAC Chapter 89.1220(f).

I hereby certify that I have been informed that any educational records examined by me in connection with the performance of my duties as a member of the LPAC are confidential records as defined by the Family Educational Rights and Privacy Act and the contents are not to be released except in compliance with the terms of that statute.

20 U.S.C.,Section 1232g;34CFR,Part 99.

Signature

Date

Yo, el suscrito, _____, actúo como miembro del Comité

de Evaluación del Dominio del Idioma (LPAC) de la escuela _____ de acuerdo con el 19 TAC Capítulo 89.1220(f).

Por la presente certifico que he sido informado que cualquier archivo educativo que examine en relación a mis responsabilidades como miembro del Comité de Evaluación del Dominio del Idioma (LPAC) es archivo confidencial, según lo estipula la Ley de Privacidad y de Derechos Educativos de la Familia, cuyo contenido no será divulgado excepto en acuerdo con los términos de dicha ley.

20 U.S.C.,Sección 1232g;34CFR,Parte 99.

Firma

Fecha

LPAC Meeting Minutes Form 1

Campus: _____ Date: _____

LPAC Members Present

1. _____ Professional Bilingual Educator
2. _____ Professional Transitional Language Educator
3. _____ Parent of a limited English proficient (LEP) student
4. _____ Campus Administrator
5. _____ LPAC Representative for ARD Committee (if needed)
6. _____ Other, specify: _____

Student Name	ID Number	Years in U.S. Schools	Grade	Home Language	Language Proficiency Score	Achievement Test Score(s)	Program Placement

The student's permanent record or other record that transfers with the student shall contain documentation of all actions impacting the limited English proficient student.

LPAC Meeting Minutes Form 2

Campus: _____

Date: _____

This LPAC meeting will review and address: (check all that apply)

- Program Placements
- Instructional Levels
- Instructional Interventions
- Participation in state assessments
- Reclassification of Students
- 2 Year Follow-up
- Parental Denials
- Special Education Students
- Other, please specify: _____

Summary of LPAC decisions or actions taken:

Circle grade levels reviewed: PK K 1 2 3 4 5 6 7 8 9 10 11 12

The student's permanent record or other record that transfers with the student shall contain all actions impacting the limited English proficient student.

Signature of person completing minutes

Position

Certificate of Training for the Language Proficiency Assessment Committee

This is to certify that :

*Has received training in the role and responsibilities of an LPAC member
and can serve as a member of the Language Proficiency Assessment
Committee (LPAC).*

Date _____

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT _____ **STUDENT ID#** _____

ADDRESS _____ **TELEPHONE #** _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian Date

Signature of Student if Grades 9-12 Date

Cuestionario del idioma que se habla en el hogar

DEBE DE COMPLETARSE POR EL PADRE/MADRE/ O REPRESENTANTE LEGAL: (O POR EL ESTUDIANTE SI ESTA EN LOS GRADOS 9-12): El estado de Texas requiere que la siguiente información se complete para cada estudiante que se matricula por primera vez en una escuela pública de Texas. Este cuestionario se archivará en el expediente del estudiante.

NOMBRE DEL ESTUDIANTE _____ **#ID** _____

DIRECCION _____ **TELEFONO** _____

ESCUELA _____

1. ¿Qué idioma se habla en su hogar la mayoría del tiempo? _____

2. ¿Qué idioma habla su hijo/a (usted) la mayoría del tiempo? _____

Firma del Padre/Madre/ o Representante Legal Fecha

Firma del estudiante si está en los grados 9-12 Fecha

Enrollment Date: _____	INITIAL REVIEW Bilingual Education / ESL Program _____ ISD/Charter School	HLS Date: _____
LPAC Date: _____		Parent Permission Date: _____
Placement Date: _____		Parent Denial Date: _____

Student Name: _____ Student ID: _____
 DOB: _____ Age: _____ Grade: _____ Campus: _____

INITIAL ASSESSMENT SCORES:

Oral Language Proficiency Test: _____
 English Score: _____ Date _____ *Primary language Score: _____ Date _____
 Norm- Referenced Standardized Achievement Test (grades 2 - 12): _____ Date: _____
 Reading: _____ %ile Language Arts _____ %ile
 Other academic information:

**This score is required in bilingual programs and it is encouraged in ESL programs*

LPAC RECOMMENDATIONS	IMMIGRANT STUDENT HISTORY
<p>ENGLISH LANGUAGE CLASSIFICATION: (Check the appropriate box)</p> <p><input type="checkbox"/> LEP <input type="checkbox"/> Non LEP</p> <p>LEVEL OF ENGLISH LANGUAGE PROFICIENCY BASED ON TEST (S) ADMINISTERED:</p> <p>LANGUAGE PROGRAM PLACEMENT:</p> <p><input type="checkbox"/> Elementary Bilingual Education Program <input type="checkbox"/> Elementary English as a Second Language Program <input type="checkbox"/> Secondary English as a Second Language Program <input type="checkbox"/> Dual Language Program <input type="checkbox"/> Regular English Program</p> <p>PARENT NOTIFICATION FOR LEP PLACEMENT:</p> <p><input type="checkbox"/> Program Description and Benefits to Student <input type="checkbox"/> Level of Language and Academic Proficiency <input type="checkbox"/> Other, specify _____</p> <p>COMMENTS: _____</p>	<p>COMPLETE (if applicable):</p> <p><input type="checkbox"/> Student History Worksheet (attach) <input type="checkbox"/> Evidence of Inadequate Foundation (attach) <input type="checkbox"/> Instructional Interventions (attach) <input type="checkbox"/> Insufficient Progress (attach)</p> <p>Reminder: An LPAC meeting must be held in the semester of the TAKS testing to make assessment decisions. Use forms found in the <u>LPAC Decision Making Process for the Texas Assessment Program (Grades 3-12)</u>.</p> <p>COMMENTS: _____</p> <p>LPAC SIGNATURES: (all members must be LPAC trained)</p> <p>_____ *Parent of Participating LEP Student</p> <p>_____ Bilingual Education Teacher</p> <p>_____ *English as a Second Language Teacher</p> <p>_____ Transitional / Regular Education Teacher of LEP Student</p> <p>_____ Campus Administrator</p> <p>* Indicates required ESL Program LPAC Membership</p>

_____ **Independent School District /Charter School**

**Parental Notification –Identification and Placement
Bilingual / ESL Program, 19TAC Chapter 89, Subchapter BB § 1220(j) (k); PL §107-110 §3302 (a)**

Campus Name _____ **Date** _____

To the Parents/Guardians of _____ **Grade** _____

Federal and Texas laws require language instruction programs for students who have not attained proficiency in using the English language. We have reviewed your son/daughter’s oral language and academic performance in order to make the best instructional decision.

English Oral Language Proficiency Test ** (OLPT, PK-12) Name: _____
Date Administered: _____ Results: _____ Proficiency: _____
Spanish Oral Language Proficiency Test *(OLPT) Name: _____
Date Administered: _____ Results: _____ Proficiency: _____
Norm-referenced Standardized Achievement Test** (Grades 2-12) Name _____
Results: _____
<small>* required for placement in the Bilingual program **required for placement in the Bilingual and the ESL programs Tests taken for placement or for exit are from the state approved list of tests found on the TEA Bilingual unit website.</small>

Other language/academic tests(s) reviewed (optional):

Name of Placement Test _____ Results: Reading _____

Name of Placement Test _____ Results: Writing _____

Texas English Language Proficiency Assessment System (TELPAS) 2004: Observation Protocols, RPTE/TAKS/exit level TAAS (attach confidential report) **Beginner; Intermediate; Advanced; (or) Advanced High**

Listening _____ Speaking _____ Reading _____ Writing _____

Based on the results reviewed from all of these assessments, the English language proficiency for your

son/daughter has been determined to be _____. Consequently, we recommend that your son/daughter be placed in the following program required in the district (19 TAC Subchapter BB §89.1205):

_____ **Bilingual** _____ **English as a Second Language (ESL)**

The following is a description of the program that your son/daughter will be placed in. It describes how the program differs from the regular program in content, instruction goals, and use of English and native language instruction.

Our district expects all students, including students participating in the Bilingual or English as a second language (ESL) programs, to achieve success in meeting the academic standards set by the state. The district's curriculum is the Texas Essential Knowledge and Skills (TEKS).

Teachers in the Bilingual and ESL programs are trained on how to plan instruction for children whose first language is not English. Curriculum and instruction in the bilingual/ESL program will be accomplished through developmentally appropriate materials and instructional strategies designed to accelerate your child's development of English comprehension, communication and academic skills. Instruction may include the use of the child's primary language. In the case of a child with a disability, close collaboration will be maintained with the special education program by following the student's Individual Educational Plan (IEP). Your son/daughter is expected to graduate _____.

The transition from the bilingual/ESL program into the regular program is expected to occur within _____ years. Students can exit the program when they meet the exit criteria set by the state for Bilingual and ESL program students.

1. This determination is based upon tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, **and** one of the following:
 - A. Meeting the state performance standards for TAKS in English reading and writing (when available) as required in the Texas Education Code (TEC), §39.023, at grade level; **or**
 - B. Scoring at or above the 40th percentile on both the English reading and the English language arts sections of a TEA – approved norm-referenced test.
2. In making this determination, the district will also consider other indications of the student's overall progress, including TAKS/TAAS scores in other subject areas, teacher evaluation, and parental evaluation.

Please indicate your approval for your child's participation in the district's Bilingual or ESL program by entering your signature in the appropriate space.

_____ YES _____ Signature of parent/guardian	_____ Date
--	---------------

Note: Please return this notice to your son/daughter's teacher.

If you have any questions, please contact _____ at our office at _____.

Distrito Escolar Independiente/Escuela Excepcional (Charter) de _____
Notificación para Padres – Identificación y participación en el programa bilingüe / ESL
19 TAC Capítulo 89, Subcapítulo BB § 1220(j) (k); PL §107-110 §3302 (a)

Escuela _____ **Fecha** _____
Para los padres/representantes legales de _____
Grado _____

Las leyes federales y estatales requieren programas del lenguaje educacionales para los estudiantes que no han dominado el inglés. Hemos revisado los resultados de las pruebas del dominio oral y de aprovechamiento académico de su hijo/a para hacer decisiones sobre la mejor manera de darle instrucción en la escuela.

Prueba oral del dominio del idioma en inglés ** (OLPT, PK-12) Nombre: _____ Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____ Prueba de dominio del idioma en español (OLPT)* Nombre: _____ Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____ Prueba de medición estandarizada** (Grados 2-12) Nombre: _____ Resultados: _____ <i>* requerido para participar en el programa bilingüe **requerido para participar en los programas bilingües o de inglés como segundo idioma Las pruebas que se toman para participar o salida de estos programas están en la lista de pruebas aprobadas por el estado y se encuentran en el sitio de internet de TEA del programa bilingüe.</i>

Pruebas del lenguaje académicas adicionales que se revisaron (opcional):
Nombre de la prueba de ingreso _____ Resultados: Lectura _____

Nombre de la prueba de ingreso _____ Resultados: Escritura _____

Protocolo de observaciones (TELPAS) 2004, RPTE/TAKS/TAAS (agreguen el reporte confidencial del estudiante): Principiante (P) ; Intermedio (I) ; Avanzado (A); (o) Avanzado Superior (AS)

Habilidad para: Escuchar _____ Hablar _____ Leer _____ Escribir _____

Basándonos en los resultados de estas pruebas, el nivel de dominio del idioma inglés que se ha determinado para su hijo/a es _____.

Por consiguiente, recomendamos que su hijo/a participe en el siguiente programa requerido por el distrito (19TAC Subcapítulo BB §89.1205):

_____ **Bilingüe** _____ **Inglés como segundo idioma (ESL)**

A continuación le damos una descripción del programa en el cual su hijo/a será inscrito. La descripción demuestra como el programa se distingue en contenido, metas de aprendizaje, y el uso del inglés e instrucción en el primer idioma.

Nuestro distrito espera que todos los estudiantes, incluyendo a los estudiantes que participen en los programas de educación bilingüe o inglés como segundo idioma, logren obtener con éxito los estándares fijados por el estado. El currículo estatal son los conocimientos y destrezas esenciales de Texas (TEKS), es el mismo que se enseña en nuestro distrito. Se espera que todos los estudiantes cumplan con los estándares del estado con éxito.

A los maestros en los programas bilingües e inglés como segundo idioma se les da entrenamiento sobre como desarrollar los planes de instrucción para los niños cuyo primer idioma no es el inglés. El currículo y la instrucción en el programa bilingüe/ESL serán llevados a cabo usando materiales apropiados de acuerdo al nivel de desarrollo del estudiante y por medio de metodología apropiada diseñada para acelerar el desarrollo de la comprensión, comunicación, y las destrezas académicas en inglés. Esto puede incluir el uso del primer idioma del niño/a. En el caso de un estudiante con alguna discapacidad, se mantendrá una colaboración con el programa de educación especial y se seguirá el programa individual de educación (IEP) que se ha elaborado especialmente para el estudiante. Se espera que su hijo/a se gradúe en _____.

Para los estudiantes que no han logrado el nivel Avanzado Superior en el dominio del idioma, la transición del primer idioma al inglés se llevará acabo dentro de _____ años. Los estudiantes pueden salir del programa cuando hayan cumplido con los requisitos del programa establecido por el estado para los estudiantes en los programas bilingüe e inglés como segundo idioma (ESL).

1. Esta decisión debe basarse en los logros académicos obtenidos en las pruebas que miden el dominio del idioma en las áreas de lectura, escritura, expresión oral y comprensión, tanto en el primer idioma (para los estudiantes que participan en el programa bilingüe) como en inglés, y también uno de los siguientes criterios:
 - a. El logro de los estándares estatales para TAKS en lectura y escritura en inglés (cuando estén disponibles) como lo requiere el Código de Educación de Texas (TEC), §39.023, al nivel escolar que les corresponda; o
 - b. Una puntuación de percentil 40 o superior en las secciones de lectura y de artes del lenguaje de la prueba de medición estandarizada aprobada por la Agencia de Educación de Texas (TEA).

2. Al tomar la decisión, los distritos también pueden tomar en consideración otros indicadores del progreso del estudiante, incluyendo puntajes en los resultados de medición de las pruebas de TAKS/TAAS, la evaluación subjetiva del maestro y la evaluación de los padres.

Favor de indicar su autorización para la participación de su hijo/a en el programa bilingüe o el programa de inglés como segundo idioma (ESL) poniendo su firma en el espacio indicado.

<u>SI</u> Firma de padre/madre/representante legal	_____ Fecha
---	----------------

Nota: Por favor regrese esta notificación al maestro/a de su hijo/a.

Si tiene preguntas, llame a nuestra oficina y hable con _____, (teléfono) _____.

Bilingual Education Program Benefits

Student Name: _____

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in a bilingual education program. Because your child hears Spanish at home and/or speaks Spanish with other children, he/she would benefit from bilingual instruction. The bilingual education program provides your child with Spanish instruction by a teacher who also speaks Spanish to make sure that he/she understands what the teacher is saying; therefore the student achieves his/her own potential.

English is clearly an important language for success. Your child will receive daily instruction in English, and as he/she becomes more able to understand and speak English, more of the teacher's instruction will be in English. The concepts and skills learned in Spanish will transfer to English. Knowledge that your child acquires through learning to read, and completing assignments in mathematics, science and other subject areas in Spanish transfers to English as he/she learns to understand and speak English.

However, if you do not want your child to participate in the Bilingual Education Program, please contact me or your child's teacher to discuss other options for your child to develop English language proficiency.

Sign below only if you have read the information above and do not want your child in a bilingual program.

Thank you,

School Principal

I do not want my son/daughter to participate in the Bilingual program. I would like to discuss other options that will address my son/daughter's language/academic needs.

Parent/ Guardian Signature

Date

English as a Second Language (ESL) Education Program Benefits

Student Name: _____

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in an English as a Second Language (ESL) education program. Because your son/daughter hears a language other than English at home and/or speaks a language other than English with peers, he/she would benefit from intensive English instruction. A teacher in the English as a Second Language (ESL) education program is trained on how to teach the English language using special materials, teaching materials, and is sensitive to the individual needs of a student who is learning English. The teacher in an ESL program collaborates with other teachers who may also have your son/daughter in class. This is necessary so that your son/daughter will meet all of the required state standards expected of all students. If a student is also enrolled in a special education program, the teachers collaborate so that instruction is provided according to the student's Individual Education Plan (IEP).

However, if you do not want your son/daughter to participate in the English as a Second Language (ESL) education program, please contact me or your son/daughter's teacher to discuss other options for the development of English language proficiency.

Sign below only if you have read the information above and do not want your son/daughter in the English as a Second Language (ESL) program.

Thank you,

School Principal

I do not want my son/daughter to participate in the ESL program. I would like to discuss other options that will address my son/daughter's language/academic needs.

Parent Signature

Relationship to Student

Date

ACCELERATION OF ENGLISH LANGUAGE PROFICIENCY LEP STUDENT PLAN

STUDENT _____ CAMPUS _____

TEACHER (S) _____

DATE _____

PART I. Individual Needs of Student

I. Student's Present Level of Performance: List Assessment Results/Data.

II. Plan to Address Program Components: (Use additional sheets as needed.)

Affective: History, cultural heritage, self-assurance, positive self esteem

Targeted Skill/ Measurable Objective	Time	Strategy	Progress Check

Linguistic: Receptive and expressive language

Targeted Skill/ Measurable Objective	Time	Strategy	Progress Check

Cognitive: Content area skills and concepts

Targeted Skill/ Measurable Objective	Time	Strategy	Progress Check

III. Interval of time for monitoring progress towards the objectives: _____

PART II. TEACHER REPORT ON STUDENT PROGRESS

I. Interval period from _____ to _____ /

Teacher	OBJECTIVE	NOTED PROGRESS	RECOMMENDATIONS

II. Interval period from _____ to _____ /

Teacher	OBJECTIVE	NOTED PROGRESS	RECOMMENDATIONS

III. Interval period from _____ to _____ /

Teacher	OBJECTIVE	NOTED PROGRESS	RECOMMENDATIONS

Enrollment Date: _____ LPAC Date: _____ Exit Date: _____	_____ ISD/Charter School Annual End of Year Review Bilingual Education / ESL Program Academic Year: _____	HLS Date: _____ Parent Permission Date: _____ Denial Date: _____
--	--	--

Student Name: _____ Student ID: _____
 DOB: _____ Grade: _____ Campus: _____

<p style="text-align: center;">ANNUAL REVIEW / EXIT CRITERIA <i>Oral Language Proficiency</i></p> <p>English Test: _____ Date: _____ English Test Results: _____</p> <p>Spanish Test: _____ Date: _____ Spanish Test Results: _____</p> <p>Consider overall student performance and participation in special programs when making exit decisions:</p> <p> <input type="checkbox"/> GT <input type="checkbox"/> Migrant <input type="checkbox"/> Title I <input type="checkbox"/> Special Ed. <input type="checkbox"/> At Risk <input type="checkbox"/> Dyslexia <input type="checkbox"/> §504 <input type="checkbox"/> OEYP <input type="checkbox"/> CATE <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ </p>	<p style="text-align: center;">ANNUAL REVIEW / EXIT CRITERIA <i>Norm- Referenced Standardized Achievement Test*</i></p> <p>Test: _____ Date: _____ Reading _____ %ile Language Arts: _____ %ile</p> <p style="text-align: center;">TAKS / TAAS**</p> <p>Date: _____ Indicate Pass / Fail Status and TLI or Scale Score (SS)</p> <p>Reading: (Circle one) Pass/ Fail TLI or SS : _____ Writing: (Circle one) Pass/ Fail TLI or SS: _____ ELA: (Circle one) Pass/ Fail TLI or SS: _____ Alternative Writing: _____</p> <p><small>*State Approved **Use alternative writing assessment for TAKS grade level where writing is not tested.</small></p>
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<p style="text-align: center;">LPAC RECOMMENDATIONS</p> <p>English Language Classification: <input type="checkbox"/> LEP <input type="checkbox"/> Reclassified Non-LEP</p> <p>Program Placement: <input type="checkbox"/> Continue in program <input type="checkbox"/> Exit Program</p> <p>Level of English Language Proficiency:</p> <p>Reading <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High Writing <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High Listening <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High Speaking <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High</p> <p>Other Assessment Information:</p> <table style="width:100%; border-collapse: collapse;"> <tr><td style="width:20%; border: 1px solid black;">TPRI</td><td style="border: 1px solid black;"> </td></tr> <tr><td style="border: 1px solid black;">RPTE</td><td style="border: 1px solid black;"> </td></tr> <tr><td style="border: 1px solid black;">Tejas Lee</td><td style="border: 1px solid black;"> </td></tr> <tr><td style="border: 1px solid black;">Observation Protocol Composite Score</td><td style="border: 1px solid black;"> </td></tr> </table> <p>Comments: <input type="checkbox"/> Complete and attach School History Form (immigrant students only) <input type="checkbox"/> Attach other data as needed </p>	TPRI		RPTE		Tejas Lee		Observation Protocol Composite Score		<p style="text-align: center;">LEVEL OF ACADEMIC ACHIEVEMENT</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:70%; text-align: center;"><i>Subject</i></th> <th style="width:30%; text-align: center;"><i>End of Year Grade</i></th> </tr> </thead> <tbody> <tr><td style="text-align: center;">English / Language Arts</td><td> </td></tr> <tr><td style="text-align: center;">Math</td><td> </td></tr> <tr><td style="text-align: center;">Science</td><td> </td></tr> <tr><td style="text-align: center;">Social Studies</td><td> </td></tr> <tr><td style="text-align: center;">Other content areas</td><td> </td></tr> </tbody> </table> <p>LPAC SIGNATURES: (all members must be LPAC trained)</p> <p>_____</p> <p>* Parent of Participating LEP Student</p> <p>_____</p> <p>Bilingual Education</p> <p>_____</p> <p>*English as a Second Language Teachers</p> <p>_____</p> <p>Transitional / Regular Education Teacher of LEP Student</p> <p>_____</p> <p>Campus Administrator</p> <p style="text-align: right;"><small>* Indicates required ESL Program LPAC Membership</small></p>	<i>Subject</i>	<i>End of Year Grade</i>	English / Language Arts		Math		Science		Social Studies		Other content areas	
TPRI																					
RPTE																					
Tejas Lee																					
Observation Protocol Composite Score																					
<i>Subject</i>	<i>End of Year Grade</i>																				
English / Language Arts																					
Math																					
Science																					
Social Studies																					
Other content areas																					

Enrollment Date: _____ LPAC Date: _____ Placement Date: _____	MONITORING OF EXITED STUDENTS Bilingual Education / ESL Program _____ ISD/Charter School	HLS Date: _____ Permission/Denial Date: _____ Exit/Reclassification Date: _____
---	---	--

Student Name: _____ Student ID: _____
 DOB: _____ Grade: _____ Campus: _____

Texas Assessment of Knowledge and Skills (TAKS) Performance
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First Year of Monitoring- (<i>1ST academic year after exit date</i>) <i>SS = Scale Score</i>	TAAS/TAKS Date: _____ Reading SS _____ Met Standard: Y / N	TAAS/TAKS Date: _____ Writing SS _____ Met Standard: Y / N	TAAS/TAKS Date: _____ ELA SS _____ Met Standard: Y / N
Second Year of Monitoring – (<i>2ND academic year after exit date</i>) <i>SS= Scale Score</i>	TAAS/TAKS Date: _____ Reading SS _____ Met Standard: Y / N	TAAS/TAKS Date: _____ Writing SS _____ Met Standard: Y / N	TAAS/TAKS Date: _____ ELA SS _____ Met Standard: Y / N

First Year Monitoring Year: _____	Subject	End of Yr. Grade	LPAC SIGNATURES: (all members must be LPAC trained) _____ * Parent of Participating LEP Student _____ Bilingual Education Teacher _____ * English as a Second Language Teacher _____ Transitional / Regular Education Teacher _____ Campus Administrator *Indicates required ESL Program LPAC Membership
	English/Lang. Arts		
	Math		
	Science		
	Social Studies		
	Other content areas		
LPAC Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when LPAC determines that student's lack of success is due to cognitive academic language) <input type="checkbox"/> Continue in regular program Additional interventions(cognitive, linguistic, affective): _____			

Second Year Monitoring Year _____	Subject	End of Yr. Grade	LPAC SIGNATURES: (all members must be LPAC trained) _____ *Parent of Participating LEP Student _____ Bilingual Education Teacher _____ * English as a Second Language Teacher _____ Transitional / Regular Education Teacher _____ Campus Administrator * Indicates required ESL Program LPAC Membership
	English/Lang. Arts		
	Math		
	Science		
	Social Studies		
	Other content		
LPAC Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when LPAC determines that student's lack of success is due to language) <input type="checkbox"/> Continue in regular program Additional interventions(cognitive, linguistic, affective): _____			

_____ **Independent School District/Charter School**
Parental Report on Student Progress

**Bilingual / ESL Program, 19 TAC Chapter 89, Subchapter BB, §89.1260 ,
and PL 107-110 §3302**

Campus Name _____ **Date** _____

To the Parents/Guardians of _____

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

English Oral Language Proficiency Test ******(OLPT, PK-12)****** Name: _____

Date Administered: _____ Results: _____ Proficiency: _____

Spanish Oral Language Proficiency Test (OLPT)* Name: _____

Date Administered: _____ Results: _____ Proficiency: _____

Norm-referenced Standardized Achievement Test******(Grades 2-12)Name: _____

Results: _____

** required for placement in the Bilingual program **required for placement in the Bilingual and the ESL programs
Tests taken for placement and exit are from the state approved list of tests found on the TEA Bilingual unit website.*

Other language/academic tests(s) reviewed (optional):

Name of Test: _____ Date: _____ Results Reading: _____

Name of Test: _____ Date: _____ Results Writing: _____

Texas English Language Proficiency Assessment System (TELPAS) *Please circle level attained or attach Confidential Student Report.*

B –Beginning **I** –Intermediate **A** –Advanced **AH** –Advanced High

Listening B I A AH Speaking B I A AH Writing B I A AH

Reading B I A AH (Grades K-12 use TELPAS)

TAKS(Grades 3-12) or **TAAS** exit level if applicable:

Language of Test: English: _____ Date: _____ Spanish: _____ Date: _____

Did student meet the state standard? **YES** (or) **NO**

Results: Reading _____ Writing _____ Mathematics _____ Social Studies _____ Science _____

English Language Arts (ELA) _____

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 exit criteria set by the state for bilingual and ESL program students.

1. This determination is based upon tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, **and** one of the following:
 - A. Meeting the state performance standards for TAKS in English reading and writing (when available) as required in the Texas Education Code (TEC), §39.023, at grade level; **or**
 - B. Scoring at or above the 40th percentile on both the English reading and the English language arts sections of a TEA – approved norm-referenced test.
2. In making this determination, the district will also consider other indications of the student's overall progress, including TAKS/TAAS scores, subjective teacher evaluation, and parental evaluation.

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

- Continue in the Bilingual Program**
- Continue in the English as a Second Language (ESL) Program**
- Re-enter into the Bilingual Program**
- Re-enter into the ESL Program**
- Exit the Bilingual Program - Exit criteria have been met.**
- Exit the ESL Program – Exit criteria have been met.**
- Continue monitoring for 1 additional school year – exited student**
- Monitor for 2 additional school years after exiting to ensure success in school**
- Program denied by parent/guardian; continue monitoring academic progress of student**

If you have any questions regarding this placement decision, please contact

_____ *at our office at* _____
Name Telephone

**Distrito Escolar Independiente /Escuela Excepcional (Charter)
de _____**

Informe para padres sobre el progreso del estudiante

**Programa Bilingüe / Inglés como segundo idioma, 19 TAC Capítulo 89, Subcapítulo BB,
§89.1260, y PL 107-110 §3302**

Escuela _____ Fecha _____

Para los padres/representantes legales de _____

Las leyes federales y estatales requieren programas educacionales para los estudiantes que no han dominado el uso del inglés. Hemos revisado los resultados de las pruebas del dominio oral y de aprovechamiento académicos de su hijo/a para tomar la mejor decisión sobre la educación futura de su hijo/a.

Prueba oral de dominio del idioma en inglés ** (OLPT, PK-12) Nombre: _____

Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____

Prueba del dominio del idioma en español (OLPT)* Nombre: _____

Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____

Prueba de medición estandarizada** (Grados 2-12) Nombre: _____

Resultados: _____

** requerido para participar en el programa bilingüe ** requerido para colocación en los programas bilingües e inglés como segundo idioma. Las pruebas que se toman para participar o salir de estos programas están en la lista de pruebas aprobadas por el estado y se encuentran en el sitio de internet de TEA del programa bilingüe.*

Pruebas de lenguaje/académicas adicionales que se revisaron (opcional):

Nombre de la prueba: _____ Fecha: _____ Resultados Lectura: _____

Nombre de la prueba: _____ Fecha: _____ Resultados Escritura: _____

Protocolo de observaciones (TELPAS) Encierre con un círculo el nivel obtenido:

P - Principiante **I** –Intermedio **A** –Avanzado **AS** – Avanzado Superior

Habilidad para: escuchar: P I A AS hablar: P I A AS escribir: P I A AS

leer: P I A AS (se usa el TELPAS para los grados K-12)

TAKS o TAAS (Grados 3-12)

Idioma de la prueba: Inglés: _____ Fecha: _____ Español: _____ Fecha: _____

¿Logró el estudiante el estándar estatal? **SI** (o) **NO**

Resultados: Lectura _____ Escritura _____ Matemáticas _____ Estudios Sociales _____ Ciencia _____

Artes del lenguaje en inglés (ELA) _____

Comentarios adicionales sobre el progreso del idioma o del progreso académico del estudiante (compare con la información en la página previa):

Para los estudiantes que no han logrado el nivel Avanzado Superior en el dominio del inglés, la transición del primer idioma al inglés se llevará a cabo dentro de _____ años. Los estudiantes pueden salir del programa cuando hayan cumplido con los requisitos de salida establecidos por el estado para los estudiantes en los programas bilingües y de inglés como segundo idioma (ESL).

1. Esta decisión debe basarse en los logros académicos obtenidos en las pruebas que miden el dominio del idioma en las áreas de lectura, escritura, expresión oral y comprensión, tanto en el primer idioma (para los estudiantes que participan en el programa bilingüe) como en inglés, y también uno de los siguientes criterios:
 - A. Cumplir con los estándares estatales para TAKS en lectura y escritura en inglés (cuando estén disponibles) como lo requiere el Código de Educación de Texas (TEC), §39.023, al nivel escolar que les corresponda; o
 - B. Una puntuación de percentil 40 superior en las secciones de lectura y de artes del lenguaje de la prueba de medición estandarizada aprobada por la Agencia de Educación de Texas (TEA).
2. Al tomar la decisión, los distritos también pueden tomar en consideración otros indicadores del progreso del estudiante, incluyendo los resultados de las pruebas TAKS o TAAS, la evaluación subjetiva del maestro y la evaluación de los padres.

Por esta razón, se recomienda que su hijo/a:

- Continúe en el programa bilingüe
- Continúe en el programa de inglés como segundo idioma
- Vuelva a participar en el programa bilingüe
- Vuelva a participar en el programa de inglés como segundo idioma
- No participe en el programa bilingüe - El criterio de salida del programa se ha cumplido.
- No participe en el programa de inglés como segundo idioma – El criterio de salida del programa se ha cumplido.
- Supervise al estudiante por 2 años adicionales - después de salir del programa para que tenga éxito en la escuela
- Supervise al estudiante por 1 año adicional – el estudiante ya no participa en el programa
- Programa de instrucción rechazado por el padre/madre/representante legal; se continúe supervisando el progreso académico del estudiante

*Si tiene algunas preguntas sobre esta decisión, llame a _____ a
nuestra oficina al _____.* *Nombre*
Teléfono

**BILINGUAL/ESL PROGRAM
Special Program/Content Area Collaboration Form***

Student _____ Campus _____ Grade _____

Bilingual/ESL Teacher: _____

Collaborating Teacher(s): _____, _____,

Objectives Period From: _____ to _____
Date Date

LANGUAGE OBJECTIVES	COGNITIVE AREA OBJECTIVES	AFFECTIVE/BEHAVIOR AREA OBJECTIVES

SUMMARY OF CONFERENCE(S):

Teacher/Teacher Conference Date: _____

Signatures of Conferencing Teachers _____, _____,

Next Conference Scheduled for _____
Date Time

*It is recommended that this form be used along with the Bilingual/ESL Student Plan.

Parent Survey
Bilingual/ESL Program K-1 Summer Program
(Dates of Program)
(Campus)

Is your child entering Kindergarten or First Grade in the fall?
Your child may be eligible to attend the Bilingual/ESL K-1 Summer Program.

Please complete the following information so that we can send you information about
the summer program:

Name of Child _____ Birthdate _____

Parent / Guardian _____

Address _____ Telephone _____

Home School _____

Please return this form to the principal at your home school or call the Bilingual / ESL
Department at _____.

(District Sample)

Encuesta para Padres de Familia
Programa Bilingüe/Inglés Como Segundo Idioma (ESL) K-1
Programa de Verano K-1
(Fechas del Programa)
(Escuela)

¿Tiene usted un hijo(a) que va a entrar a kindergarten o primer grado?
El/ella puede participar en el programa bilingüe / ESL de verano.

Por favor complete los siguientes datos para enviarle información sobre el programa
bilingüe / ESL de verano:

Nombre de su hijo/a _____

Fecha de nacimiento _____

Padre/madre/representante legal _____

Dirección _____ Teléfono _____

Escuela _____

Por favor devuelva este formulario al director de la escuela de su hijo(a) o llame al
departamento bilingüe/ESL al _____.

(Muestra para el distrito)

ISD/Charter School
Bilingual / ESL Program Summer School (Sample Form)
(Dates of Program)

Dear Parent/Guardian:

The district's (*campus*) will be offering a summer program for children of limited English proficiency who will be enrolled in Kindergarten or First Grade in the fall. This program will help your child to continue in his/her development of social skills, literacy, and his/her use of language needed for success in school. The program will take place from (*dates*) _____ to _____. Classes will be from (*time*) _____ to _____. Children attending the summer program will be offered (*mention services such as food, transportation, etc.*) Please fill out the following information needed to place your child on the list of children planning to attend:

Name of child _____ Birthdate _____

Parent/Guardian's name _____

Address _____ Telephone _____

Please send this information to _____. If you child was not enrolled in the district during the regular school year, 2003-2004, please bring the following documents on the first day of the summer program: (*list documents needed for enrollment.*)

If you have any questions, please call _____ at _____.

ISD/Escuela Excepcional (Charter)
ESCUELA DE VERANO DEL PROGRAMA BILINGUE / INGLES COMO SEGUNDO IDIOMA (ESL)
(Fechas del Programa)

Estimado Padre/Madre/Representante Legal:

El distrito (*escuela*) estará ofreciendo un programa de verano para niños que no han dominado el idioma inglés y que van a entrar a Kindergarten o Primer Grado en el otoño. Este programa le ayudará a su hijo/a a que continúe su desarrollo en destrezas sociales, el alfabeto, y su uso de lenguaje para tener éxito en la escuela. El programa tendrá lugar desde (*fechas*) _____ a _____. Las clases serán de (*horas*) _____ a _____.

Los niños que vengán al programa de verano recibirán (*mencione servicios*). Por favor complete la siguiente información que se necesita para poner a su hijo/a en la lista de estudiantes que piensan asistir:

Nombre del Niño/a _____ Fecha de nacimiento _____

Nombre de Padre/Madre/Representante legal _____

Dirección o Domicilio _____ Telefono _____

Por favor mande esta información a _____. Si su niño/a no fue matriculado en el distrito durante el año escolar 2003-04, traiga los siguientes documentos el primer día del programa de verano: (*lista de documentos*)

Si tiene alguna pregunta, por favor llame a _____, (teléfono) _____.

Bilingual/ESL Summer School Program

Summer School Program Dates:

Our school will be offering a summer school program for children of limited English proficiency who will be enrolled in kindergarten or first grade in the fall. This program will help your child to continue his/her development of English language proficiency, academic and higher order thinking skills needed for success in school.

The summer school program will be held from _____ to _____. Classes
Date Date
will be from _____ to _____. Children attending the summer school program will be offered
(Time) (Time)

_____. Please complete the following information needed to place your child's
(list services, transportation, food, etc.)

name on the list of children planning to attend our summer school program.

Name of Child: _____ Birth Date: _____

Parent / Guardian Name: _____

Address: _____ Telephone: _____

Please send this information to _____. If your child was not enrolled in the district during the regular school year, (20__ - 20__), bring the following documents on the first day of summer school (list documents needed for enrollment). If you have any questions please call _____ at _____.

Distrito Escolar Independiente/Escuela Excepcional (Charter)
de _____

Programa Bilingüe/ESL de verano

Fecha del programa:

Estimado Padre/Madre/Representante Legal:

La escuela estará ofreciendo un programa de verano para estudiantes que no han dominado el idioma inglés y que van a entrar a kindergarten o primer grado el próximo año escolar, 20__ - 20__. Este programa ayudará a su hijo/a a continuar con su desarrollo de las destrezas sociales, el alfabeto, y uso del lenguaje para tener éxito en la escuela. El programa tendrá lugar del _____ a _____. Las clases serán de _____ a _____.
hora hora fecha fecha

A los niños que asistan al programa de verano se les ofrecerá:

Por favor complete la siguiente información para poner el nombre de su hijo/a en la lista de estudiantes que piensan asistir al programa de verano:

Nombre del estudiante _____

Fecha de nacimiento _____

Nombre del Padre/Madre/Representante Legal _____

Dirección _____

Teléfono _____

Por favor mande esta información a _____. Si su hijo/a no estuvo matriculado en el distrito durante el año escolar 20__ - 20__, traiga los siguientes documentos el primer día del programa de verano:

Si tiene preguntas, favor de comunicarse con _____ al teléfono _____.

Answers to LPAC Quiz:

1. Language Proficiency Assessment Committee (LPAC)
2. Yes, every district that implements a bilingual or ESL program is required to have on file policy and procedures for the selection, appointment, and the training of its LPAC members. Districts must provide training on program requirements and documentation procedures as they pertain to the identification, placement, parent notification and annual review of the student's progress in attaining language and academic proficiency. Title III requirements for implementing special language programs must be followed by the LPAC.
3. One or more professional personnel (campus administrator or certified ESL teacher is recommended), and a parent of a limited English proficient (LEP) student participating in the program designated by the district (no parent serving on the committee shall be an employee of the school district).
4. Any two or more of the following:
 - Designate the language proficiency level of each LEP student
 - Designate the level of academic achievement of each LEP student
 - Facilitate the participation of LEP students in other special programs
 - Classify students as English proficient and recommend their exit from the program, once exit criteria have been met.
 - Determine the appropriate assessment option for LEP students before the administration of the state criterion referenced test each year.
5. Documented parental approval of entry or placement into the program. Only LEP students with parental approval can be counted toward the bilingual allotment.
6. A trained, alternate professional staff member designated by the district can replace an absent LPAC member. However, a trained parent must **always** be present.
7. Before the end of the school year.
8. LEP students must meet state performance standards on the reading and writing (when available) portions of the English language criterion referenced (TAKS) test.
9. LPAC committees must monitor the progress of exited LEP students for two academic years. Students who are not successful due to being LEP shall be reclassified and recommended for re-entry into the Bilingual or ESL program. Students who are not reclassified may be placed in compensatory or accelerated instruction, interventions, or other special language program to address their needs.
10. LEP students in Grades 3-10 must meet five general exemption criteria before an LPAC may consider the need for a LEP exemption from TAKS: LEP status, program participation, TAKS immigrant status, years in U.S. schools, and RPTE rating. The LPAC must have documentation in the student's permanent record folder indicating that the student meets all five of these criteria. For additional clarification, please refer to p. 16 of the LPAC Assessment Manual.

LPAC Quiz answers (cont.)

11. Yes.
12. No.
13. The Spanish version TAKS is available for students in Grades 3-6 receiving Spanish instruction in Math, Reading, Writing (Grade 4) and Science (Grade 5).
14. No. To qualify for an exemption, LEP students must be participating in a state-approved bilingual or English as a second language (ESL) program.
15. Immigrant (PEIMS) – Individuals aged 3-21; not born in any U.S. state; have not attended 1 or more schools in any one or more state for more than 3 academic years.
Immigrant (TAKS) - Students who have resided outside the 50 U.S. states for at least two consecutive years.
Immigrant (Bilingual/ESL Programs) – LEP student born outside the U.S.
16. All districts required to conduct a bilingual education or ESL program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas. Annual reports of educational performance shall reflect the academic progress in either language of the LEP students. Districts shall annually report to parents the progress of their child. Each school year, the principal of each school campus with the assistance of the campus level committee, shall develop, review and revise the Campus Improvement Plan for the purpose of improving student performance.
17. LPAC members should coordinate efforts with special program personnel and identify appropriate assessment procedures for LEP students.
18. LEP students should be tested by their classroom teacher. Some tests can be administered by teacher observation, such as the Observation Protocol.

True or False answers

1. False. The LPAC committee should meet as needed, including the beginning of the year, before administration of the state criterion referenced test, and at the end of the school year.
2. False. The LPAC Committee must meet upon a student's initial enrollment in the district and whenever important instructional decisions are required.
3. True. A bilingual program is a full-time program of instruction in which both the students' home language and English are used for instruction. An ESL program is an intensive program of English instruction designed to develop proficiency in the comprehension, speaking, reading, and composition of the English language.
4. False. All LEP students, including those whose parents have denied special language services must have an LPAC.
5. False. Only the original or copy of the original, signed HLS form should be kept in the LEP student's cumulative folder.
6. True.
7. False. Teachers should review each student's cumulative folder at the beginning and the end of the school year to ensure that documentation is correct and adequate.
8. False. A student may not be exited from the bilingual education or English as a second language program in prekindergarten through Grade 1.

**LIMITED ENGLISH PROFICIENT STUDENT
DOCUMENTATION CHECKLIST**

Student's Name _____ D.O.B. _____
(PLEASE PRINT)

TO BE PLACED IN THE CUMULATIVE FOLDER WITHIN FOUR (4) WEEKS FOLLOWING THE STUDENT'S FIRST DAY OF SCHOOL.

	FORM	DATE ON FORM	MONITOR'S SIGNATURE
_____ 1.	Home Language Survey	_____	_____
_____ 2.	Oral Proficiency Assessments		
_____	A. English	_____	_____
_____	B. Spanish	_____	_____
_____ 3.	Notification of Placement (Check one)		
_____	A. Parent Acceptance	_____	_____
_____	B. Parent Denial	_____	_____
_____ 4.	LPAC Initial Recommendation	_____	_____

ADDITIONAL DOCUMENTATION TO BE PLACED IN THE SPRING:*

_____ 5.	OLPT - English	_____	_____
_____ 6.	Achievement Test(s)	_____	_____
_____ 7.	TAKS/TAAS Results	_____	_____
_____ 8.	RPTE	_____	_____
_____ 9.	Observation Protocol	_____	_____
_____ 10.	Annual Progress Review	_____	_____

ONLY IF A STUDENT MEETS EXIT CRITERIA::

_____ 10.	Exit Consideration	_____	_____
_____ 11.	Annual Review	_____	_____
_____ 12.	Parent Report	_____	_____
_____ 13.	Program Exit	_____	_____
_____ 14.	One-Year Follow-Up Data	_____	_____
_____ 15.	Two-Year Follow-Up Data	_____	_____

Optional: Most recent LEP Student Plan

Student Folder Checklist – A Guide for LEP Student Information

Each student's LEP folder containing all assessment data, all LPAC information, and original signed forms should be placed inside their cumulative folder. Their cumulative folders should contain the same information as any other student.

Please keep in mind that these are the minimum items that must be present in order to be in compliance with state mandated bilingual and/or ESL education in Texas. Title III requirements impacting the LPAC process have been integrated in the forms contained in the manual.

See **Texas Administrative Code Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students**

- One Home Language Survey (the one dated farthest back) in each **student's cumulative folder**. This particular item applies to all students, not only LEP. The original or copy of the original HLS
 - Initial testing data
 - OLPT - Oral test scores (in English and native language for bilingual programs)
 - Norm – Referenced Test scores (grades 2-12), if applicable
 - Initial LPAC documentation with dates and signatures which classifies the student as either LEP or Non-LEP
-
- Signed parent permission or denial of placement for students who qualify for services
 - Any other subsequent LPAC documentation concerning the instructional design or setting of the student
 - Assessment LPAC documentation dated early spring noting the assessment decision (English, Spanish, or Exemption for qualifying immigrant students, SDAA as determined by an ARD)
 - RPTE scores, if applicable
 - End of the year OLPT scores; OP results
 - Annual LPAC Review documentation, showing the following year placement and data used to determine the placement
 - For student's exiting the program, evidence of reading, writing, and oral fluency in English based on exit criteria from 19 TAC Ch. 89
 - Signed parent notification of program exit
 - Monitoring information for the two years following the exit of students from the program

For ease of review, each year's data can be stapled together. Keep all relevant data and signed forms.

Items in the box above must occur within the first 4 weeks (20 school days) of the student's enrollment in the district and contain signatures and dates where applicable.

Compliance Statement

Title VI, Civil Rights Act of 1964; The Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 113275; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as amended; 1974 Amendments to the Wage-hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as amended; Immigration Reform and Control Act of 1991.

The Texas Education shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT _____ **STUDENT ID#** _____

ADDRESS _____ **TELEPHONE #** _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

_____ **DISTRIKTI I SHKOLLËS SË PAVARUR/SHKOLLËS SË PRIVILEGJUAR**

ANKETË E GJUHËS SË FOLUR NË SHTËPI-19TAC Kapitulli 89, Nënkapitulli BB §89.1215

PËR T'U PLOTËSUAR NGA PRINDI OSE KUJDESTARI (OSE NXËNËSI NËSE ËSHTË NË KLASAT 9-12): Shteti i Texas-it kërkon që informacioni i mëposhtëm të plotësohet për çdo nxënës që regjistrohet për herë të parë në shkollat publike të Texas-it. Kjo anketë do të mbahet në dosjen e dokumentave të përhershme të çdo nxënësi.

EMRI I NXËNËSIT _____ **NUMRI IDENTIFIKUES I NXËNËSIT** _____

ADRESA _____ **NUMRI I TELEFONIT** _____

KOMPLEKSI _____

1. Cila gjuhë flitet në shtëpinë tuaj shumicën e kohës? _____

2. Cilën gjuhë flet fëmija juaj (flisni ju) shumicën e kohës? _____

Nënshkrimi i Prindit/Kujdestarit _____ Data _____

Nënshkrimi i Nxënësit nëse në Klasat 9-12 _____ Data _____

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT _____ STUDENT ID# _____

ADDRESS _____ TELEPHONE # _____

CAMPUS _____

- 1. What language is spoken in your home most of the time?
2. What language does your child (do you) speak most of the time?

Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

ራሱን የቻለ የአውራጃ ትምህርት ቤት/ቻርተር ያለው ትምህርት ቤት

የቤት ቋንቋ አጭር ጥናት-19TAC ምዕራፍ 89, ንኡስ ምዕራፍ BB §89.1215

በወላጅ ወይም ሞግዚት (ወይም በተማሪው፡ 9-12 ክፍል ከሆነ) የሚሞላ፤ የቴክሳስ እስቴት፡ ለመጀመርያ ጊዜ ወደ ቴክሳስ የሕዝብ ትምህርት ቤቶች የሚገባ እያንዳንዱ ተማሪ በተመለከተ፡ ቀጥሎ ያለው የመረጃ ቅጽ እንዲሞላ ይጠይቃል። ይህ ጥናታዊ መረጃ ደግሞ በተማሪው ቋሚ የሪከርድ ማህደር ላይ የሚያዝ ነው።

የተማሪው ስም _____ የተማሪው ካርድ ቁ. _____

አድራሻ _____ ስልክ ቁጥር _____

ካምፓስ _____

- 1. አብዛኛው ጊዜ በቤታችሁ ውስጥ የምትጠቀሙበት ቋንቋ ምንድን ነው?
2. አብዛኛው ጊዜ ልጅዎ (እርስዎ) የምትጠቀሙበት ቋንቋ ምንድን ነው?

የወላጅ/ሞግዚት ፊርማ _____ ቀን _____

ከ9-12 ክፍል ከሆነ፡ የተማሪው ፊርማ _____ ቀን _____

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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ADDRESS _____ TELEPHONE # _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____
2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian

Date

Signature of Student if Grades 9-12

Date

إدارة التعليم المستقلة/المدارس الخاصة _____

استفتاء حول اللغة الأم – القانون 19TAC الفصل 89، الفصل الفرعي BB §89.1215

يجب أن يقوم الوالدين أو الوصي (أو الطالب إذا كان في الفصل 9 إلى 12) بملأ هذه الاستمارة: تطلب ولاية تكساس تقديم المعلومات التالية بالنسبة لكل طالب يسجل للمرة الأولى بالمدارس العمومية بولاية تكساس. سيحتفظ بهذا الاستفتاء في ملف سجل الطالب.

اسم الطالب _____ رقم هوية الطالب _____

العنوان _____ رقم الهاتف _____

المركب الجام _____

1. ما هي اللغة المستعملة في بيتك في أغلب الأوقات؟ _____

2. ما هي اللغة التي تتحدثها أو يتحدثها طفلك في أغلب الأحيان؟ _____

توقيع الولي/ الوصي _____ التاريخ _____

توقيع الطالب إذا كان في الفصل 9 إلى 12 _____ التاريخ _____

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

_____ **NEZAVISNI ŠKOLSKI OKRUG/ ŠKOLA S POVLASTICOM**

ANKETA O JEZIKU KOJIM SE GOVORI KOD KUĆE - 19TAC član 89, poglavlje BB §89.1215

OVO ISPUNJAVA RODITELJ ILI STARATELJ (ILI UČENIK, UKOLIKO SE UPISUJE U RAZREDE OD 9-12): Država Texas zahtijeva da se slijedeće informacije upišu za svakog učenika koji se po prvi put upisuje u javne(državne) škole Texasa. Ova anketa se trajno čuva u učenikovom školskom dosijeu.

IME UČENIKA _____ **IDENTIFIKACIJSKI BROJ UČENIKA** _____

ADRESA _____ **BROJ TELEFONA** _____

ŠKOLA/ŠKOLSKI CENTAR _____

1. Kojim se jezikom najviše govori kod kuće? _____

2. Koji jezik Vaše dijete (Vi) najviše govorite? _____

Potpis roditelja/staratelja _____ Datum _____

Potpis učenika (ako je u razredima 9-12) _____ Datum _____

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

មណ្ឌលសេវាអប់រំ / សាលាធម្មនុញ្ញឯករាជ្យ

ការស្ទង់មាតុភាសា-19TAC ជំពូក 89, ជំពូករង BB §89.1215

ត្រូវសម្រេចដោយឪពុកម្តាយ ឬ អាណាព្យាបាល (ឬសិស្សបើរៀនថ្នាក់ទី 9-12): រដ្ឋ Texas បានមានសំណើនូវព័ត៌មានដូចខាងក្រោមនេះ ហើយត្រូវតែសម្រេចចំពោះសិស្សរៀនថ្មីខ្លួន ដែលចុះឈ្មោះជាលើក ដំបូងនៅបណ្តាសាលារដ្ឋនៃរដ្ឋ Texas ។ លិខិតស្ទង់នេះត្រូវបានតំកល់ទុកក្នុងបញ្ជីឯកសារជាប្រចាំរបស់ សិស្សម្នាក់ ។

ឈ្មោះរបស់សិស្ស _____ អត្តសញ្ញាណប័ណ្ណរបស់និស្សិត # _____

អាសយដ្ឋាន _____ ទូរស័ព្ទ # _____

ទីក្នុងបរិវេណនៃមហាវិទ្យាល័យ _____

1. ភាសាណាដែលត្រូវបាននិយាយនៅផ្ទះរបស់អ្នកភាគច្រើននៅវេលាណា? _____

2. ភាសាណាដែលកូនរបស់អ្នក (ឬអ្នកផ្ទាល់ត្រូវបាននិយាយភាគច្រើននៅវេលាណា)? _____

ហត្ថលេខារបស់ឪពុកម្តាយ/អាណាព្យាបាល _____ ថ្ងៃទី _____

ហត្ថលេខារបស់សិស្សបើរៀនថ្នាក់ទី 9-12 _____ ថ្ងៃទី _____

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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CAMPUS _____

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Signature of Parent/Guardian _____ Date

Signature of Student if Grades 9-12 _____ Date

獨立學區 / 特許學區

母語使用情況調查 - 19TAC 第 89 章 BB 分章第 §89.1215 節

應由家長或監護人 (或者 9-12 年級學生) 填寫：德克薩斯州要求為初次在德克薩斯州公立學校登記入學的每一名學生填寫以下資訊。此項情況調查資料將保存在學生的永久性檔案夾中。

學生姓名 _____ 學生證號碼 _____

地址 _____ 電話號碼 _____

學校 _____

1. 在您家裡，最常使用的是哪種語言？ _____

2. 您的孩子 (或您本人) 最常使用的是哪種語言？ _____

家長或監護人簽名 _____ 日期

(9-12 年級) 學生簽名 _____ 日期

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

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Signature of Student if Grades 9-12 _____ Date _____

منطقه مستقل مدرسه/مدرسه چارتر _____

BB §89.1215، زیر فصل 89 فصل 19TAC بررسی زبان در خانه -

باید توسط پدر یا مادر یا قیم تکمیل شود (یا دانش آموز اگر در کلاس های 9-12 باشد): ایالت تگزاس می خواهد که اطلاعات زیر برای هر دانش آموز که برای اولین بار در مدارس عمومی تگزاس ثبت نام می کند تکمیل شود. این بررسی در پوشه دائمی سوابق هر دانش آموز نگهداری خواهد شد.

نام دانش آموز _____ کد شناسایی دانش آموز _____

آدرس _____ شماره تلفن _____

محل مدرسه _____

1. در خانه شما بیشتر اوقات به چه زبان تکلم می شود؟ _____

2. کودک (خودتان) شما بیشتر زمان ها به چه زبانی صحبت می کنید؟ _____

امضای پدر یا ملر/قیم _____ تاریخ _____

امضای دانش آموز اگر در کلاس های 9-12 است _____ تاریخ _____

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

ÉCOLE INDÉPENDANTE/ÉCOLE À CHARTE _____

ENQUÊTE SUR LES LANGUES PARLÉES À LA MAISON - 19TAC Chapitre 89,
Sous-chapitre BB Paragraphe §89.1215

À FAIRE REMPLIR PAR LES PARENTS OU LE TUTEUR (OU L'ÉLÈVE, DE LA 9^{ème} À LA 12^{ème}): L'État du Texas exige que les informations suivantes soient fournies pour chaque élève qui s'inscrit pour la première fois au système des écoles publiques du Texas. Cette enquête restera dans le dossier permanent de chaque élève.

NOM DE L'ÉLÈVE _____ **NUMÉRO D'IDENTIFICATION DE L'ÉLÈVE** _____

ADRESSE _____ **TÉLÉPHONE** _____

ÉCOLE _____

1. Quelle langue est parlée le plus souvent à la maison ? _____

2. Quelle langue votre enfant parle-t-il le plus souvent (parlez-vous le plus souvent) ? _____

Signature d'un parent/tuteur _____ Date _____

Signature de l'élève (de la 9^{ème} à la 12^{ème}) _____ Date _____

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

ઈન્ડિપેન્ડન્ટ સ્કૂલ ડિસ્ટ્રિક્ટ/ચાર્ટર સ્કૂલ

હોમ લેંગ્વેજ સર્વે (મુખ્ય ભાષા મોજણી) - 19 TAC ચેપ્ટર 89, સબચેપ્ટર BB §89.1215

માતાપિતા અથવા વાલી (અથવા વિદ્યાર્થી, જો ગ્રેડ 9-12 હોય તો) દ્વારા સંપૂર્ણ થવા માટે: સ્ટેટ ઓફ ટેક્સસની જરૂરિયાત છે કે, ટેક્સસ પબ્લિક સ્કૂલોમાં પહેલી વાર પ્રવેશ મેળવતા પ્રત્યેક વિદ્યાર્થી માટે નીચે આપેલી માહિતીને સંપૂર્ણ કરવામાં આવે. આ મોજણીને પ્રત્યેક વિદ્યાર્થીના કાયમના રેકોર્ડના ફોલ્ડરમાં રાખવામાં આવશે.

વિદ્યાર્થીનું નામ _____ સ્ટુડન્ટ ID# _____

સરનામ _____ ટેલિફોન # _____

કેમ્પસ _____

1. તમારા ઘરમાં મોટા ભાગે કઈ ભાષા બોલવામાં આવે છે? _____

2. તમારું બાળક (તમે પણ) મોટા ભાગે કઈ ભાષા બોલો છો? _____

માતાપિતા/વાલીની સહી _____ તારીખ _____

જો ગ્રેડ 9-12 હોય તો, વિદ્યાર્થીની સહી _____ તારીખ _____

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

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Signature of Student if Grades 9-12 Date

_____ **DISTRIK ESKOLÈ ENDEPANDAN / LEKÒL LETA FINANSE**

KESYONÈ SOU LANG YO PALE LAKAY ELÈV - 19TAC Chapit 89, Souchapit BB §89.1215

FÒMILÈ POU PAPA, MANMAN, OSWA MOUN KI RESPONSAB ELÈV LA REPONN (OSWA ELÈV LA LI MENM, SI LI ANT KLAS 9yèm ak 12yèm): Eta Texas egzije pou yo bay enfòmasyon yo mande pi ba la yo pou chak elèv k ap enskri premye fwa nan lekòl piblik nan Texas. Yo pral klase kesyonè sa a nan dosye pèmanan chak elèv.

NON _____ **NIMEWO IDANTITE**
ELÈV LA _____ **ELÈV LA** _____

ADRÈS _____ **TELEFÒN** _____

KANPIS _____

1. Ki lang yo pale pi souvan lakay ou? _____

2. Ki lang pitit ou (ak ou menm) pale pi souvan? _____

Siyati Papa, Manman, oswa Moun Responsab la Dat

Siyati Elèv la, si li ant klas 9yèm ak 12yèm Dat

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

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स्वतंत्र स्कूल डिस्ट्रिक्ट/चार्टर स्कूल

गृह भाषा सर्वेक्षण - 19TAC चैप्टर 89, सब-चैप्टर BB §89.1215

माता/पिता अथवा अभिभावक (अथवा विद्यार्थी, यदि ग्रेड 9-12 में हो) द्वारा भरा जाना है: टैक्सास राज्य यह अपेक्षा करता है कि टैक्सास पब्लिक स्कूलों में पहली बार भर्ती होने वाले प्रत्येक विद्यार्थी के लिए निम्न जानकारी भरी जाए। इस सर्वेक्षण को प्रत्येक विद्यार्थी के स्थायी रिकॉर्ड फोल्डर में रखा जाएगा।

विद्यार्थी का नाम _____ विद्यार्थी आई.डी. नम्बर # _____

पता _____ टेलीफोन नम्बर # _____

कैम्पस _____

1. आपके घर में अधिकांश समय कौन सी भाषा बोली जाती है? _____

2. आपका बच्चा (आप) अधिकांश समय कौन सी भाषा बोलते हैं? _____

माता या पिता/अभिभावक के हस्ताक्षर _____ दिनांक

विद्यार्थी का हस्ताक्षर, यदि ग्रेड 9-12 में हो _____ दिनांक

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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Signature of Parent/Guardian Date

Signature of Student if Grades 9-12 Date

**CHEEB TSAM TSEV KAWM NTAWV/TSEV KAWM NTAWV UAS
TAU NYIAJ PAB LOS NTAWM TSOOM FWV (CHARTER)**

DAIM NTAWV NUG TXOG HOM LUS HAIS TOM TSEV-19TAC Chapter 89, Subchapter BB §89.1215

NIAM TXIV LOS SIS TUS NEEG SAIB XYUAS SAU SEEM HAUV QAB NO (LOS SIS TUS MENYUAM KAWM NTAWV YOG TIAS NYOB QIB KAWM 9-12): Xeev Texas hais tias kom yuav tsum muaj cov lus qhia nram qab no rau txhua tus menyuam kawm ntawv uas tuaj kawm thawj zaug hauv Texas cov tsev kawm ntawv. Daim ntawv nug no yuav muab khaws cia rau hauv txhua tus menyuam kawm ntawv cov ntaub ntawv.

MENYUAM KAWM _____ **MENYUAM KAWM**
NTAWV LUB NPE _____ **NTAWV TUS ID#** _____

CHAW NYOB _____ **XOV TOOJ #** _____

CHAW KAWM (CAMPUS) _____

1. Feem ntau hais hom lus twg hauv koj lub tsev heev tshaj? _____

2. Feem ntau koj tus menyuam (koj) hais hom lus twg heev tshaj? _____

Niam txiv/Tus saib xyuas kos npe Hnub tim

Menyuam kawm ntawv qib 9-12 kos npe Hnub tim

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

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Signature of Student if Grades 9-12

Date

独立学校区/チャータースクール

家庭での使用言語に関するアンケート - 19TAC (テキサス州管理法典) 第 89 章、BB 副章、セクション §89.1215

記入者は、保護者または擁護人 (あるいは第 9 ~ 12 学年の生徒): テキサス州では、テキサス州の公立学校に初めて就学する生徒に関し、以下の情報の提出が義務付けられています。このアンケートは各生徒の永久記録に保存されます。

生徒氏名 _____ 生徒 ID 番号 _____

住所 _____ 電話番号 _____

学校 _____

1. 自宅では、主に何語を話しますか。 _____

2. 貴方のお子様 (あるいは、あなた) は、主に何語を話しますか。 _____

保護者/後見人の署名

日付

生徒 (9 年生 ~ 12 年生の場合) の署名

日付

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT _____ STUDENT ID# _____

ADDRESS _____ TELEPHONE # _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

INDEPENDENT 교육구 / 차터 학교

가정언어 조사 - 19TAC 제 89 장 , BB §89.1215 조

학부모나 보호자(혹은 학생이 9-12 학년일 경우 당사자) 가 작성할 것: Texas 공립학교에 처음으로 등록하는 각 신입생들은 Texas 주 정부의 요구에 따라 다음 정보를 작성해야 합니다. 본 조사지는 해당 학생의 영구 생활 기록부에 보관될 것입니다.

학생의 이름 _____ 학생증 (ID)# _____

주소 _____ 전화번호 # _____

캠퍼스 _____

1. 가정에서 주로 어떤 언어로 말을 합니까? _____

2. 자녀는 (학생은) 주로 어떤 언어로 말을 합니까? _____

학부모 / 보호자의 서명 _____ 날 짜 _____

9-12 학년의 경우 학생의 서명 _____ 날 짜 _____

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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Signature of Parent/Guardian

Date

Signature of Student if Grades 9-12

Date

ໂຮງຮຽນເອກລາດ ໂຮງຮຽນຂອງເມືອງ/ຕາມກົດຫມາຍ

ການສຳຫລວດການໃຊ້ພາສາໃນບ້ານ - 19TAC ບົດທີ່ 89 ຫົວຂໍ້ຍ່ອຍ BB §89.1215

ຕົ້ມຂໍ້ມູນໃຫ້ສົມບູນໂດຍພໍ່ແມ່ນັກຮຽນຫລືຜູ້ປົກຄອງ(ຫລືນັກຮຽນຖ້າຢູ່ຊັ້ນ 9-12): ລັດເທັກຊັສ (Texas)ຕ້ອງການໃຫ້ຕົ້ມຂໍ້ມູນໃຫ້ສົມບູນສຳລັບນັກຮຽນແຕ່ລະຄົນທີ່ຈົດທະບຽນໃນໂຮງຮຽນສາທາລະນະເປັນເທື່ອທຳອິດ. ການສຳຫລວດນີ້ຈະຖືກຮັກສາໄວ້ໃນບັນທຶກຖາວອນຂອງນັກຮຽນແຕ່ລະຄົນ.

ຊື່ຂອງນັກຮຽນ _____ ເລກບັດປະຈຳຕົວຂອງນັກຮຽນ _____

ທີ່ຢູ່ _____ ເບີໂທລະສັບ _____

ວິທະຍາເຂດ _____

1. ພາສາຫຍັງທີ່ເວົ້າຫລາຍທີ່ສຸດໃນບ້ານຂອງທ່ານ? _____

2. ພາສາຫຍັງທີ່ລູກຂອງທ່ານ(ທ່ານ)ເວົ້າຫລາຍທີ່ສຸດ? _____

ລາຍເຊັນຂອງພໍ່ແມ່/ຜູ້ປົກຄອງ

ວັນ ເດືອນ ປີ

ລາຍເຊັນຂອງນັກສຶກສາຖ້າຢູ່ຊັ້ນ 9-12

ວັນ ເດືອນ ປີ

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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ADDRESS _____ **TELEPHONE #** _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian

Date

Signature of Student if Grades 9-12

Date

**DISTRITO ESCOLAR INDEPENDENTE/ESCOLA
CREDENCIADA (CHARTER SCHOOL)**

PESQUISA DE LÍNGUA MATERNA - Capítulo 89, subcapítulo BB §89.1215 - 19TAC

PARA SER RESPONDIDO POR UM DOS PAIS OU RESPONSÁVEL (OU PELO ESTUDANTE, SE ELE FOR DA 9ª À 12ª SÉRIE): O Estado do Texas exige que as informações a seguir sejam preenchidas no caso de qualquer estudante que se matricule pela primeira vez em uma escola pública do Texas. Esta pesquisa ficará arquivada juntamente com a ficha escolar permanente do estudante.

NOME DO ESTUDANTE _____ **Nº de IDENT. DO ESTUDANTE** _____

ENDEREÇO _____ **TELEFONE** _____

LOCAL DA ESCOLA _____

1. Qual é a língua falada mais freqüentemente em sua casa? _____

2. Qual é a língua que seu filho (ou você) fala mais freqüentemente? _____

Assinatura do pai, mãe ou responsável

Data

Assinatura do estudante, se for da 9ª à 12ª série

Data

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

ਸੁਤੰਤਰ ਸਕੂਲ ਡਿਸਟ੍ਰਿਕਟ/ਚਾਰਟਰ ਸਕੂਲ

ਘਰ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਸਰਵੇਖਣ - 19TAC ਚੈਪਟਰ 89, ਸਬਚੈਪਟਰ BB §89.1215

ਇਹ ਫਾਰਮ ਮਾਤਾ-ਪਿਤਾ ਜਾਂ ਸਰਪਰੋਸਤ (ਜਾਂ ਵਿਦਿਆਰਥੀ ਜੇ ਉਹ ਗ੍ਰੇਡ 9-12 ਵਿੱਚ ਹੈ) ਵਲੋਂ ਭਰਿਆ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ : ਟੈਕਸਾਸ ਸਟੇਟ ਚਾਹੁੰਦੀ ਹੈ ਕਿ ਟੈਕਸਾਸ ਪਬਲਿਕ ਸਕੂਲਾਂ ਵਿੱਚ ਪਹਿਲੀ ਵਾਰ ਦਾਖਲ ਹੋਣ ਵਾਲੇ ਹਰ ਵਿਦਿਆਰਥੀ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਹੇਠ ਲਿਖੀ ਸੂਚਨਾ ਦਿੱਤੀ ਜਾਣੀ ਚਾਹੀਦੀ ਹੈ। ਇਹ ਸੂਚਨਾ ਹਰ ਵਿਦਿਆਰਥੀ ਦੇ ਸਥਾਈ ਰਿਕਾਰਡ ਫੋਲਡਰ ਵਿੱਚ ਰੱਖੀ ਜਾਏਗੀ।

ਵਿਦਿਆਰਥੀ ਦਾ ਨਾਂਮ _____ ਵਿਦਿਆਰਥੀ ਦਾ ID ਨੰਬਰ _____

ਪਤਾ _____ ਟੈਲੀਫੋਨ ਨੰਬਰ _____

ਕੈਂਪਸ _____

1. ਤੁਹਾਡੇ ਘਰ ਵਿੱਚ ਬਹੁਤਾ ਸਮਾਂ ਕਿਹੜੀ ਭਾਸ਼ਾ ਬੋਲੀ ਜਾਂਦੀ ਹੈ ? _____

2. ਤੁਹਾਡਾ ਬੱਚਾ (ਅਤੇ ਤੁਸੀਂ) ਬਹੁਤਾ ਸਮਾਂ ਕਿਹੜੀ ਭਾਸ਼ਾ ਬੋਲਦੇ ਹੋ ? _____

ਮਾਤਾ-ਪਿਤਾ/ਸਰਪਰੋਸਤ ਦੇ ਦਸਤਖਤ _____ ਤਾਰੀਖ _____

ਵਿਦਿਆਰਥੀ ਦੇ ਦਸਤਖਤ, ਜੇ ਗ੍ਰੇਡ 9-12 ਵਿੱਚ ਹੈ _____ ਤਾਰੀਖ _____

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

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CAMPUS _____

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Signature of Parent/Guardian Date

Signature of Student if Grades 9-12 Date

НЕЗАВИСИМЫЙ ШКОЛЬНЫЙ ОКРУГ/ЧАРТЕРНАЯ ШКОЛА

**АНКЕТА ОБ ОСНОВНОМ ЯЗЫКЕ ОБЩЕНИЯ ДОМА - Раздел 89,
подраздел ВВ §89.1215, 19 Административный кодекс штата Техас (19TAC)**

ЭТУ ФОРМУ ДОЛЖЕН ЗАПОЛНИТЬ РОДИТЕЛЬ ИЛИ ОПЕКУН (УЧАЩИЕСЯ 9 - 12 КЛАССОВ МОГУТ ЗАПОЛНИТЬ САМИ): в соответствии с требованиями штата Техас следующая информация должна быть представлена на каждого учащегося, который начинает обучение в государственных школах штата. Анкета должна храниться в деле каждого учащегося.

ИМЯ И ФАМИЛИЯ
УЧАЩЕГОСЯ _____ **№ УДОСТОВЕРЕНИЯ** _____

АДРЕС _____ **№ ТЕЛЕФОНА** _____

КАМПУС _____

1. На каком языке больше всего говорят в Вашем доме? _____

2. На каком языке Ваш ребенок (Вы) говорит (е) больше всего? _____

Подпись родителя/опекуна Дата

Подпись учащегося, если учится в 9-12 кл. Дата

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

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CAMPUS _____

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Signature of Parent/Guardian _____ Date

Signature of Student if Grades 9-12 _____ Date

**DUGSI MADAXBANNAAN EE DEGMO / DUGSI QAANUUN
LAGU DEJIYAY**

RA'YI-BAARIS LUQADDA GURIGA – 19TAC Qaybta 89, Qaybta hoose BB §89.1215

AY TAHAY INUU BUUXIYO WAALID AMA WALI (AMA ARDAY HADDUU YAHAY FASAL 9-12): Dawladda Texas waxay dooneysaa in warbixintan soo socoto loo buuxiyo arday kasta marka ugu horreyso oo uu galo dugsiyada dawladda ee Texas. Ra'yi baaristaan waxaa lagu hayn doonaa galka qoorallada joogtada ah ee ardayga.

MAGACA _____ **AQOONSIGA**
ARDAYGA _____ **ARDAYGA** _____

CINWAANKA _____ **TALEEFONKA** _____

MAGACA DUGSIGA/KULLIYADDA _____

1. Luqaddee looga hadlaa gurigaaga waqtiga badankiisa? _____

2. Luqaddee cunuggagu ku hadlaa (adigu ku hadashaa) waqtiga badankiisa? _____

Saxiixa Waalidka/Waliga _____ Taarikhda

Saxiixa Ardeyga hadduu yahay fasalka 9-12 _____ Taarikhda

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

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CAMPUS _____

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Signature of Parent/Guardian Date

Signature of Student if Grades 9-12 Date

**NA INDEPENDIYENTENG DISTRITO NG
PAARALAN/KINONTRATANG PAARALAN**

PAGTATANONG TUNGKOL SA WIKA SA BAHAY-19TAC Kabanata 89, Napapailalim na Kabanata BB §89.1215

UPANG KUMPLETUHIN NG MAGULANG O TAGAPANGALAGA (O ESTUDYANTE KUNG NASA GRADO 9-12): Ang estado ng Texas ay nag-aatas na ang sumusunod na impormasyon ay kumpletuhin para sa bawat estudyanteng nagpatala sa unang pagkakataon sa mga pampublikong paaralan ng Texas. Ang pagtatanong na ito ay dapat panatilihin sa permanenteng folder ng rekord ng bawat estudyante.

PANGALAN NG ESTUDYANTE _____ **NUMERO NG ID NG ESTUDYANTE** _____

TIRAHAN _____ **NUMERO NG TELEPONO** _____

KAMPUS _____

1. Anong wika ang pinakamadalas na ginagamit sa inyong bahay? _____
2. Anong wika ang pinakamadalas na ginagamit ng iyong anak (ginagamit mo)? _____

Pirma ng Magulang/Tagapangalaga Petsa

Pirma ng Estudyante kung Nasa Grado 9-12 Petsa

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

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เขตโรงเรียนอิสระ/โรงเรียนส่วนภูมิภาค

บท 89 การสำรวจ ภาษาบ้าน 89, บทย่อย BB §89.1215

แบบสำรวจนี้จัดทำโดยพ่อแม่หรือผู้ปกครอง (หรือนักเรียนเกรด 9-12): ของรัฐ เท็กซัส
คำแนะนำดังต่อไปนี้จะถูกจัดเก็บเพื่อเป็นข้อมูลสำหรับนักเรียนเข้าใหม่ เอกสารข้อมูลของนักเรียนเข้าใหม่
ของโรงเรียนเอกชนจะถูกจัดเก็บเป็นข้อมูลเฉพาะบุคคล

ชื่อของนักเรียน _____ ID นักเรียน # _____

ที่อยู่ _____ โทรศัพท์ # _____

วิทยาลัย _____

1. เวลานี้ในบ้านคุณใช้ภาษาอะไรมากที่สุด? _____

2. คุณและลูกใช้ภาษาอะไรเป็นส่วนมากที่สุด? _____

ลายเซ็นของพ่อแม่/ผู้ปกครอง _____ วันที่ _____

ลายเซ็นของนักเรียนเกรด 9-12 _____ วันที่ _____

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

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Signature of Parent/Guardian

Date

Signature of Student if Grades 9-12

Date

ኢንዲፔንደንት ስኩል ዲስትሪክት/ቻርተር ስኩል

ናይ ገዛ ውሽጢ ቋንቋ ፅንፃት 19TAC ምዕራፍ 89፣ ክፍል ምዕራፍ BB §89.1215

ብወላድ ወይ ሞግዚት (ወይ ተምሃራይ ካብ 9-12 ክፍሊ እንተደኣኹይኑ) ዝምላእ እዩ። ብቴክሳስ መንግስታዊ ቤት ትምህርቲታት ንመፈለግታ ግዜ ንዝተመዘገቡ ተምሃሮ ነንሕድሕዲኦም ካብቲ ስዒቡ ዝተቐመጡ መረዳእታታት ንክምላኡ ግዝኣት ቴክሳስ ይሓትትዮ። እዚ ፅንፃት እዚ ኣብ ነንሕድሕድ ተምሃራይ ቀዋሚ ማህደር ክቕመጥ ኣለዎ።

ሽም ተምሃራይ _____ ቁፅሪ ታሴራ ተምሃራይ _____

ኣድራሻ _____ ቁፅሪ ስልኪ _____

ካምፓስ _____

1. ኣብ ገዛኻ መብዛሕቲኡ ግዜ ዝዘረብ ቋንቋ እንታይ እዩ? _____

2. ናትካ ቆልዓ መብዛሕቲኡ ግዜ ዝዛረቦ ቋንቋ እንታይ እዩ? _____

ፊርማ ወላዲ /ሞግዚት

ዕለት

ፊርማ ተምሃራይ ካብ 9-12 ክፍሊ እንተኾይኑ

ዕለት

_____ **INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT _____ **STUDENT ID#** _____

ADDRESS _____ **TELEPHONE #** _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian

Date

Signature of Student if Grades 9-12

Date

НЕЗАЛЕЖНИЙ ШКІЛЬНИЙ ОКРУГ / ЧАРТЕРНА ШКОЛА _____

**ІНФОРМАЦІЯ ПРО РІДНУ МОВУ УЧНЯ - 19TAC (Адміністративний кодекс штату Техас, розділ 19),
глава 89, підрозділ BB §89.1215**

ФОРМА ЗАПОВНЮЄТЬСЯ БАТЬКОМ (МАТІР'Ю) ЧИ ОПІКУНОМ (АБО УЧНЯМИ 9 - 12 КЛАСІВ):

Як передбачено законодавством штату Техас, на кожного учня, який уперше зараховується до державної школи штату Техас, має бути надана наступна інформація. Ця форма постійно зберігається в особистій справі учня.

ІМ'Я ТА ПРИЗВИЩЕ УЧНЯ _____ **ID#** _____

АДРЕСА _____ **№ ТЕЛЕФОНУ** _____

ШКОЛА _____

1. Якою мовою переважно розмовляють у вас вдома? _____

2. Якою мовою переважно розмовляє Ваша дитина (розмовляєте Ви)? _____

Підпис батька (матері) чи опікуна

Дата

Підпис учня 9 - 12 класів

Дата

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT _____ STUDENT ID# _____

ADDRESS _____ TELEPHONE # _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

چارٹر اسکول/ی آزاد اسکول ضلع

زبان ی مادر ے سروے برا – 19TAC باب 89، باب ی ی ڈ 89.1215 BB

ضروری ہے کہ والدین یا سرپرست مکمل کریں (یا اگر 9-12 گریڈ میں ہے تو خود طالب علم): ریاست ٹیکساس اس بات کی متقاضی ہے کہ ہر اس طالب علم کی درج ذیل معلومات مکمل کی جانی چاہئیں جو ٹیکساس کے پبلک اسکولز میں پہلی مرتبہ اندراج کروا رہے ہیں۔ ضروری ہے کہ یہ سروے ہر طالب علم کے مستقل ریکارڈ فولڈر میں رکھا جائے۔

طالب علم کا نام _____ طالب علم کا شناختی نمبر # _____

پتہ _____ ٹیلی فون نمبر # _____

کیمپس _____

1. آپ کے گھر میں زیادہ تر کون سی زبان بولی جاتی ہے؟ _____

2. آپ کا بچہ (آپ خود) زیادہ تر کون سی زبان بولتا (بولتے) ہیں؟ _____

تاریخ _____ دستخط والدین/سرپرست _____

تاریخ _____ دستخط طالب علم اگر گریڈ 9-12 میں ہے _____

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT _____ STUDENT ID# _____

ADDRESS _____ TELEPHONE # _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child (do you) speak most of the time? _____

Signature of Parent/Guardian _____ Date _____

Signature of Student if Grades 9-12 _____ Date _____

چارٹر اسکول/ی آزاد اسکول ضلع

زبان ی مادر ے سروے برا – 19TAC باب 89، باب ی ی ڈ 89.1215 BB

ضروری ہے کہ والدین یا سرپرست مکمل کریں (یا اگر 9-12 گریڈ میں ہے تو خود طالب علم): ریاست ٹیکساس اس بات کی متقاضی ہے کہ ہر اس طالب علم کی درج ذیل معلومات مکمل کی جانی چاہئیں جو ٹیکساس کے پبلک اسکولز میں پہلی مرتبہ اندراج کروا رہے ہیں۔ ضروری ہے کہ یہ سروے ہر طالب علم کے مستقل ریکارڈ فولڈر میں رکھا جائے۔

طالب علم کا نام _____ طالب علم کا شناختی نمبر # _____

پتہ _____ ٹیلی فون نمبر # _____

کیمپس _____

1. آپ کے گھر میں زیادہ تر کون سی زبان بولی جاتی ہے؟ _____

2. آپ کا بچہ (آپ خود) زیادہ تر کون سی زبان بولتا (بولتے) ہیں؟ _____

تاریخ _____ دستخط والدین/سرپرست _____

تاریخ _____ دستخط طالب علم اگر گریڈ 9-12 میں ہے _____

List of
Approved
Tests
for
Assessment
of Limited
English
Proficient
Students

2005



Texas Education Agency
Division of Curriculum
Bilingual Education Program Unit
1701 North Congress Avenue, WBT 3-121
Austin, Texas 78701-1494
(512) 475-3555

Oral Language Proficiency Tests in English

- To be used for **Identification/Entry/Exit** [19 TAC §89.1225(a), (f) and (h)].
- May be used for **Annual Assessment** [19 TAC §89.1220(g)].

Name of Test/ Year Normed	Skills Measured	Grade Levels	Score Indicating Limited English Proficiency
Pre - IPT - Oral, Second Edition, 2005	Listening Speaking	Pre-K	Below Level D
IDEA Oral Language Proficiency Test-I (No Spanish equivalent) IPT I, Forms E & F, 2001	Listening Speaking	K-fall	Below Level C
		K-spring	Below Level D
		1	Below Level E
		2-6	Below Level F
IDEA Oral Language Proficiency Test - II (No Spanish equivalent) IPT II, Form D, 2005	Listening Speaking	6	Below Level E
		7-12	Below Level F
Pre-LAS 2000 - Forms C & D, 2005	Listening Speaking	PreK-1	Below Level 4
Language Assessment Scales LAS-O, Form C, Level I, 2004	Listening Speaking	1-6	Level 3 or below
Language Assessment Scales LAS-O, Form C, Level II, 2004	Listening Speaking	7-12	Level 3 or below
Language Assessment Scales LAS-O, The Second Edition, Form C, Level I, 2004	Listening Speaking	1-6	Level 3 or below
Language Assessment Scales LAS-O, The Second Edition, Form C, Level II, 2004	Listening Speaking	7-12	Level 3 or below
LAS Links, Form A, 2005	Listening Speaking	K-1	Level 3 or below
		2-3	
		4-5	
		6-8	
		9-12	
Stanford English Language Proficiency Test, (Stanford ELP), Forms A, B, 2002; Form C, 2003	Listening Speaking	PreK-12	Below Level 5
Woodcock-Muñoz Language Survey, Normative Update, 2001	Listening Speaking	PreK-12	Below Level 4
Woodcock-Muñoz Language Survey, Forms A & B, Revised 2005, Age norms 2-90, Grade norms K.0-18.0	Listening Speaking Comprehension	PreK-12	Below Level 4
Bilingual Verbal Ability Test (BVAT), 2005 Measures bilingual ability in 18 languages.	Listening Speaking	PreK-12	Below Level 4

Publisher Contact Information on pp. 11-12

Oral Language Proficiency Tests in Spanish

- To be used for **Identification/Placement** [19 TAC §89.1225(b)].
- May be used for **Annual Assessment** [19 TAC §89.1220(g)].

Name of Test / Year Normed	Skills Measured	Grade Levels	Score Indicating Limited Spanish Proficiency
Pre - IPT - Oral, Second Edition, 1999 (Will be phased out in January 2006)	Listening Speaking	Pre-K	Below Level D
Pre - LAS 2000, Form C, 2005	Listening Speaking	PreK-1	Below Level 4
Language Assessment Scales LAS-O, Form B, Level I, 2004	Listening Speaking	1-6	Level 3 or below
Language Assessment Scales LAS-O, Form B, Level II, 2004	Listening Speaking	7-12	Level 3 or below
Language Assessment Scales LAS-O, Second Edition, Form B, Level I, 2004	Listening Speaking	1-6	Level 3 or below
Language Assessment Scales LAS-O, Second Edition, Form B, Level II, 2004	Listening Speaking	7-12	Level 3 or below
Stanford Spanish Language Proficiency Test, Form A, 2003	Listening Speaking	PreK-12	Below Level 5
Woodcock-Muñoz Language Survey, Normative Update, 2001	Listening Speaking	PreK-12	Below Level 4
Woodcock-Muñoz Language Survey, Revised, 2005, Age norms 2-90, Grade norms K.0-18.0	Listening Speaking Comprehension	PreK-12	Below Level 4

Publisher Contact Information on pp. 13-14

Reading and Writing Proficiency Tests in English

May be used for **Program Placement** [19 TAC §89.1220(g)].

Name of Test / Year Normed	Skills Measured	Grade Levels	Score Indicating Limited English Proficiency
IDEA Early Literacy (English) , 2001	Reading Writing	K-1	Beginning and Pre-Writer
IPT Forms 1C & 1D, 2004	Reading Writing	2-3	Limited English Reader Limited English Writer
IPT Forms 2C & 2D, 2004	Reading Writing	4-6	Limited English Reader Limited English Writer
IPT Forms 3C & 3D, 2004	Reading Writing	7-12	Limited English Reader Limited English Writer
Language Assessment Scales Reading and Writing (LAS-R/W), Form A, 2004	Reading Writing	2-3	Below Level 3
		4-6	
		7-12	
Language Assessment Scales Reading and Writing, Second Edition (LAS-R/W), Form A, 2004	Reading Writing	2-3	Below Level 3
		4-6	
		7-12	
LAS Links, Form A, 2005	Reading Writing	K-1	Below Level 3
		2-3	
		4-5	
		6-8	
		9-12	
Stanford English Language Proficiency Test, (Stanford ELP) Forms A & B, 2002; Form C, 2003	Reading Writing	K-12	Below Level 5
Woodcock-Muñoz Language Survey, Normative Update 2001	Reading Writing	PreK-12	Below Level 4
Woodcock-Muñoz Language Survey, Revised, Forms A & B, Revised 2004, Age norms 2-90, Grade norms K.0-18.0	Reading Writing Comprehension	PreK-12	Below Level 4

Publisher Contact Information on pp. 15-16

Reading and Writing Proficiency Tests in Spanish

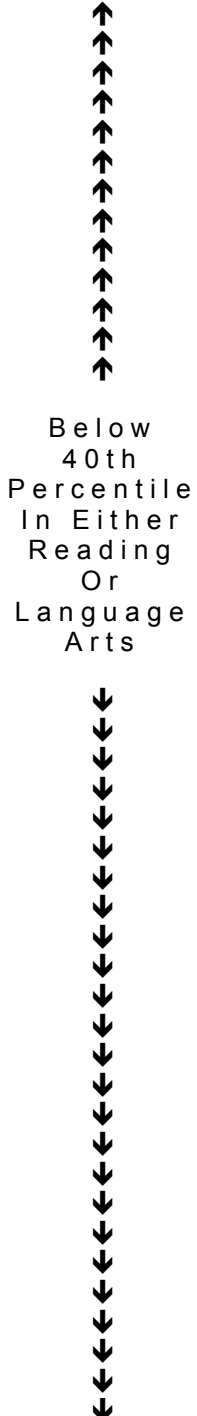
- May be used for **Program Placement** [19 TAC §89.1220(g)].

Name of Test / Year Normed	Skills Measured	Grade Levels	Score Indicating Limited Spanish Proficiency
Language Assessment Scales Lectura y Escritura (LAS-L/E) Reading and Writing, Levels 1, 2, and 3, Form A, 2004	Reading Writing	2-3	Below Level 3
		4-6	
		7-12	
Language Assessment Scales Lectura y Escritura (LAS-L/E) Reading and Writing, Second Edition, Levels 1, 2, and 3, Form A, 2004	Reading Writing	2-3	Below Level 3
		4-6	
		7-12	
Stanford Spanish Language Proficiency Test, Form A, 2003	Reading Writing	PreK-12	Below Level 5
Woodcock-Muñoz Language Survey, Normative Update, 2001	Reading Writing	PreK-12	Below Level 4
Woodcock-Muñoz Language Survey, Revised 2005, Age norms 2.0-90, Grade norms K.0-18.0	Reading Writing Comprehension	PreK-12	Below Level 4

Publisher Contact Information on p. 17

Standardized Achievement Tests in English

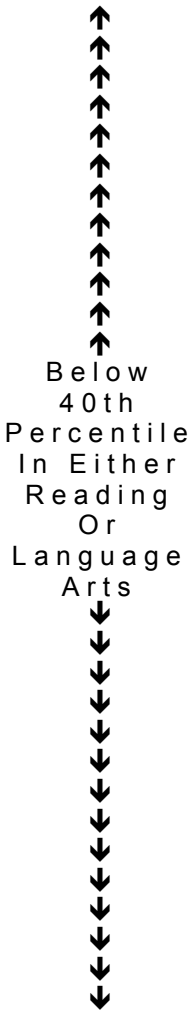
- To be used for **Identification/Entry/Exit in Grades 2-12** [19 TAC §89.1225(a), (f) and (h)].
- May be used for **Formative Assessments** [19 TAC §89.1220(g)].

Name of Test / Year Normed	Skills Measured	Grade Levels	Score Indicating Limited English Proficiency
Iowa Test of Basic Skills (ITBS), Survey Battery, (Short Form) Form A, 2000 (May be phased out in January 2006)	Reading Language Mathematics	K-9	 <p style="text-align: center;">Below 40th Percentile In Either Reading Or Language Arts</p>
Iowa Test of Basic Skills (ITBS), Complete Battery, Form A, 2000 (May be phased out in January 2006)	Reading Language Mathematics	K-9	
Iowa Tests of Educational Development (ITED), Complete Battery, Form A, 2000 (May be phased out in January 2006)	Reading Language Mathematics	9-12	
Iowa Tests of Educational Development (ITED), Core Battery, Form A, 2000 (May be phased out in January 2006)	Reading Language Mathematics	9-12	
Metropolitan Achievement Test (MAT 8), 1999 (Fall), 2000 (Spring) (May be phased out in January 2006)	Reading Language Mathematics	K-12	
Metropolitan Achievement Test (MAT 8) Short Form, 1999 (Fall), 2000 (Spring) (May be phased out in January 2006)	Reading Language Mathematics	K-12	
Stanford Achievement Test, Ninth Edition Complete Battery (SAT 9), 2000 (May be phased out in January 2006)	Reading Language Mathematics	K-12	
Stanford Achievement Test, Ninth Edition Abbreviated (SAT 9), 2000 (May be phased out in January 2006)	Reading Language Mathematics	K-12	
Stanford Achievement Test Series, Complete Battery, Tenth Edition, (Stanford 10), Forms A & D, 2002	Reading Language Mathematics	K-12	
Stanford 10 Abbreviated, Forms A & D, 2002	Reading Language Mathematics	K-12	
Test of Academic Skills (TASK), Tenth Edition, 2002	Reading Language Mathematics	K-12	

Publisher Contact Information on p. 18

Standardized Achievement Tests in English (continued)

- To be used for **Identification/Entry/Exit in Grades 2-12** [19 TAC §89.1225(a), (f) and (h)].
- May be used for **Formative Assessments** [19 TAC §89.1220(g)].

Name of Test / Year Normed	Skills Measured	Grade Levels	Score Indicating Limited English Proficiency
Terra Nova CAT, Basic Battery, Second Edition, 2000 (May be phased out in January 2006)	Reading Language Mathematics	K-12	
Terra Nova CAT, Complete Battery, Second Edition, 2000 (May be phased out in January 2006)	Reading Language Mathematics Science Social Studies	K-12	
Terra Nova CAT, Survey, Second Edition, 2000 (May be phased out in January 2006)	Reading Language Mathematics Science Social Studies	2-12	
Terra Nova CAT, Complete Battery, Second Edition, Form D, 2000 (May be phased out in January 2006)	Reading Language Mathematics Science Social Studies	2-10	
Terra Nova CTBS, Basic Battery, Form A, 2000 (May be phased out in January 2006)	Reading Language Mathematics	K-12	
Terra Nova CTBS, Complete Battery, Form A, 2000 (May be phased out in January 2006)	Reading Language Mathematics Science Social Studies	K-12	
Terra Nova CTBS, Survey, Form A, 2000 (May be phased out in January 2006)	Reading Language Mathematics	2-12	

Publisher Contact Information on p. 19

Standardized Achievement Tests in Spanish

- May be used for **Formative Assessments** [19 TAC §89.1220(g)].

Name of Test / Year Normed	Skills Measured	Grade Levels	Score Indicating Limited Spanish Proficiency
Aprenda: La Prueba de Logros en Español, Segunda Edición, 2001	Reading Language Writing Mathematics	K-12	↑
Aprenda: La Prueba de Logros en Español, Tercera Edición, 2004 (Aprenda 3)	Reading Language Writing Mathematics Science Social Studies	K-12	↑
Batería III Woodcock-Muñoz: Pruebas de aprovechamiento, Revisada 2005, (Individual administration)	Reading Writing Mathematics Social Studies Science	PreK-12	↑
Logramos - Achievement Test Battery in Spanish, 2002	Reading Language Mathematics	K-12	↑
Terra Nova – Supera, Form A, 2000 Evaluaciones Esenciales (May be phased out in January 2006)	Reading Writing Mathematics	1-10	↑
Terra Nova – Supera, Form A, 2000 Evaluaciones Múltiples (May be phased out in January 2006)	Reading Writing Mathematics	1-10	↑

Consult
Test
Publisher

Publisher Contact Information on p. 20

Ability Tests/Gifted and Talented

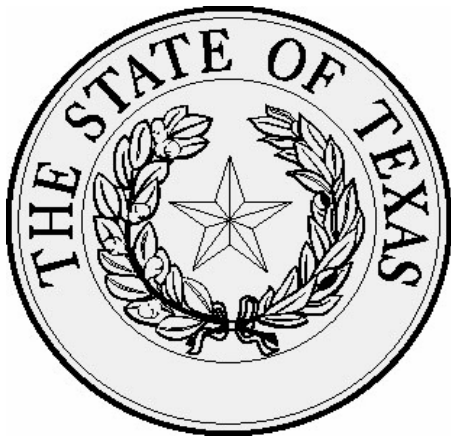
Name of Test / Year Normed	Skills Measured	Grade Levels	
Naglieri Nonverbal Ability Test (NNAT), 1997	Nonverbal Ability Test Cognitive Higher Order Thinking	K-12	
Bilingual Verbal Ability Test (BVAT), 2005 Measures bilingual ability in 18 languages	Listening Speaking	PreK-12	
Woodcock-Munoz Language Survey, I Form, Revised 2005	For pre-screening purposes only	Ages 2-90	
Batería III Woodcock-Muñoz: Pruebas de habilidades cognitivas, Revisada 2004, (Individual administration)	Comprensión verbal Formación de conceptos Pareo visual	Ages 2-90	
CogAT Nonverbal Battery, 1997	Nonverbal Ability Test (Spanish directions available)	K-12	Contact Publisher for permission to translate to other languages

Publisher Contact Information on p. 21

2005

List of Commercial Tests

with Publisher
Contact
Information



Texas Education Agency
Division of Curriculum
Bilingual Education Program Unit
1701 N. Congress Avenue, WBT 3-121
Austin, Texas 78701-1494
(512) 475-3555

Oral Language Proficiency Tests in English

Name of Test / Year Normed	Publisher	Contact
Pre - IPT - Oral, Second Edition, 2005	Ballard & Tighe Publishers 480 Atlas Street	Patricia Castillo Linn Vice President
IDEA Oral Language Proficiency Test - I IPT I, Forms E & F, 2001	Brea, CA 92821 (800) 321-4332 (714) 990-4332	(800) 321-4332 plinn@ballard-tighe.com
IDEA Oral Language Proficiency Test - II IPT II, Form D 2005	Fax: (714) 255-9828 www.ballard-tighe.com	Fonda Quinn Sales Consultant Assessment Materials (866) 563-9595 fquinn@ballard-tighe.com
Pre-LAS 2000 - Forms C & D, 2005	<u>Customer Relations</u> CTB/McGraw-Hill	Genevieve Olvera Evaluation Consultant
Language Assessment Scales LAS-O, Form C, Level I, 2004	20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547	4010 Legend Creek San Antonio, Texas 78230 (210) 493-2782
Language Assessment Scales LAS-O, Form C, Level II, 2004	Fax: (800) 282-0266 www.ctb.com	Fax: (210) 492-2544 genevieve_olvera@ctb.com
Language Assessment Scales LAS-O, The Second Edition, Form C, Level I, 2004		Shannon Puente Product Manager 20 Ryan Ranch Road Monterey, CA 93940
Language Assessment Scales LAS-O, The Second Edition, Form C, Level II, 2004		(831) 393-6552 Cell: (510) 541-5939 Shannon_puente@ctb.com
LAS Links, Form A, 2005		
Stanford English Language Proficiency Test, (Stanford ELP), Forms A & B, 2002; Form C, 2003	<u>Ordering Services</u> Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (800) 211-8378 Fax: (800) 232-1223 www.harcourtassessment.com	Laura Betancourt Sales Associate Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (210) 339-5429 laura_betancourt@harcourt.com

Oral Language Proficiency Tests in English (continued)

Name of Test / Year Normed	Publisher	Contact
Woodcock-Muñoz Language Survey, Normative Update, 2001	<u>Customer Relations</u> Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-6069 (fax) www.riverpub.com	Al Esparza Senior Assessment Consultant Riverside Publishing P.M.B. 225, 11765 West Ave. San Antonio, TX 78216 (800) 323-9540, ext. 7712 (210) 492-0770 (fax) Al_Esparza@hmco.com
Woodcock-Muñoz Language Survey, Forms A & B, Revised 2005, Age norms 2-90, Grade norms K.0 to 18.0		Scott Dittner Senior Assessment Consultant North Texas and Panhandle (800) 323-9540, ext. 7709 Scott_Dittner@hmco.com
Bilingual Verbal Ability Test (BVAT), 2005 Measures bilingual ability in 18 languages.		Eddie Orum Assessment Consultant Dallas County and Houston Area (800) 323-9540, ext. 7737 Eddie_Orum@hmco.com
		Dr. Luanna Bowen Vice President Southern Region (800) 767-8420, ext. 7752 luanna_bowen@hmco.com

Oral Language Proficiency Tests in Spanish

Name of Test / Year Normed	Publisher	Contact
Pre - IPT - Oral, Second Edition, 1999	Ballard & Tighe Publishers 480 Atlas Street Brea, CA 92821 (800) 321-4332 (714) 990-4332 Fax: (714) 255-9828 www.ballard-tighe.com	Fonda Quinn Sales Consultant Assessment Material (866) 563-9595 fquinn@ballard-tighe.com Patricia Castillo Linn Vice President (800) 321-4332 plinn@ballard-tighe.com
Pre-LAS 2000, Form C, 2005	<u>Customer Relations</u> CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 Fax: (800) 282-0266 www.ctb.com	Genevieve Olvera Evaluation Consultant 4010 Legend Creek San Antonio, Texas 78230 (210) 493-2782 Fax: (210) 492-2544 genevieve_olvera@ctb.com Shannon Puente Product Manager 20 Ryan Ranch Road Monterey, CA 93940 (831) 393-6552 Cell: (510) 541-5939 Shannon_puente@ctb.com
Language Assessment Scales LAS-O, Form B, Level I, 2004		
Language Assessment Scales LAS-O, Form B, Level II, 2004		
Language Assessment Scales LAS-O, Second Edition, Form B, Level I, 2004		
Language Assessment Scales LAS-O, Second Edition, Form B, Level II, 2004		
Stanford Spanish Proficiency Test, Form A 2003	<u>Ordering Services</u> Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (800) 211-8378 Fax: (800) 232-1223 www.harcourtassessment.com	Laura Betancourt Sales Associate Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (210) 339-5429 laura_betancourt@harcourt.com

Oral Language Proficiency Tests in Spanish (continued)

Name of Test / Year Normed	Publisher	Contact
Woodcock-Muñoz Language Survey, Normative Update, 2001	<p data-bbox="764 237 1062 464"> <u>Customer Relations</u> Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-6069 (fax) www.riverpub.com </p>	<p data-bbox="1127 237 1487 499"> Al Esparza Senior Assessment Consultant Riverside Publishing P.M.B. 225, 11765 West Ave. San Antonio, TX 78216 (800) 323-9540, ext. 7712 (210) 492-0770 (fax) Al_Esparza@hmco.com </p> <p data-bbox="1127 537 1487 695"> Scott Dittner Senior Assessment Consultant North Texas and Panhandle (800) 323-9540, ext. 7709 Scott_Dittner@hmco.com </p> <p data-bbox="1127 732 1523 890"> Eddie Orum Assessment Consultant Dallas County and Houston Area (800) 323-9540, ext. 7737 Eddie_Orum@hmco.com </p> <p data-bbox="1127 928 1446 1085"> Dr. Luanna Bowen Vice President Southern Region (800) 767-8420, ext. 7752 luanna_bowen@hmco.com </p>
Woodcock-Muñoz Language Survey, Revised, 2005, Age norms 2-90, Grade norms K.0 to 18.0		

Reading and Writing Proficiency Tests in English

Name of Test / Year Normed	Publisher	Contact
IDEA Early Literacy (English) 2001 IPT Forms 1C & 1D, 2004 IPT Forms 2C & 2D, 2004 IPT Forms 3C & 3D, 2004	Ballard & Tighe Publishers 480 Atlas Street Brea, CA 92821 (800) 321-4332 (714) 990-4332 Fax: (714) 255-9828 www.ballard-tighe.com	Fonda Quinn Sales Consultant Assessment Materials (866) 563-9595 fquinn@ballard-tighe.com Patricia Castillo Linn Vice President (800) 321-4332 plinn@ballard-tighe.com
Language Assessment Scales Reading and Writing (LAS-R/W), Form A, 2004	<u>Customer Relations</u> CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 Fax: (800) 282-0266 www.ctb.com	Genevieve Olvera Evaluation Consultant 4010 Legend Creek San Antonio, Texas 78230 (210) 493-2782 Fax: (210) 492-2544 genevieve_olvera@ctb.com Shannon Puente Product Manager 20 Ryan Ranch Road Monterey, CA 93940 (831) 393-6552 Cell: (510) 541-5939 Shannon_puente@ctb.com
Language Assessment Scales Reading and Writing, Second Edition (LAS-R/W), Form A, 2004		
LAS Links, Form A, 2005		
Stanford English Language Proficiency Test, (Stanford ELP), Forms A & B, 2002; Form C, 2003	<u>Ordering Services</u> Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (800) 211-8378 Fax: (800) 232-1223 www.harcourtassessment.com	Laura Betancourt Sales Associate Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (210) 339-5429 laura_betancourt@harcourt.com

Reading and Writing Proficiency Tests in English (continued)

Name of Test / Year Normed	Publisher	Contact
Woodcock-Muñoz Language Survey, Normative Update 2001	<u>Customer Relations</u> Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143-2079	Al Esparza Senior Assessment Consultant Riverside Publishing P.M.B. 225, 11765 West Ave. San Antonio, TX 78216
Woodcock-Muñoz Language Survey, Forms A & B, Revised 2004, Age norms 2-90, Grade norms K.0 to 18.0	(800) 323-9540 (630) 467-6069 (fax) www.riverpub.com	(800) 323-9540, ext. 7712 (210) 492-0770 (fax) Al_Esparza@hmco.com Scott Dittner Senior Assessment Consultant North Texas and Panhandle (800) 323-9540, ext. 7709 Scott_Dittner@hmco.com Eddie Orum Assessment Consultant Dallas County and Houston Area (800) 323-9540, ext. 7737 Eddie_Orum@hmco.com Dr. Luanna Bowen Vice President Southern Region (800) 767-8420, ext. 7752 luanna_bowen@hmco.com

Reading and Writing Proficiency Tests in Spanish

Name of Test / Year Normed	Publisher	Contact
<p>Language Assessment Scales Lectura y Escritura (LAS-L/E) Reading and Writing, Levels 1, 2, and 3, Form A, 2004</p> <hr/> <p>Language Assessment Scales Lectura y Escritura (LAS-L/E) Reading and Writing, Second Edition, Levels 1, 2, and 3, Form A, 2004</p>	<p><u>Customer Relations</u> CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 Fax: (800) 282-0266 www.ctb.com</p>	<p>Genevieve Olvera Evaluation Consultant 4010 Legend Creek San Antonio, Texas 78230 (210) 493-2782 Fax: (210) 492-2544 genevieve_olvera@ctb.com</p> <p>Shannon Puente Product Manager 20 Ryan Ranch Road Monterey, CA 93940 (831) 393-6552 Cell: (510) 541-5939 Shannon_puente@ctb.com</p>
<p>Stanford Spanish Language Proficiency Test, Form A, 2003</p>	<p><u>Ordering Services</u> Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (800) 211-8378 Fax: (800) 232-1223 www.harcourtassessment.com</p>	<p>Laura Betancourt Sales Associate Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (210) 339-5429 laura_betancourt@harcourt.com</p>
<p>Woodcock-Muñoz Language Survey, Normative Update, 2001</p> <hr/> <p>Woodcock-Muñoz Language Survey, Revised 2005, Age norms 2-90, Grade norms K.0-18.0</p>	<p><u>Customer Relations</u> Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-6069 (fax) www.riverpub.com</p>	<p>Al Esparza Senior Assessment Consultant Riverside Publishing P.M.B. 225, 11765 West Ave. San Antonio, TX 78216 (800) 323-9540, ext. 7712 (210) 492-0770 (fax) Al_Esparza@hmco.com</p> <p>Scott Dittner Senior Assessment Consultant North Texas and Panhandle (800) 323-9540, ext. 7709 Scott_Dittner@hmco.com</p> <p>Eddie Orum Assessment Consultant Dallas County and Houston Area (800) 323-9540, ext. 7737 Eddie_Orum@hmco.com</p> <p>Dr. Luanna Bowen Vice President Southern Region (800) 767-8420, ext. 7752 luanna_bowen@hmco.com</p>

Standardized Achievement Tests in English

Name of Test/ Year Normed	Publisher	Contact
Iowa Test of Basic Skills (ITBS), Survey Battery, (Short Form), Form A, 2000	<u>Customer Relations</u> Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-6069 (fax) www.riverpub.com	Al Esparza Senior Assessment Consultant Riverside Publishing P.M.B. 225, 11765 West Ave. San Antonio, TX 78216 (800) 323-9540, ext. 7712 (210) 492-0770 (fax) Al_Esparza@hmco.com
Iowa Test of Basic Skills (ITBS), Complete Battery, Form A, 2000		Scott Dittner Senior Assessment Consultant North Texas and Panhandle (800) 323-9540, ext. 7709 Scott_Dittner@hmco.com
Iowa Tests of Educational Development (ITED), Complete Battery, Form A, 2000		Eddie Orum Assessment Consultant Dallas County and Houston Area (800) 323-9540, ext. 7737 Eddie_Orum@hmco.com
Iowa Tests of Educational Development (ITED), Core Battery, Form A, 2000		Dr. Luanna Bowen Vice President Southern Region (800) 767-8420, ext. 7752 luanna_bowen@hmco.com
Metropolitan Achievement Test (MAT 8), 1999 (Fall), 2000 (Spring)	<u>Ordering Services</u> Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (800) 211-8378 Fax: (800) 232-1223 www.harcourtassessment.com	Laura Betancourt Sales Associate Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (210) 339-5429 laura_betancourt@harcourt.com
Metropolitan Achievement Test (MAT 8) Short Form, 1999 (Fall), 2000 (Spring)		
Stanford Achievement Test, Ninth Edition Complete Battery, (SAT 9) 2000		
Stanford Achievement Test, Ninth Edition Abbreviated, (SAT 9) 2000		
Stanford Achievement Test Series, Complete Battery, Tenth Edition, (Stanford 10), Forms A & D, 2002		
Stanford 10 Abbreviated, Forms A & D, 2002		
Test of Academic Skills (TASK), Tenth Edition, 2002		

Standardized Achievement Tests in English (continued)

Name of Test / Year Normed	Publisher	Contact
Terra Nova CAT, Basic Battery, Second Edition, 2000	<u>Customer Relations</u> CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 Fax: (800) 282-0266 www.ctb.com	Genevieve Olvera Evaluation Consultant 4010 Legend Creek San Antonio, Texas 78230 (210) 493-2782 Fax: (210) 492-2544 genevieve_olvera@ctb.com
Terra Nova CAT, Complete Battery, Second Edition, 2000		
Terra Nova CAT, Survey, Second Edition, 2000		
Terra Nova CAT, Complete Battery, Second Edition, Form D, 2000		
Terra Nova CTBS, Basic Battery, Form A, 2000		
Terra Nova CTBS, Complete Battery, Form A, 2000		
Terra Nova CTBS, Survey, Form A, 2000		

Standardized Achievement Tests in Spanish

Name of Test	Publisher	Contact		
Aprenda: La Prueba de Logros en Español, Segunda Edición, 2001	<u>Ordering Services</u> Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (800) 211-8378 (210) 339-8188 Fax: (800) 232-1223 www.harcourtassessment.com	Laura Betancourt Sales Associate Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (210) 339-5429 laura_betancourt@harcourt.com		
Aprenda: La Prueba de Logros en Español, Tercera Edición, 2004 (Aprenda 3)			<u>Customer Relations</u> Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-6069 (fax) www.riverpub.com	Al Esparza Senior Assessment Consultant Riverside Publishing P.M.B. 225, 11765 West Ave. San Antonio, TX 78216 (800) 323-9540, ext. 7712 (210) 492-0770 (fax) Al_Esparza@hmco.com Scott Dittner Senior Assessment Consultant North Texas and Panhandle (800) 323-9540, ext. 7709 Scott_Dittner@hmco.com Eddie Orum Assessment Consultant Dallas County and Houston Area (800) 323-9540, ext. 7737 Eddie_Orum@hmco.com Dr. Luanna Bowen Vice President Southern Region (800) 767-8420, ext. 7752 luanna_bowen@hmco.com
Batería III Woodcock-Muñoz: Pruebas de aprovechamiento, Revisada 2005 (Individual administration)	Logramos - Achievement Test Battery in Spanish, 2002			
Terra Nova – Supera, Form A, 2000 Evaluaciones Esenciales	<u>Customer Relations</u> CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 Fax: (800) 282-0266 www.ctb.com	Genevieve Olvera Evaluation Consultant 4010 Legend Creek San Antonio, Texas 78230 (210) 493-2782 Fax: (210) 492-2544 genevieve_olvera@ctb.com		
Terra Nova – Supera, Form A, 2000 Evaluaciones Múltiples				

Ability Tests/Gifted and Talented

Name of Test	Publisher	Contact
Naglieri Nonverbal Ability Test (NNAT), 1997	<u>Ordering Services</u> Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (800) 211-8378 (210) 339-8188 Fax: (800) 232-1223 www.harcourtassessment.com	Laura Betancourt Sales Associate Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (210) 339-5429 laura_betancourt@harcourt.com
CogAT Nonverbal Battery, 1997		
Bilingual Verbal Ability Test (BVAT), 2005 Measures bilingual ability in 18 languages.	<u>Customer Relations</u> Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-6069 (fax) www.riverpub.com	Al Esparza Senior Assessment Consultant Riverside Publishing P.M.B. 225, 11765 West Ave. San Antonio, TX 78216 (800) 323-9540, ext. 7712 (210) 492-0770 (fax) Al_Esparza@hmco.com
Woodcock-Muñoz Language Survey, I Form, Revised 2005		Scott Dittner Senior Assessment Consultant North Texas and Panhandle (800) 323-9540, ext. 7709 Scott_Dittner@hmco.com
Batería III Woodcock-Muñoz: Pruebas de habilidades cognitivas, Revisada 2004, (Individual administration)		Eddie Orum Assessment Consultant Dallas County and Houston Area (800) 323-9540, ext. 7737 Eddie_Orum@hmco.com Dr. Luanna Bowen Vice President Southern Region (800) 767-8420, ext. 7752 luanna_bowen@hmco.com

Directories of Education Service Center and District Personnel

Directory of Education Service Centers

August 16, 2005

	A	B	C	D	E	F	G	I
1	ESC	Name	Address	City	Zip	Phone #	Fax #	E-Mail
2	1	Concepción D. Guerra	1900 W. Schunior	Edinburg	78539	(956)984-6182	(956)984-6249	cguerra@esconett.org
3	2	Velma Salazar-Escamilla	209 N. Water St.	Corpus Christi	78401	(361)561-8612	(361)561-8649	vescamilla@esc2.net
4	3	Rosie Hale	1905 Leary Lane	Victoria	77901	(361)573-0731	(361)576-4804	rhale@esc3.net
5	4	Ana Llamó	7145 W. Tidwell	Houston	77092	(713)744-6883	(713)939-7720	allamo@esc4.net
6	5	Janice Witte	2295 Delaware St.	Beaumont	77703	(409)923-5425	(409)813-3218	dgray@esc5.net
7	5	Dorothy Gray	2295 Delaware St.	Beaumont	77703	(409)951-1874	(409)813-3218	dgray@esc5.net
9	6	Cristina Woods	3332 Montgomery Rd.	Huntsville	77340	(936)435-8237	(936)295-1447	cbwoods@esc6.net
10	6	Sandra Cammarata-Garcia	3332 Montgomery Rd.	Huntsville	77340	(936)435-8235	(936)295-1447	sgarcia@esc6.net
12	7	Linda Dunlap	1909 N. Longview St.	Kilgore	75662	(903)988-6766	(903)988-6800	ldunlap@esc7.net
15	8	Jean Carrell	P O Box 1894	Mt. Pleasant	75455	(903)572-8551	(903)575-2610	icarrell@reg8.net
16	9	Miriam Mas	301 Loop 11	Wichita Falls	76306	(940)322-6928	(940)767-3836	miriam.mas@esc9.net
18	10	Diana Madrigal-Hopes	400 E. Spring Valley Rd.	Richardson	75083	(972) 348-1400	(972) 348-1401	diana.madrigal@region10.org
19	10	Rose McCluer	400 E. Spring Valley Rd.	Richardson	75083	(972)348-1530	(972)348-1531	mccluer@esc10.ednet10.net
22	11	Kathy Wright-Chapman	3001 N. Freeway	Fort Worth	76106	(817) 740-7546	(817) 740-3684	kwc@esc11.net
23	12	Lou Ann Olson	2101 West Loop 340	Waco	76702	(254)297-1116	(254)666-0823	lolson@esc12.net
25	13	Jennifer Holling	5701 Springdale Rd.	Austin	78723	(512) 919-5286	(512) 919-5215	jennifer.holling@esc13.txed.net
26	13	Adelita Campos Acosta	5701 Springdale Rd.	Austin	78723	(512)919-5480	(512)919-5215	adelita.acosta@esc13.txed.net
27	13	Janet O'Keeffe	5701 Springdale Rd.	Austin	78723	(512)919-5333	(512)919-5215	janet.okeeffe@esc13.txed.net
28	14	Emilia Moreno	1850 Highway 351	Abilene	79606	(325)675-7001	(325)675-8659	emoreno@esc14.net
29	15	June Harris	612 South Irene St.	San Angelo	76902	(325)658-6571	(915) 658-6571	june.harris@netxv.net
30	15	Deborah Huntsucker	612 South Irene St.	San Angelo	76902	(325)658-6571	(915) 658-6571	deborah.huntsucker@netxv.net
31	16	Salvador Martínez	5800 Bell	Amarillo	79109	(806)677-5162	(806)677-5001	sal.martinez@esc16.net
32	16	Susan Nevad	5800 Bell	Amarillo	79109	(806)677-5150	(806)677-5001	susan.nevad@esc16.net
33	17	Yolanda G. Sánchez	1111 W. Loop 289	Lubbock	79416	(806)792-5468	(806)792-1523	ysanchez@esc17.net
34	17	Antonio Q.Saldaña	1111 W. Loop 289	Lubbock	79416	(806)792-5468	(806)792-1523	asaldana@esc17.net
36	18	Martha Alexander	2811 LaForce Blvd.	Midland	79711	(432)567-3274	(432)567-3290	malexander@esc18.net
37	19	Louisa Aguirre-Baeza	6611 Boeing Dr.	El Paso	79925	(915)780-6539	(915)780-5077	laquirre-baeza@esc19.net
38	19	Liz V. Lozano	6611 Boeing Dr.	El Paso	79925	(915)780-5035	(915)780-5077	llozano@esc19.net
39	20	Yvette Gomez	1314 Hines Ave.	San Antonio	78208	(210)370-5483	(210)370-5754	yvette.gomez@esc20.net
40	20	Mónica Lara	1314 Hines Ave.	San Antonio	78208	(210)370-5440	(210)370-5754	monica.lara@esc20.net

IL/ES	School District	County District Nr.	Contacts	Address	City	Zip	Phone Number	E-Mail Address
ESL	Abbott ISD	109-901	Terry Timmons (Supt)	219 S. First	Abbott	76621	254/582-9442	terry.timmons@region12.net
BIL	Abilene ISD	221-901	Mary Helen Munoz	P O Box 981	Abilene	79604	325-671-4064	maryhm@aisd.org
ESL	Academy ISD	014-901	Risa Pajestka	704 East Main Street	Academy	76554	254/863-5301	rpajestka@academy.k12.tx.us
ESL	Adrian ISD	180-903	David Johnson	PO Box 189	Adrian	79001	806-538-6208	david.johnson@region16.net
BIL	Agua Dulce ISD	178-901	Dottie Dunham	One Longhorn Drive	Agua Dulce	78330	361-998-2214	ddunham@adisd.esc2.net
BIL	Alamo Heights ISD	015-901	Mary Zeigler	7800 Broadway	San Antonio	78209	210-832-5905	maryz@ahisd.net
BIL	Aldine ISD	101-902	Rachel Briones	14910 Aldine Westfield	Houston	77032	281-985-6189	rbriones@aldine.k12.tx.us
BIL	Alice ISD	125-901	Felma Garcia	1705 E. Houston	Alice	78332	361-660-2134	fgarcia4@aliceisd.esc2.net
BIL	Alief ISD	101-903	Larry Manschot	12302 High Star	Houston	77072	281-498-8110	larry.manschot@aliefisd.net
BIL	Alief Montessori Com. School	102-815	Michelle Hammons	4215 H. Street	Houston	77072	281-530-9406	aliefmontessor@academicplanet.com
BIL	Alvarado ISD	126-901	Kathy Amburn	P.O. Box 387	Alvarado	76009	817-783-6812	kathy.carter@pampaisd.net
BIL	Alvin ISD	020-901	Bel Sanchez	301 E. House	Alvin	77511	281-388-1130	bsanchez@alvin.isd.tenet.edu
BIL	Amarillo ISD	188-901	Sylvia Hughes	920 N Mirror	Amarillo	79107	806-371-6009	sylvia.hughes@amaisd.org
BIL	Amigos por Vida Charter School	101819	Carlos Villagrana	5500 El Camino del Rey	Houston	77081	713-349-9945	cvillagrana@amigosporvida.com
BIL	Andrews ISD	002-901	Terry James	405 N.W. 3rd	Andrews	79714	432-523-3640	tjames@andrews.esc18.net
BIL	Angleton ISD	020-902	Mary Davila	1900 North Downing Road	Angleton	77515	979-864-8805	mdavila@angeltonisd.net
BIL	Anthony ISD	071-906	Fernando Palomares	610 Sixth Street	Anthony	79821	915-886-6511	fpalomares@anthonyisd.net
BIL	Aransas County ISD	004-901	Cynthia Torrez	P.O. Box 907	Rockport	78381	361-790-2000	ctorrez@acisd.org
BIL	Aransas Pass ISD	205-901	Berry Hill	244 West Harrison Blvd.	Aransas Pass	78336	361-758-3466	kberryhill@apisd.org
BIL	Arlington ISD	220-901	Gilda Alvarez Evans	1203 W. Pioneer Parkway	Arlington	76013	817-459-7429	gevans@aisd.net
BIL	Athens ISD	107-901	Karen McAtee	104 Hawn Street	Athens	75751	903-677-6988	kmcatee@athensisd.net
ESL	Atlanta ISD	034-901	Lori Smith	505 Rabbit Blvd	Atlanta, TX	75551	903-796-8115	lesmith@atlanta.esc8.net
BIL	Austin ISD	227-901	Martha Garcia	1111 W. 6th Street	Austin	78703	512-414-9678	martgarc@austin.isd.org
ESL	Avery ISD	194-902	Laura Brooks	PO Box 97	Avery, TX	75554	903-684-3116	lbrooks@avery.esc8.net
ESL	Bartlett ISD	014-902	Wendy Devault	404 N. Robinson	Bartlett	76511	254/527-3352	Wendy6179@bartlett.k12.tx.us
BIL	Bastrop ISD	011-901	Tessie Young	906 Farm Street	Bastrop	78602	512-321-2292	tyoung@bastrop.isd.tenet.edu
BIL	Bay City ISD	158-901	Patty Lyle	520 7th St	Bay City	77414	979-245-5766	plyle@bcblackcats.net
BIL	Beaumont ISD	123-910	Gary L. Gray	1025 Woodrow	Beaumont	77705	409-833-3762	ggray@beaumont.k12.tx.us
BIL	Belton ISD	014-903	Manuela Challis	1100 Industrial Blvd.	Belton	76513	254-933-4715	mchallis@bisd.net
BIL	Birdville ISD	220-902	Anna DeLeon	6125 E. Belknap	Haltom City	76117	817-547-5892	Anna_DeLeon@birdville.k12.tx.us
ESL	Blooming Grove ISD	175-902	Carolyn Tunnell	212 W. Grady	Blooming Grove	76626	903/695-4401	ctunnell@yahoo.com
BIL	Bloomington ISD	235-901	Suzanne Wesson	P O Box 158	Bloomington	77951	361-897-1652	wessons@bisd-tx.org
ESL	Blum ISD	109-913	Billy Sue Fields (teach	310 S. Avenue F	Blum	76627	254/874-5231	paula.french@region12.net
BIL	Boerne ISD	130-901	Marcy Voss	123 W. Johns Road	Boerne	78006	830-249-5030	marcy.voss@boerne-isd.net

The above were identified through PEIMS and submitted a survey sent by TEA to school districts and charter schools.

Some districts may be under an approved Bilingual Education exception.

ESL	Booker ISD	148-901	Cecelia Cates	Drawer 288	Booker	79005	806-658-4521	cecelia.cates@region16.net
BIL	Borger ISD	117-901	Brenda Butler	200 East Ninth Street	Borger	79007	806-273-1016	brenda.butler@borgerisd.net
ESL	Bosqueville ISD	161-923	Stephanie Kucera	7636 Rock Creek Road	Waco	76708	254/752-6006	kucerast@bosqueville.k12.tx.us
BIL	Bovina ISD	185-901	Norma L. Villarreal	P.O. Box 70	Bovina	79009	806-251-1448	norma.villarreal@region16.net
ESL	Boys Ranch ISD	180-901	Vita Sotelo	PO Box 219	Boys Ranch	79010	806-534-2221	vsotelo@boysranchisd.org
ESL	Brazos School for Inquiry/Creativity	021-803	Linda Page	802 Autumn Circle	College Station	77840	979-268-8884	prekngn@yahoo.com
BIL	Brazosport ISD	020-905	Rosa Maria Garcia	P.O. Box Drawer Z	Freeport	77541	979-730-7000	rgarcia2@brazosportisd.net
BIL	Breckenridge ISD	215-901	Connie M. Martin	P O Box 1738	Breckenridge	76424	254-559-2278	martinc@breck.esc14.net
BIL	Brenham ISD	239-901	Jim Bruce	P O Box 1147	Brenham	77834	979-277-6500	jbruce@brenhamisd.net
BIL	Bridgeport ISD	249-903	Linda Gonzalez-Smith	1608 Cates Street	Bridgeport	76426	940-683-5955	lsmith@bport.esc11.net
BIL	Brownsville ISD	031-901	Maria V. Gonzáles	1900 Price Road, Ste 202F	Brownsville	78521	956-548-8270	mvgonzales@bisd.us
BIL	Brownwood ISD	025-902	Jeana Moss	P O Box 730	Brownwood	76801	915-643-5644	jeana.moss@netxv.net
ESL	Bruceville-Eddy ISD	161-919	Lindsay Lillard	1011 Eagle Drive	Eddy	76524	254/859-5465	lindsayl@mail.eddy-isd.net
BIL	Bryan ISD	021-902	Linda Simpson-Jones	101 N. Texas Avenue	Bryan	77802	979-361-5247	lsjones@bryanisd.org
ESL	Buckholts ISD	166-907	Becky Ralston	203 S. 10th Street	Buckholts	76518	254/593-3011	bralston@buckholtsisd.net
BIL	Burnham Wood Charter School	071-801	Iris Burnham	7310 Bishop	El Paso	79912	915-584-9499	iburnham@burnhamwood.org
ESL	Bushland ISD	188-904	Gina McCown	PO Box 60	Bushland	79012	806-359-5410	gina.mccown@bushlandisd.org
ESL	Bynum ISD	109-902	Edward Sumrall	PO Box 68 Hwy 171	Bynum	76631	254/623-4251	esumrall@bynumisd.net
BIL	Caldwell ISD	026-901	Sharron Williams	203 N. Gray Street	Caldwell	77836	979-567-9000	swilliams@caldwell.k12.tx.us
BIL	Calhoun County ISD	029-901	Deborah Swope	525 N. Commerce	Port Lavaca	77979	361-552-9728	swoped@calcoisd.org
ESL	Canadian ISD	106-901	Frank Belcher	800 Hillside	Canadian	79014	806-323-5393	frank.belcher@region16.net
BIL	Canutillo ISD	071-907	Pauline Dow	P O Box 100	Canutillo	79835	915-877-7438	pdow@canutillo-isd.org
ESL	Canyon ISD	191-901	Sharon Mills	PO Box 899	Canyon	79015	806-677-2600	smills@canyonisd.net
BIL	Carlisle ISD	201-913	Mike Payne	P O Box 187	Price	75687	903-861-3801	paynem@carl.spnnet.org
BIL	Carrizo Springs CISD	064-903	Isabel Cumpian	102 N. 5th Street	Carrizo Springs	78834	830-876-3503	mmartinez@cscisd.net
BIL	Carrollton-Farmers Branch ISD	057-903	Isabella Pina-Hinojosa	1445 N. Perry Road	Carrollton	75006	972-466-6149	hinojosai@cfbisd.edu
BIL	Castleberry ISD	220-917	Judy Williams	315 Churchill Road	Fort Worth	76114	817-252-2018	williamsj@castleberryisd.net
BIL	Cedar Hill ISD	057-904	Joanie Hudson	270 S. Hwy 67	Cedar Hill	75104	972-291-1581	hudsj@chisd.com
ESL	Cedar Ridge Charter School	141-801	Gloria Martin	817 County Road 2113	Lometa	76853	512/752-3142	gloriam@crschool.net
BIL	Center ISD	210-901	Carolyn Flournoy	404 Mosby Street	Center	75935	936-598-7291	cflournoy@centerisd.org
BIL	Channelview ISD	101-905	Jaime Olivo	1403 Sheldon Road	Channelview	77530	281-452-8061	jaime.olivo@channelview.isd.esc4.net
ESL	Channing ISD	103-901	Robert McLain	PO Box A	Channing	79018	806-235-3719	robert.mclain@region16.net
ESL	Chapel Hill ISD	225-906	Shirley Peterson	PO Box 1257	Mt. Pleasant, TX	75456	903-572-8096	speterson@chapelhill.esc8.net
BIL	Chapel Hill ISD	212-909	Thomasine Cleaver	11134 CR 2249	Tyler	75707	903-566-2441	cleavert@chappelhillisd.org
ESL	Childress ISD	038-901	Janet Word	300 Third St	Childress	79201	806-937-6313	jword@childressisd.net
ESL	Chilton ISD	073-901	Becky Bobo	905 Durango	Chilton	76632	254/546-3101	bbobo@chiltonisd.org

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ESL	China Spring ISD	161-920	Diana Delgado	6301 Slyvia	Waco	76708	254/836-4635	ddelgado@chinaspring-isd.net
ESL	Chisum ISD	139-905	Mike Erwin	3250 Church	Paris, TX	75462	903-737-2830	merwin@chisum.esc8.net
ESL	Clarendon ISD	065-901	Mike Word	PO Box 610	Clarendon	79226	806-874-3855	word.mike@clarendon.k12.tx.us
ESL	Clarksville ISD	194-904	Pam Bryant	1500 W. Main St	Clarksville, TX	75426	903-427-3891	pbryant@clarksville.esc8.net
ESL	Claude ISD	006-902	Buddy Collins	PO Box 209	Claude	79019	806-226-2191	buddy.collins@region16.net
BIL	Clear Creek ISD	084-910	Vicky Lococo	2425 E. Main	League City	77573	281-338-5911	vlococo@ccisd.net
BIL	Cleveland ISD	146-901	Guylene Robertson	316 E. Dallas Street	Cleveland	77327	281-592-8717	grobertson@clevelandisd.org
ESL	Clifton ISD	018-901	Emily Stone	1102 Key Street	Clifton	76634	254/675-2827	stonee@clifton.k12.tx.us
BIL	Clint ISD	071-901	Margarita Saenz Flores	14900 Greg Dr.	Clint	79938	915-926-4036	margarita.flores@clint.net
BIL	College Station ISD	021-901	Robin Oberg	1812 Welsh Avenue	College Station	77840	979-764-5419	roberg@csisd.org
BIL	Columbia-Brazoria ISD	020-902	Lynn Grell-Boethel	P O Box 158	West Columbia	77486	979-345-5147	lgrellboethel@cbisd.com
BIL	Comal ISD	046-902	Roel Hinojosa	1421 N. Business 35	New Braunfels	78130	830-221-2078	roel.hinojosa@comalisd.org
BIL	Comanche ISD	047-901	Teresa Loudermilk	1414 N. Austin	Comanche	76442	325-356-2727	tloudermilk@comancheisd.net
BIL	Comfort ISD	130-902	John Cearley	605 Third Street	Comfort	78013	830-995-3984	jon.cearley@comfort.txed.net
BIL	Como-Pickton ISD	112-908	Barbara Grubbs	P O Box 18	Como	75431	903-488-3671	bgrubbs@cpisd.esc8.net
ESL	Connally ISD	161-921	Lynn Pearson	200 Cadet Way	Waco	76705	254/296-6460	lpearson@connally.org
BIL	Conroe ISD	170-902	Cynthia Brennan	3205 W. Davis	Conroe	77304	936-709-7822	cbrennan@conroeisd.net
ESL	Coolidge ISD	147-901	Kay Coleman	PO Box 70	Coolidge	76635	254/786-4833	mkcolem@coolidge.k12.tx.us
ESL	Cooper ISD	060-902	Doug Wicks	PO Box 478	Cooper, TX	75432	903-395-2111	dwicks@cooper.esc8.net
BIL	Coppell ISD	057-922	Jan Boomer	268 Southwestern Blvd.	Coppell	75019	214-496-7016	jboomer@coppellisd.com
ESL	Copperas Cove ISD	050-910	Judy Blackman	703 W. Avenue D	Copperas Cove	76522	254/547-1227	JudyB@ccisd.com
BIL	Corpus Christi ISD	178-904	Martha I. Valencia	P O Drawer 110	Corpus Christi	78403	361-886-9240	mivalencia@admin.corpus-christi.k12.tx.us
BIL	Corrigan-Camden ISD	187-904	Monica Gunter	504 South Home Street	Corrigan	75939	936-398-5617	mgunter@esc6.net
BIL	Corsicana ISD	175-903	Nancy Phillips	601 N. 13th Street	Corsicana	76679	903-874-7441	nphillips@cisid.org
BIL	Cotulla ISD	142-901	Irene C. Moreno	310 North Main Street	Cotulla	78014	830-879-4316	irene.moreno@cotulla.k12.tx.us
ESL	Cranfills Gap ISD	018-908	Seletia Love	PO Box 67	Cranfills Gap	76637	254/597-2505	Seletia.Love@region12.net
ESL	Crawford ISD	161-901	Luci DiCorte	200 Pirate Drive	Crawford	76638	254/486-9083	ldicorte@crawfordisd.net
BIL	Crosby ISD	101-906	Carolyn Major	706 Runneburg Road	Crosby	77532	281-328-9258	cmajor@crosbyisd.org
BIL	Crowley ISD	220-912	Virginia McCrocklin	1008 Highway 1187	Crowley	76036	817-297-5800	mccrocklin@crowley.k12.tx.us
BIL	Crystal City ISD	254-901	Imelda Allen	805 E. Crockett	Crystal City	78839	830-374-8021	ime_allen@yahoo.com
ESL	Cumby ISD	112-905	Lynn Petty	101 Sayle Street	Cumby, TX	75433	903-994-2775	lpetty@cumby.esc8.net
BIL	Cypress-Fairbanks ISD	101-907	Linda Macias	10300 Jones Road, Ste 800	Houston	77269	281-517-6387	linda.macias@cfisd.net
ESL	Daingerfield/Lone Star ISD	172-902	Mary Ann Marshall	200 Tiger Drive	Daingerfield, TX	75638	903-645-2239	mmarshall@daingerfield.esc8.net
BIL	Dalhart ISD	056-901	Caroline Methwin	315 Rock Is Ave	Dalhart	79022	806-244-7810	methvincar@dalhart.k12.tx.us
BIL	Dallas Community Charter Sch.	057-805	Carol Wolfe	722 Tenison Memorial Road	Dallas	75223	214-321-9155	carolw@edcschool.org
BIL	Dallas ISD	057-905	Ivonne Durant	401 N. Carroll	Dallas	75246	972-749-2300	idurant@dallasisd.org

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ESL	Darrouzett ISD	148-905	Glen Waldo	PO Box 98	Darrouzett	79024	806-624-2221	glenwaldo@darrouzettisd.net
ESL	Dawson ISD	175-904	Patty McCormick	199 N. School Avenue	Dawson	76639	254/578-1031	patty.mccormick@dawsonisd.net
BIL	Dayton ISD	146-902	Charlotte Hight	100 Cherry Creek Road	Dayton	77535	936-258-2667	chight@dayton.isd.esc4.net
BIL	Decatur ISD	249-905	Nancy Vaughan	501 E. Collins	Decatur	76234	940-627-3215	nancy.vaughan@decaturnet.net
BIL	Deer Park ISD	101-908	Pat DeLa Cruz	309 Glenmore	Pasadena	77503	832-668-8393	pdelacruz@dpisd.org
ESL	Dekalb ISD	019-901	Ben Dooley	101 SW Maple	DeKalb, TX	75559	903-667-2566	bdooley@dekalb.esc8.net
BIL	Del Valle ISD	227-910	Maria Santellana	5301 Ross Road	Del Valle	78617	512-386-3201	msantellana@del-valle.k12.tx.us
BIL	Dell City ISD	115-903	Della Tavarez	PO Box 37	Dell City	79837	915-964-2495	tavarezd@dellcity.com
BIL	Denton ISD	061-901	Ruben Molinar	1307 N. Locust	Denton	76201	940-369-0150	rmolinar@dentonisd.org
BIL	Denver City ISD	251-901	Kellie Adams	501 Mustang Avenue	Denver City	79323	806-592-5902	kellie.adams@dcisd.org
BIL	DeSoto ISD	057-906	Elizabeth Snodgres	200 E. Bellline Rd.	DeSoto	75115	972-223-6666	esnodgres@desotoisd.org
ESL	Detroit ISD	194-905	Darrel Adkison	110 East Garner Ave	Detroit, TX	75436	903-674-2208	dadkison@detroit.esc8.net
ESL	Dew ISD	081-906	Lindy Neill	Route 2, Box 60	Teague	75860	903/389-2828	lindy.neill@region12.net
BIL	Diboll ISD	003-905	Eloy Fernandez	PO Box 550	Diboll	75941	936-829-4718	efernandez@diboll.esc7.net
BIL	Dickinson ISD	084-901	Vickie Mims	PO Box Z	Dickinson	77539	281-534-5814	vmims@dickinsonisd.org
BIL	Dimmitt ISD	035-901	Doricell Davis	608 W. Halsell	Dimmitt	79027	806-647-3102	ddavis@dimmittisd.net
BIL	Donna ISD	108-902	Ofelia Gaona	116 North 10th Street	Donna	78537	956-464-1834	ofeliagaona@yahoo.com
BIL	Dublin ISD	072-902	Nancy Russell	PO Box 169	Dublin	76446	254-445-4665	nrussel@esc11.net
BIL	Dumas ISD	171-901	Kelly Legg	PO Box 615	Dumas	79029	806-935-6461	kelly.legg@dumas-k12.net
BIL	Duncanville ISD	057-907	Rudy Mendoza	502 E. Freeman	Duncanville	75137	972-708-2075	rmendoza@duncanvilleisd.org
ESL	Eagle Academy of Bryan	021802-0	Julie Conde	P.O. Box 292730	Lewisville	75029	972-316-3663 e	jconde@eagleacademies.com
ESL	Eagle Academy of Trinity	161804-0	Julie Conde	P.O. Box 292730	Lewisville	75029	972-316-3663 e	jconde@eagleacademies.com
BIL	Eagle Mountain-Saginaw ISD	220-918	Angie Averhoff	PO Box 79160	Fort Worth	76179	817-232-0880	aaverhoff@emsisd.com
BIL	Eagle Pass ISD	159-901	Gilberto Sanchez	1420 Eidson Rd.	Eagle Pass	78852	830-773-5181	gsanchez@eagle-pass.k12.tx.us
BIL	East Central ISD	015-911	Jackie Christenson	6634 New Sulphur Springs Rd.	San Antonio	78263	210-648-7861	jackie.christenson@fc.ecisd.net
BIL	Ector County ISD	068-901	Irene Granado	P.O. Box 3912	Odessa	79760	432-334-7142	granadei@ector-county.k12.tx.us
BIL	Edcouch-Elsa ISD	108-903	Minerva G.Gonzalez	PO Box 127	Edcouch	78538	956-262-6000	mggonzalez@eisd.org
BIL	Edgewood ISD	015-905	Emma Munguia	1930 Herbert Lane	San Antonio	78227	210-444-8105	emunguia@eisd.net
BIL	Edinburg CISD	108-904	Renaldo J. Cavazos	Drawer 990	Edinburg	78540	956-316-7200	ron.cavazos@edinburg.esc1.net
BIL	El Campo ISD	241-903	Carolyn Gordon	501 W. Webb	El Campo	77437	979-543-7514	cgordon@ecisd.org
BIL	El Paso Academy East	071-804	Dr. Margaret Gresham	1065A Donip	El Paso	79922	915-584-1296	mgresham@elpacademy.com
BIL	El Paso ISD	071-902	Antonio Tapia	P O Box 20100	El Paso	79998	915-779-4031	atapia@episd.org
BIL	El Paso School of Excellence	071-805	Dan Torres	1605 George Dieter, Ste. 501	El Paso	79936	915-598-1755	mgresham@elpacademy.com
BIL	Elgin ISD	011-902	Barbara Riojas	419 Trinity St.	Lockhart	78644	512-281-9864	briojas@elginisd.net
BIL	Ennis ISD	070-903	Kathy Cikanek	303 W. Knox	Ennis	75120	972-875-1377	cikanekk@ennis.ednet10.net
ESL	Evant ISD	050-901	Melissa Robinson	339 Memory Lane	Evant	76525	254/471-3160	mrobinson@eisd.centex-edu.net
BIL	Everman ISD	220-904	Ted Kretchmar	608 Townley Drive	Everman	76140	817-568-3500	tkretchmar@eisd.org

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BIL	Fabens ISD	071-903	Enrique Pérez	PO Box 697	Fabens	79838	915-7644325	eperez@fabensisd.net
ESL	Fairfield ISD	081-902	Sheila Dove	615 Post Oak Road	Fairfield	75840	903/389-2532	sdove@fairfield.k12.tx.us
ESL	Fannindel ISD	060-914	Judy Milford	601 West Main	Ladonia, TX	75449	903-367-7251	jmilford@fannindel.esc8.net
ESL	Farwell ISD	185-902	Candy Dyer	Box F	Farwell	79325	806-481-3371	cdyer@farwellschools.org
BIL	Floresville ISD	247-901	Sally Marrs	908 Tenth St	Floresville	78114	830-393-5300	smarrs@fisd.us
BIL	Floydada ISD	077-901	Rex Holcombe	226 West California	Floydada	79235	806-983-3323	rholcombe@esc17.net
ESL	Follett ISD	148-902	Lisa Yauck	Drawer 28	Follett	79034	806-653-2301	lisa.yauck@region16.net
BIL	Fort Bend ISD	079-907	Imelda Alamia	16431 Lexington Blvd.	Sugar Land	77479	281-634-1134	imelda.alamia@fortbend.k12.tx.us
BIL	Fort Davis ISD	122-901	Pam Seipp	P.O. Box 1339	Ft. Davis	79734	432-426-4444	ppeisers@esc18.net
ESL	Fort Elliott CISD	242-906	Carl Baker	PO Box 138	Briscoe	79011	806-375-2454	carl.baker@region16.net
BIL	Fort Worth ISD	220-905	Margaret Balandrán	100 N. University Dr.	Fort Worth	76107	817-871-2528	mbala@ftworth.isd.tenet.edu
BIL	Fredericksburg ISD	086-901	Barbara Grona	234 Friendship Lane	Fredericksburg	78624	830-997-9551+	barbarag@fisd.org
BIL	Friona ISD	185-903	Kenny Austin	909 East 11th St	Friona	79035	806-250-2747	kaustin@frionaisd.com
BIL	Frisco ISD	043-405	Alicia Richmond	7159 Hickory	Frisco	75034	469-633-6800	richmona@friscoisd.org
ESL	Frost ISD	175-905	Kenneth Hall	208 N. Wyrick	Frost	76641	903/682-2711	kenneth_hall_61@hotmail.com
BIL	Ft. Hancock ISD	115-901	Jasminka Speer	PO Box 98	Fort Hancock	79839	915-769-3811	jspeer@forthancockisd.net
BIL	Ft. Stockton ISD	186-902	Manuel Jimenez	101 W. Division	Fort Stockton	79735	915-336-4016	mjimenez@fort-stockton.k12.tx.us
BIL	Gainesville ISD	049-901	Paula Moore	1201 S. Lindsay	Gainesville	76240	940-665-4362	pmoore@gainesvilleisd.org
BIL	Galena Park ISD	101-910	Wanna Giacona	14705 Woodforest	Houston	77015	832-386-1024	wgiacona@galenaparkisd.com
BIL	Galveston ISD	084-902	Mary Patrick	PO Box 660	Galveston	77553	409-766-5193	Mary_Patrick@gisd.org
BIL	Garland ISD	057-909	Shannon D. Terry	870 W. Buckingham Road, #601	Garland	75040	972-494-8585	sdterry@garlandisd.net
ESL	Gatesville ISD	050-902	Gena Sexton	311 S. Lovers Lane	Gatesville	76528	254/865-7251	gsexton@gatesvilleisd.org
BIL	Georgetown ISD	246-904	Ralph L. Campos	603 Lakeway Dr.	Georgetown	78628	512-943-5000	camposr@georgetown.txed.net
ESL	Gholson ISD	161-925	Pam Brown	137 Hamilton Drive	Waco	76705	254/829-1528	pcsbrown@hotmail.com
BIL	Giddings ISD	144-901	Mima Gonzalez	PO Box 389	Giddings	78942	979-542-2854	mgonzalez@giddings.txed.net
BIL	Glen Rose ISD	213-901	Nancy Ann Moore	PO Box 2129	Glen Rose	76043	254-897-2517	moorna@grisd.net
BIL	Golden Rule Charter School	057-835	Denise Delgado	2602 W. Illinois St.	Dallas	75233	214-636-2960	ddelgado805@yahoo.com
ESL	Goldthwaite ISD	167-901	Shelley Williams	1509 Hannah Valley Road	Goldthwaite	76844	325/648-3630	shwilliams@gisd.centex-edu.net
BIL	Gonzales ISD	089-901	Agnes Darilek	926 St. Lawrence	Gonzales	78629	830-672-9551	agnes.darilek@gonzales.txed.net
BIL	Goose Creek CISD	101-911	Ceci Rafati	4544 I-10 East	Baytown	77521	281-420-4428	mcrfati@gccisd.net
BIL	Graham ISD	252-901	Eileen Sstrandridge	1001 Kentucky	Graham	76450	940-549-3399	eileen.standridge@grahamisd.com
BIL	Grand Prairie ISD	057-910	Liz Martin	2602 Belt Line Road	Grand Prairie	75052	972-237-4014	liz.martin@gpsid.org
BIL	Grandbury ISD	111-901	Debbie Richey	600 West Bridge St.	Grandbury	76048	817-408-4044	debbie_richey@granbury.k12.tx.us
ESL	Grandview-Hopkins CISD	090-905	Solomon Kepley	11676 FM 293	Groom	79039	806-669-3831	solomon.kepley@region16.net
BIL	Grapevine-Colleyville ISD	220-906	John Allison	3051 Ira E. Woods Avenue	Grapevine	76051	817-251-5511	john.allison@gcisd.net
BIL	Greenville ISD	116-905	Joan Graves	PO Box 1022	Greenville	75403	903-457-2500	gravesj@greenville.ednet10.net
ESL	Groesbeck ISD	147-902	Karon Golden	1202 N. Ellis	Groesbeck	76642	254/729-4139	k.golde@groesbeck.k12.tx.us

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ESL	Groom ISD	033-901	Leslie Floyd	PO Box 598	Groom	79039	806-248-7557	leslie.floyd@region16.net
ESL	Gruver ISD	098-901	Wendy Branstine	PO Box 650	Gruver	79040	806-733-2477	wendy.branstine@region16.net
ESL	Hamilton ISD	097-902	Jennifer Zschiesche	400 S. College	Hamilton	76531	254/386-8166	j.zschiesche@hamilton.k12.tx.us
ESL	Happy ISD	219-901	Sam Alvarado	PO Box 458	Happy	79042	806-558-5311	sam.alvarado@region16.net
BIL	Harlandale ISD	015-904	Nora Harris	102 Genevieve	San Antonio	78214	210-921-4361	nora.harris@harlandale.k12.tx.us
BIL	Harlingen CISD	031-903	Sheryl Gray	1409 E. Harrison Street	Harlingen	78550	956-427-3583	sgray@harlingen.isd.tenet.edu
BIL	Harris County Dept. of Ed		Noelia Benson	6300 Irvington Blvd.	Houston	77022	713-696-1316	nbenson@hcde-texas.org
ESL	Hart ISD	035-902	Elodia Rodriguez	PO Box 490	Hart	79043	806-938-2142	elodia.rodriguez@region16.net
ESL	Hartley ISD	103-902	Rachel Alcorta	PO Box 408	Hartley	79044	806-365-4458	rachel.alcorta@region16.net
ESL	Harts Bluff	225-907	Carole Dickerson	RT 8 Box 1505	Mt. Pleasant, TX	75455	903-577-1146	dickersonc@hbsid.esc8.net
BIL	Hays CISD	105-906	Irene Jimenez	1235 S. Loop 4	Buda	78610	512-295-5599	ijimenezi@hayscisid.net
ESL	Hedley ISD	065-902	Linda Naylor	PO BOX 69	Hedley	79237	806-856-5323	linda.naylor@region16.net
BIL	Hempstead ISD	237-902	Lauri Barnes	PO Box 1007	Hempstead	77445	979-826-2452	barnesl@hempstead.isd.esc4.net
BIL	Henderson ISD	201-902	Mary Beth Fitzgerald	PO Box 728	Henderson	75653	903-657-8511	mfitzgerald@hendersonisd.org
BIL	Hereford ISD	059-901	Yolanda Gavina	601 N 25 Mile Ave	Hereford	79045	806-364-0606	yolandagavina@herefordisd.net
ESL	Hico ISD	097-903	Kay Arendt	800 Tiger Road	Hico	76457	254/796-2183	karendt@hico-isd.net
BIL	Hidalgo ISD	108-905	Irma Hinojosa	324 East Flora St.	Hidalgo	78557	956-843-3104	ihinoj50@aol.com
ESL	Higgins ISD	148-903	Paula Meller	Box 218	Higgins	79046	806-852-2631	paula.meller@region16.net
ESL	Highland Park ISD	188-903	Tanya Monroe	PO Box 30430	Amarillo	79120	806-335-2823	tanya.monroe@hpsid.net
BIL	Hillsboro ISD	109-904	Shelia Wilson	1600 Abbott Avenue	Hillsboro	76645	254-582-4100	WILSONSH@hillsboroisd.org
ESL	Holland ISD	014-905	Mike Mazoch	100 Rose Lane	Holland	76534	254/657-2224	mazoch@holland.isd.tenet.edu
ESL	Hooks ISD	019-902	Tanda Jolley	PO Box 39	Hooks, TX	75561	903-547-6077	tjolley@hooks.esc8.net
BIL	Houston ISD	101-912	Noelia Garza	3830 Richmond Avenue	Houston	77027	713-892-6500	ngarza@houstonisd.org
ESL	Hubbard ISD	019-913	Ellen Coleman	Rt 1 Box 274	DeKalb TX	75559	903-667-2645	ecoleman@hubbard.esc8.net
BIL	Hudson ISD	003-902	Ann Drummond	6735 Ted Trout Drive	Lufkin	75904	936-875-9220	drummond@hudsonisd.org
ESL	Hughes Springs ISD	034-903	Kim Stovall	PO Box 398	Hughes Springs, TX	75656	903-639-3803	stovallk@hsisd.net
BIL	Humble ISD	101-913	Sara Smith-Frings	4810 Magnolia Cove Dr.	Kingwood	77345	281-641-8337	sara.smithfrings@humble.k12.tx.us
BIL	Huntsville ISD	236-902	Sharon Tule	441 FM 2821 East	Huntsville	77320	936-293-2504	stule@huntsville-isd.org
BIL	Hurst-Eules-Bedford ISD	220-916	Linda Hoste	1849 Central Drive	Bedford	76022	817-283-4461	hostel@hebisid.edu
ESL	Iredell ISD	018-906	Carol Robinson	501 McClain Street	Iredell	76649	254/364-2411	c_robinson@iredell-isd.com
BIL	Irving ISD	057-912	Tonie Garza	2621 W. Airport Fwy.	Irving	75062	972-215-5055	tgarza@irvingisd.net
ESL	Itasca ISD	109-907	Berry Durham	123 N. College	Itasca	76055	254/687-2922	bdurham@itasca.k12.tx.us
BIL	Jacksonville ISD	037-904	Marianela Bowen	PO Box 631	Jacksonville	75766	903-586-6511	mbowen@jacksonvilleisd.org
ESL	Jefferson ISD	155-901	Marie Culver	510 South Line	Jefferson, TX	75657	903-665-2461	mculver@jisd.esc8.net
BIL	Jim Hogg Co. ISD	124-901	Pedro P. Lopez, Jr.	210 W. Lucille	Hebbronville	78361	361-527-3203	ofelia@cts.nu
ESL	Jonesboro ISD	050-909	Helen Ison	#1 Eagle Drive Hwy 36	Jonesboro	76538	254/463-2111	jisd.ih@region12.net
BIL	Joshua ISD	126-905	Pamela Ingram	PO Box 40	Joshua	76058	817-645-6661	ingramp@joshuaisd.org

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BIL	Judson ISD	015-916	Synthia Silva Avila	8205 Palisades Drive	San Antonio	78233	210-945-5318	savila@judson.k12.tx.us
BIL	Katy ISD	101-914	May Dell Jenks	1736 Katyland Drive	Katy	77493	281-396-6330	maydelljenks@katyisd.org
BIL	Kaufman ISD	129-903	Sandra K. Yates	905 S. Madison	Kaufman	75142	972-932-2202	syates@kaufmanisd.net
BIL	Keller ISD	220-907	Mahala Gardner	350 Keller Parkway	Keller	76248	817-337-7500	abarrios@kellerisd.net
ESL	Kelton ISD	242-905	Michelle Shafer	16703 FM 2697	Wheeler	79096	806-826-5795	michelle.shafer@region16.net
ESL	Kerens ISD	175-907	Deena Davis	200 Bobcat Lane	Kerens	75144	903/396-2924	davidd@kerens.k12.tx.us
BIL	Kermit ISD	248-901	Brenda Jackson	601 South Poplar	Kermit	79745	915-586-1083	BCJackson@esc18.net
BIL	Kerrville ISD	133-903	Kendall Young	1009 Barnett	Kerrville	78028	830-257-2200	kendall.young@kerrvilleisd.net
BIL	Kilgore ISD	092-902	Jerry Roberts	301 N Kilgore	Kilgore	75662	903-984-2073	jroberts@kisd.org
BIL	Killeen ISD	014-906	Maryann Ramos	902 North 10th Street	Killeen	76541	254-501-0376	maryann.ramos@killeenisd.org
BIL	Kingsville ISD	137-901	Corina Gutierrez	P O Box 871	Kingsville	78364	361-592-3387	cgutierrez@kvisd_esc2.net
BIL	Kipp, Inc Charter	101-813	Michael Feinberg	10711 Kipp Way	Houston	77099	832-328-1051	mfeinberg@kipp.org
BIL	Klein ISD	101-915	Gary G. Aspiazu	4411 Louetta Road	Spring	77388	832-249-4320	gaspiazu@kleinisd.net
ESL	Kopperl ISD	018-907	Debra Beavers	101 5th Street	Kopperl	76652	254/889-3502	debra.beavers@region12.net
ESL	Kress ISD	219-905	Doug Setliff	PO Box 970	Kress	79052	806-684-2652	doug.setliff@region16.net
BIL	La Escuela de las Americas	015-811	Eduardo Saldana	2300 West Commerce, Ste 200	San Antonio	78207	210-978-0562	esaldana@mauc.org
BIL	La Feria ISD	031-905	Sonya Jo Sinsebox	P O Box 1159	La Feria	78559	956-797-2313	torres1131@aol.com
BIL	La Grange ISD	075-902	Sherry Herbrich	P O Box 100	La Grange	78945	979-968-7025	herbrichc@la-grange.k12.tx.us
BIL	La Joya ISD	108-912	Palmira Mendiola	201 East Expressway 83	La Joya	78560	956-580-5042	m.mendiola4@ljisd_esc1.net
BIL	La Porte ISD	101-916	Sandra Acosta	301 E. Fairmont Parkway	La Porte	77571	281-604-7032	acostas@lpisd.org
BIL	La Vega ISD	161-906	Marilyn Wilson	3100 Bellmead Drive	Waco	76705	254-799-2428	mwilson@lavegaisd.org
BIL	La Villa ISD	108-914	Gregoria Nuñez	P O Box 9	La Villa	78562	956-262-4755	lavilla15@yahoo.com
BIL	Lake Dallas ISD	061-912	Shirley Moroney	P.O. Box 548	Lake Dallas	75065	940-497-8521	smoroney@ldisd.net
BIL	Lake Travis ISD	227-913	Darla Baggett	3322 RR 620 S.	Austin	78738	512-533-6027	baggettd@laketravis.txed.net
BIL	Lake Worth ISD	220-910	David Forbus	6800 Telephone Road	Lake Worth	76135	817-237-1491	dforbus@lake-worth.k12.tx.us
BIL	Lamar CISD	079-901	Erasmo Teran	3911 Avenue I	Rosenberg	77471	281-341-3100	eteran@lcisd.org
BIL	Lamesa ISD	058-906	Ricky Mitchell	P O Box 261	Lamesa	79331	806-872-5461	rmitchell@lamesa_esc17.net
ESL	Lampasas ISD	141-901	Judy Whitis	207 W. 8th Street	Lampasas	76550	512/556-6224	whitisj.lisd@gaggle.net
BIL	Lancaster ISD	057-913	Richard Gonzalez	P O Box 400	Lancaster	75146	972-227-4141	richardgonzales@lancasterisd.org
BIL	Laredo ISD	240-901	Romeo J. Romero	1811 Victoria St.	Laredo	78040	956-795-3459	rromero@laredoisd.org
ESL	Lazbuddie ISD	185-904	Diane Hernandez	PO Box 9	Lazbuddie	79053	806-965-2156	diane.hernandez@region16.net
BIL	Leander ISD	246-913	Zaida Avila	P.O. Box 218	Leander	78646	512-434-5192	zaida.avila@leanderisd.org
ESL	Lefors ISD	090-902	Frane Moore	PO Box 390	Lefors	79054	806-835-2533	frane.moore@region16.net
BIL	Lewisville ISD	061-902	Pamela L. Creed	247 W. Main	Lewisville	75067	972-219-6909	creedp@lisd.net
ESL	Liberty Eylau ISD	019-908	Sheila Sparkman	2901 Leopard Drive	Texarkana, TX	75501	903*832-6599	sheila.sparkman@leisd.net
BIL	Liberty ISD	146-906	Deborah Sullivan	1600 Grand Avenue	Liberty	77575	936-336-7216	dgsullivan@liberty.isd_esc4.net
ESL	Linden-Kildare Cons. ISD	034-905	Mary Dowd	205 Kildare Road	Linden, TX	75563	903-756-7071	mdowd@lkisd.net

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BIL	Little Elm ISD	061-914	Robert Keener	500 Lobo Lane	Little Elm	75068	972-292-1847	rkeener@leisd.ws
BIL	Livingston ISD	187-907	Shelly Hullihen	1412 South Houston	Livingston	77351	936-328-2205	shullihen@esc6.net
BIL	Lockhart ISD	028-902	Janie Wright	P.O. Box 120	Lockhart	78644	512-398-0043	janie.wright@lockhart.txed.net
ESL	Lometa ISD	141-902	Laura Johnson	PO Box 250	Lometa	76853	512/752-3384	ljohnson@lisd.centex-edu.net
BIL	Longview ISD	092-903	Rita G. Rosales	P.O. Box 3268	Longview	75606	903-381-2379	rrosales@lisd.org
ESL	Lorena ISD	161-907	Cheri Borchardt	208 N. Frontage Road	Lorena	76655	254/857-4612	CheriBorchardt@lorena-isd.net
BIL	Los Fresnos ISD	031-906	Joe Ceballos	P O Box 309	Los Fresnos	78566	956-233-3752	jceballos@lfcisd.net
BIL	Lubbock ISD	152-901	Janie Esparza	1628 19th Street	Lubbock	79401	806-766-1047	jesparza@lubbockisd.org
BIL	Lufkin ISD	003-903	Sylvia Eubanks	P O Box 1407	Lufkin	75902	936-630-4290	seubanks@lufkinisd.org
BIL	Luling ISD	028-903	Barbara Price	212 E. Bowie	Luling	78648	830-875-2252	bprice@luling.txed.net
BIL	Lyford CISD	245-902	Irma Mondragon	P O Box 220	Lyford	78569	956-347-3521	irma.mondragon@lyfordcisd.net
BIL	Madisonville CISD	154-901	Robert Cope	P O Box 879	Madisonville	77864	936-348-3720	bcope@esc6.net
BIL	Magnolia ISD	170-906	Elizabeth Torres	110 South Magnolia Blvd.	Magnolia	77355	281-252-2025	etorres@magnoliaisd.org
ESL	Malone ISD	109-908	Linda Buffe	202 West Apple Street	Malone	76660	254/533-2321	lbuffe@malone.k12.tx.us
BIL	Manor ISD	227-907	Lucy Cochrane	Drawer L	Manor	78653	512-278-4008	cochrane@manorisd.net
BIL	Mansfield ISD	220-908	Yvonne Mora Devault	605 E. Broad St.	Mansfield	76063	817-473-5315	davayv@mansfieldisd.org
BIL	Marble Falls ISD	027-904	Karol French	2001 Broadway	Marble Falls	78654	830-693-4357	kfrench@mfisd.txed.net
BIL	Marlin ISD	073-903	Deana Fink	130 Coleman Street	Marlin	76661	254-803-9428	dfink@marlinisd.org
BIL	Marshall ISD	102-902	Vicky Peterson	1305 Pinecrest Drive	Marshall	75670	903-927-8717	petersonmv@marshallisd.com
ESL	Mart ISD	161-908	Lea Teter	700 E. Navarro	Mart	76664	254/876-2112	lteter@mart.k12.tx.us
BIL	Mathis ISD	205-904	Maria Rodriguez-Casas	P O Box 1179	Mathis	78368	361-547-3378	mcasas@mathisid.esc2.net
ESL	Maud ISD	019-903	Amanda Dear	PO Box 1028	Maud, TX	75567	903-585-2219	adear@maud.esc8.net
BIL	McAllen ISD	108-906	Mary Hodge	2000 North 23rd Street	McAllen	78501	956-618-7338	mary_hodge@mcallen.isd.tenet.edu
BIL	McGregor ISD	161-909	Kevin Houchin	P O Box 356	McGregor	76657	254-840-2828	khouchin@mcgregor-isd.org
BIL	McKinney ISD	043-907	Dennis Muizers	1 Duvall Street	McKinney	75069	469-742-4093	dmuizers@mckinneyisd.net
ESL	McLean ISD	090-903	Dick Crockett	PO Box 90	McLean	79057	806-779-2671	dick.crockett@region16.net
BIL	Medina Valley ISD	163-908	Marta Glueck	8449 FM 471 South	Castroville	78009	210-287-1881	marta.glueck@mvisd.com
ESL	Memphis ISD	096-904	Ken Baxter	PO Box 460	Memphis	79245	806-259-2525	ken.baxter@region16.net
BIL	Mercedes ISD	108-907	Lisa Cantu	P O Box 419	Mercedes	78570	956-514-2019	lcantu@misdtx.net
ESL	Meridian ISD	018-902	Beverly Huffman	204 N. Second Street	Meridian	76665	254/435-2731	bhuffman@meridianisd.org
BIL	Mesquite ISD	057-914	Irma Cantu	405 E. Davis	Mesquite	75149	972-882-8726	icantu@mesquiteisd.org
BIL	Mexia ISD	147-903	Lori A. York	P.O. Box 2000	Mexia	76667	254-562-4025	loriyork@mexia.k12.tx.us
ESL	Miami ISD	197-902	Allan Dinsmore	100 Warrior Ln	Miami	79059	806-868-3971	allan.dinsmore@region16.net
BIL	Midland ISD	165-901	María J. Mata	615 W. Missouri Avenue	Midland	79701	915-689-1016	mmata@esc18.net
BIL	Midlothian ISD	070-908	Lisa Knight	100 Walter Stephenson Road	Midlothian	76065	432-775-8296	lisa_knight@midlothian-isd.net
ESL	Midway ISD	161-903	Shirley Jansing	1205 Foundation Drive	Waco	76712	254/761-5625	Shirley.jansing@midwayisd.org

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ESL	Mildred ISD	175-910	Missy Grantham	5475 S. Hwy 287	Corsicana	75110	903/872-0392	granthamm@mildredisd.org
ESL	Miller Grove ISD	112-907	Steve Johnson	7819 FM 275 S	Cumby, TX	75433	903-459-3288	sjohnson@mgisd.esc8.net
BIL	Mineral Wells ISD	182-903	Guadalupe G. Ortiz	906 SW 5th Avenue	Mineral Wells	76067	940-325-6404	mngmgoritz@mwisd.esc11.net
BIL	Mission CISD	108-908	Sylvia Ibarra	1201 Bryce Drive	Mission	78572	956-580-5554	sibarr21@mcisd.org
BIL	Monahans-Wickett-Pyote ISD	238-902	Carmen Olibas	606 South Betty	Monahans	79756	432-943-4768	colibas@esc18.net
BIL	Monte Alto ISD	108-915	Barbara Cannon	Rt 1, Box 116	Edcouch	78538	956-262-1381	bcannon@maisd.esc1.net
ESL	Moody ISD	161-910	Dana Roberson	107 Cora Lee Lane	Moody	76557	254/853-2181	robersda@moodyisd.org
ESL	Morgan ISD	018-903	Debra Hiilsmeier	100 Charles	Morgan	76671	254/635-2311	debra.hiilsmeier@region12.net
ESL	Mount Calm ISD	109-910	Carol Seeley	222 College Street	Mt. Calm	76673	254/993-2611	carol.seeley@region12.net
ESL	Mount Vernon ISD	080-901	Carolyn Newsom	PO Box 98	Mount Vernon, TX	75457	903-537-2546	cnewsom@mvisd.esc8.net
BIL	Mt. Pleasant ISD	225-902	Ana M. Decious	P O Box 1117	Mt. Pleasant	75455	903-575-2000	adecious@mpisd.net
BIL	Muleshoe ISD	009-901	Don Wood	514 West Avenue G	Muleshoe	79347	806-272-7326	dowood@muleshoeisd.com
BIL	Nacogdoches ISD	174-904	Daniel Stanley	P O Box 631521	Nacogdoches	76963	936-569-5000	dstanley@nacogdoches.k12.tx.us
BIL	Navasota ISD	093-904	David J. Faltys	Box 511	Navasota	77868	936-825-4212	faltysd@navasota.k12.tx.us
ESL	Nazareth ISD	035-903	Deborah Clinton	PO Box 189	Nazareth	79063	806-945-2231	deb.clinton@region16.net
ESL	New Boston ISD	019-905	Mary Lovelace	600 N. McCoy Blvd.	New Boston	75570	903-628-2521	mlovelace@nbisd.esc8.net
BIL	New Braunfels ISD	046-901	Noemi Davila	430 W. Mill Street	New Braunfels	78130	830-643-6685	nqdavila@newbraunfels.txd.net
BIL	New Caney ISD	170-908	Bill Chambers	21580 Loop 494	New Caney	77357	281-354-1166	bchambers@esc6.net
BIL	New Summerfield ISD	037-908	Jane Barrow	P O Box 6	New Summerfield	75780	903-726-3306	jbarrow@nsisd.sprnet.net
BIL	North East ISD	015-910	Elmosa Herrera	8961 Tesoro Drive	San Antonio	78217	210-804-7165	eherre@neisd.net
BIL	North Forest ISD	101-909	William Jones	10721 Mesa Drive	Houston	77078	713-636-6738	wjones00@aol.com
ESL	North Hopkins ISD	112-906	Deborah Caffey	1994 FM 71 W	Sulphur Springs	75482	903-945-2192	dcaffey@northhopkins.net
ESL	North Lamar ISD	139-911	Shelley McDowell	3201 Lewis Lane	Paris	75462	903-737-2006	smcdowell@nlamar.esc8.net
BIL	Northside ISD	015-915	R.C. Rodriguez	6632 Bandera Road Bldg. D	San Antonio	78238	210-397-8173	r.c.rodriguez@nisd.net
ESL	Oglesby ISD	050-904	Tom Norrell	125 College Drive	Oglesby	76561	254/456-2242	tom.norrell@region12.net
BIL	Palacios ISD	158-905	Vanessa Kuneske	1209 12th Street	Palacios	77465	361-972-5491	vanessak@palacios.k12.tx.us
BIL	Palestine ISD	001-907	Kathy Ray	1600 South Loop 256	Palestine	75801	903-731-8045	kyr@palestine.esc7.net
BIL	Pampa ISD	090-904	Kathy Carter	321 W. Albert	Pampa	79065	806-669-4700	kathy.carter@pampaisd.net
ESL	Panhandle ISD	033-902	Julie Hoffman	PO Box 1030	Panhandle	79068	806-537-3568	julie.hoffman@region16.net
BIL	Paris ISD	139-909	Marilyn Nolan	455 Lamar St.	Paris	75460	903-737-7500	mnolan@parisisd.net
BIL	Pasadena ISD	101-917	Gloria Gallegos	1515 Cherrybrook	Pasadena	77502	713-920-6917	ggallegos@pasadenaisd.org
BIL	Paso Del Norte Academy	071-803	Wes Clarkson	711 N. Mesa	El Paso	79902	915-532-7216	pdnasapi210@aol.com
BIL	Pearland ISD	020-908	Retta Cook	P O Box 7	Pearland	77588	281-485-3203	cookr@pearlandisd.org
BIL	Pecos-Barstow-Toyah ISD	195-901	Juanita C. Davila	P O Box 869	Pecos	79772	915-447-7263	jdavila@esc18.net
ESL	Penelope ISD	109-914	Harley Johnson (Supt)	309 Avenue D	Penelope	76676	254/533-2215	harley.johnson@region12.net
BIL	Perryton ISD	179-901	Mike Horton	P O Box 1048	Perryton	79070	512-435-5478	mhorton@perrytonisd.com
BIL	Pflugerville ISD	227-904	Susan Oglesbee	1401 West Pecan	Pflugerville	78660	512-594-0118	susan.oglesbee@pflugervilleisd.net

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BIL	Pharr-San Juan-Alamo ISD	108-909	Leonila Luera	903 N "I" Road	San Juan	78589	956-702-5991	luerables136@hotmail.com
BIL	Pine Tree ISD	092-904	Frank Dykes	P O Box 5878	Longview	75608	903-295-5170	fdykes@pinetree.esc7.net
BIL	Pittsburg ISD	032-902	Charlyn Harrel	P O Box 1189	Pittsburg	75686	903-856-3628	charrel@pitt.esc8.net
BIL	Plainview ISD	095-905	Carolina Castro	912 Portland Street	Plainview	79072	806-296-4026	carolina.castro@plainview.k12.tx.us
BIL	Plano ISD	043-910	Evangelina Cortez	2700 W. 15th Street	Plano	75075	469-752-8223	vcortez@pisd.edu
ESL	Pleasant Grove ISD	019-912	Mila Kunefke	6500 Pleasant Grove Road	Texarkana	75503	903-838-0528	mkunefke@pgisd.net
BIL	Point Isabel ISD	031-909	Nydia Perez	Drawer AH	Port Isabel	78578	956-943-0015	nperez@pi-isd.net
BIL	Port Arthur ISD	123-907	Bertha E. Garza	P O Box 1388	Port Arthur	77641	409-989-6248	bgarza@paisd.org
ESL	Prairiland ISD	139-912	Donett Lyons	310 High Street	Blossom	75416	903-982-5230	dlyon@prairiland.net
BIL	Presidio ISD	189-902	Teresa Porras	P O Box 1401	Presidio	79845	915-229-3200	tporras@esc18.net
ESL	Priddy ISD	167-904	Jaeanette Ross	13780 St. Hwy 15 N.	Priddy	76870	325/966-3323	jross@pisd.centex-edu.net
BIL	Princeton ISD	043-911	Elizabeth Dry	P.O. Box 321 Panther Pkwy	Princeton	75407	972-736-3503	edry@princetonisd.net
ESL	Pringle-Morse CISD	098-903	Shannon Lane	PO Box 109	Morse	79062	806-733-2507	shannon.lane@region16.net
BIL	Progreso ISD	108-910	Fernando Castillo	P O Box 610	Progreso	78579	956-565-3002	serna9@yahoo.com
ESL	PSP CISD	117-904	Margaret Parsons	Box 3440	Stinnett	79083	806-878-2456	margaret.parsons@pspcisd.net
ESL	Queen City ISD	034-907	Gayle Miller	PO Box 128	Queen City	75572	903-796-8256	gmliller@qcisd.net
BIL	Raymondville ISD	245-903	Delhma A. Jetton	One Bearkat Blvd.	Raymondville	78580	956-689-2471	jettond@bearkat.esconett.org
ESL	Red Lick ISD	019-911	Richard Hervey	3511 N. FM 2148	Texarkana	75503	903-838-8230	rhervey@redlick.esc8.net
ESL	Rice ISD	175-911	Katherine Evans	1302 S. McKinney Street	Rice	75155	903/326-4151	katherinerevans@hotmail.com
BIL	Richardson ISD	057-916	Rita Maria Latimer	1231 W. Beltline Road	Richardson	75080	469-593-3213	rita.latimer@risd.org
BIL	Rio Grande City ISD	214-901	Mike Villarreal	Fort Ringgold	Rio Grande City	78582	956-716-6830	mikevbil@yahoo.com
BIL	Rio Hondo ISD	031-911	Elda Garza	215 Colorado	Rio Hondo	78583	956-748-4420	egarza@riohondoisd.net
ESL	River Road ISD	188-902	Laura Zanchettin	9500 US 287 N	Amarillo	79108	806-381-7800	laura.zanchettin@region16.net
ESL	Rivercrest IST	194-903	Karla Coker	4220 US Hwy. 271 South	Bogata	75417	903-632-5214	kcoker@rivercrest.esc8.net
ESL	Robinson ISD	161-922	Sharon Henson	500 W. Lyndale	Waco	76706	254/662-0194	shenson@robinson.k12.tx.us
BIL	Robstown ISD	178-909	Sylvia Benavides	801 North First Street	Robstown	78380	361-767-6600	sylvia.benavides@robstownisd.org
ESL	Rogers ISD	014-907	Kimberly Marek	210A Alvin Ailey	Rogers	76569	254/642-3250	kmarek@rogers.k12.tx.us
BIL	Roma ISD	214-903	Mario Escobar	P O Box 187	Roma	78584	956-849-4461	mcescobar50@yahoo.com
ESL	Rosebud-Lott ISD	073-905	Valerie Gausemeier	PO Box 638	Lott	76656	254/583-2498	vgausemeier@rosebudlottisd.org
BIL	Round Rock ISD	246-909	Susie Coultriss	1311 Round Rock Avenue	Round Rock	78681	512-464-5123	Susie_Coultriss@roundrockisd.org
BIL	Royal ISD	237-905	Susan D. Cardiff	P O Box 489	Pattison	77466	281-934-8308	scardiff@royal.isd.esc4.net
BIL	Royse City ISD	199-902	Cynthia Pense	P O Box 479	Royse City	75189	972-636-2413	pensec@rcisd.org
ESL	Salado ISD	014-908	Anna Kate Mackey Jennifer Berumen	602 N. Main	Salado	76571	254/947-1700	jberumen@saladoisd.org
ESL	Salttillo ISD	112-909	James Cowley	PO Box 269	Salttillo	75478	903-537-2386	jcowley@salttillo.esc8.net
ESL	Samnorwood ISD	044-904	Lynna James	PO Box 765	Samnorwood	79077	806-256-2351	lynna.james@region16.net

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BIL	San Angelo ISD	226-903	Alicia Cuellar	1621 University	San Angelo	76904	915-947-3726	acuellar@saisd.org
BIL	San Antonio ISD	015-907	Rosa Rabago	237 W. Travis	San Antonio	78205	210-212-7490	rrabago@saisd.net
BIL	San Benito CISD	031-912	Heriberto Villareal	240 N. Crockett	San Benito	78586	956-361-6146	hvillarreal@mail.sanbenito.k12.tx.us
BIL	San Diego ISD	066-902	Reynaldo Perez	609 Labbe	San Diego	78384	361-279-3382	rperez2@sdisd.esc2.net
BIL	San Elizario ISD	071-904	Isela C. Rosales	P O Box 920	San Elizario	79849	915-872-3920	irosales@seisd.net
BIL	San Felipe-Del Rio CISD	233-901	Thelma Anguiano	312 E. Chapoy	Del Rio	78840	830-778-4103	thelma.anguiano@sfd-r-cisd.org
BIL	San Marcos CISD	105-902	Martha Colón	500 W. Hutchison	San Marcos	78666	512-393-6754	martha.colon@san-marcos.isd.tenet.edu
ESL	Sanford ISD	117-903	Daymun White	PO Box 1290	Sanford	79036	806-857-3122	dwhite@sanfordisd.org
BIL	Santa Maria ISD	031-913	Janie Coronado	P O Box 448	Santa Maria	78592	956-565-6308	jcoronado@esconett.org
BIL	Santa Rosa ISD	031-914	Carlos Guerra	P O Box 368	Santa Rosa	78593	956-636-1813	carlosg@srx.org
BIL	Schertz-Cibolo-Universal City ISD	094-902	Gary G. Wuest	1060 Elbel Road	Schertz	78154	210-945-6227	gwuest@scuc.txed.net
BIL	Sealy ISD	008-902	Madeleine Allison	939 Tiger Lane	Sealy	77474	979-885-3516	mallison@sealyisd.com
BIL	Seguin ISD	094-901	Thalia Stautzenberger	1221 E. Kingsbury	Seguin	78155	930-372-5771	tstautzenberger@sequin.k12.tx.us
BIL	Seminole ISD	083-903	Mark Beaty	207 SW 6th Street	Seminole	79360	432-758-3662	mbeaty@seminole.k12.tx.us
BIL	SER-Niños Charter School	101-802	Charmaine Constantine	5815 Alder Dr.	Houston	77081	713-667-6145	charmconst@aol.com
ESL	Shamrock ISD	242-902	Tomm Waldrop	100 S. Illinois	Shamrock	79079	806-256-3227	tommy.waldrop@region16.net
BIL	Sharyland ISD	108-911	Vanessa Mata	1106 N. Shary Road	Mission	78572	956-580-5200	vmata@sharyland.k12.tx.us
BIL	Sheldon ISD	101-924	Vonnie Salinas	11411 C.E. King Parkway	Houston	77044	281-727-2051	vsalinas@sheldon.k12.tx.us
BIL	Sherman ISD	091-906	Cindy Gallegos	120 W. King	Sherman	75090	903-891-6400	cgallegos@shermanisd.net
BIL	Sierra Blanca ISD	115-902	Juanita Snyder	PO Box 308	Sierra Blanca	79851	915-369-3741	jsnyder@sierrablancaisd.com
ESL	Silverton ISD	023-902	Sheryl Weaver	PO Box 608	Silverton	79257	806-823-2476	sheryl.weaver@region16.net
BIL	Socorro ISD	071-909	Maria G. Arias	12300 Eastlake Dr.	El Paso	79928	915-937-0302	marias@sisd.net
BIL	Somerset ISD	015-909	Elva Villareal	P O Box 279	Somerset	78069	1-866-852-9858	elva.villareal@somerset.k12.tx.us
BIL	South San Antonio ISD	015-908	Sandra L. Martinez	324 Fenfield	San Antonio	78211	210-977-7500	slmartinez@southsanisd.net
BIL	South Texas ISD	031-916	Jeff Hembree	100 Med High Drive	Mercedes	78570	956-565-2454	jeff.hembree@stisd.net
BIL	Southside ISD	015-917	Cindy Martínez	1460 Martinez-Losoya Road	San Antonio	78221	210-626-0600	cindy.martinez@southside.k12.tx.us
BIL	Southwest ISD	015-912	Alfred L. Trevino	11914 Dragon Lane	San Antonio	78252	210-622-4335	atrevino@swisd.net
BIL	Southwest School District	101-838	Danette Maldonado	3333 Bering	Houston	77057	713-784-1215	dmaldonado@younglearners.org
BIL	Spearman ISD	098-904	Brenda Evins	403 E 11th	Spearman	79081	806-659-2584	brenda.evins@region16.net
BIL	Spring Branch ISD	101-920	Liz Rosado-McGrath	9016 Westview	Houston	77055	713-365-5671	rosadoe@springbranchisd.com
ESL	Spring Creek ISD	117-907	Bret Madsen	HCR 1, Box 48	Skellytown	79080	806-273-6791	bret.madsen@region16.net
BIL	Spring ISD	101-919	Anna Lisa Anguiano	16717 Ella Blvd.	Houston	77090	281-586-1188	lisaa@springisd.org
BIL	Stafford Municipal ISD	079-910	Patricia J. Suárez	1625 Staffordshire	Stafford	77477	281-261-9200	psuarez@stafford.msd.esc4.net
ESL	Star ISD	167-903	Letha Sheldon	PO Box 838	Star	76880	325/948-3661	lcms@centex.net

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BIL	Stephenville ISD	072-903	Debbie Hines	2655 W. Overhill	Stephenville	76401	254-968-7990	dhines@sville.us
ESL	Stratford ISD	211-902	Jennifer DeAnda	Box 108	Stratford	79084	806-366-3330	jennifer.deanda@stratfordisd.net
ESL	Sulphur Bluff ISD	112-910	Mark Keahey	PO Box 30 FM 71	Sulphur Bluff	75481	903-945-2460	mkeahey@sbsd.esc8.net
BIL	Sulphur Springs ISD	112-901	Sherry Garrard	631 Connally Street	Sulphur Springs	75482	903-885-2153	sgarrard@ssisd.net
ESL	Sunray ISD	171-902	Deena Woodward	PO Box 240	Sunray	79086	806-948-4222	deena.woodward@region16.net
BIL	Taft ISD	205-907	Lolo Hernandez	400 College Street	Taft	78390	361-528-2636	lhernandez@taftisd.net
BIL	Taylor ISD	246-911	Donna Curtis	602 W. 12th Street	Taylor	76574	512-365-1291	dcurt@taylor.isd.tenet.edu
ESL	Teague ISD	081-904	Jerry Burger (Asst. Su	420 N. 10th	Teague	75860	254/739-3071	jburger@teagueisd.org
BIL	Temple ISD	014-909	Karen Morgan	300 S. 27th Street	Temple	76504	254-791-6154	karen.morgan@tisd.org
BIL	Terrell ISD	129-906	Pat Martin	206 W. High Street	Terrell	75160	972-563-7580	martinp@terrell.ednet10.net
ESL	Texarkana ISD	019-907	Krisit Brown	2020 College Drive	Texarkana	75503	903-793-7561	kbrown@txkisd.net
BIL	Texas City ISD	084-906	Carla Harper	1401 9th North Avenue	Texas City	77590	409-942-2614	csharper@texascity.isd.tenet.edu
ESL	Texhoma ISD	211-901	Kathy Yates	Box 709	Texhoma	73949	806-827-7400	katherine.yates@texomaisd.net
ESL	Texline ISD	056-902	Ron VanVranken	Box 60	Texline	79087	806-362-4284	ron.vanvranken@region16.net
ESL	The Raven School	236-801	Johnny Walker	143 Forest Service Rd #233	New Waverly	77358	936-344-6677	pat@gctcw.org
BIL	Tomball ISD	101-921	Mary Reinert	221 W. Main	Tomball	77375	281-357-3100	mreinert@tomball.isd.esc4.net
BIL	Tornillo ISD	071-908	Rudy Barreda	P O Box 170	Tornillo	79853	915-764-2366	BarredaR@tisd.us
ESL	Troy ISD	014-910	Dr. David Harriger	#1 High School Road	Troy	76579	254/938-2561	dharriger@troy.k12.tx.us
ESL	Tulia ISD	219-903	Sherri Miller	702 NW 8th St	Tulia	79088	806-995-4591	cmiller@tuliaisd.net
ESL	Turkey-Quitaque ISD	096-905	Jon Davidson	Box 397	Turkey	79261	806-455-1411	jndvdsn@netscape.net
BIL	Tyler ISD	212-905	Janet Trump	P O Box 2035	Tyler	75710	903-262-1051	Janet.Trump@tylerisd.org
BIL	United ISD	240-903	Dolores Medrano	201 Lindenwood	Laredo	78045	956-717-6245	dmedrano@uisd.net
BIL	Uvalde CISD	232-903	Linda Campbell	P O Box 1909	Uvalde	78802	830-278-6655	lcampbell@ucisd.net
ESL	Valley Mills ISD	018-904	Debbie Piske	PO Box 518	Valley Mills	76689	254/932-5210	debbie.piske@vmisd.net
BIL	Valley View ISD	108-916	Gloria E. Cepeda	Rt 1, Box 122	Pharr	78577	956-843-2689	gcepeda@valley-view-pharr.k12.tx.us
ESL	Vega ISD	180-902	Francis Kirkland	200 Longhorn Dr	Vega	79092	806-267-2123	francis.kirkland@region16.net
BIL	Venus ISD	126-908	Angela Bailey	P O Box 364	Venus	76084	972-366-3448	abailey@venusisd.net
BIL	Victoria ISD	235-902	Claudia Iselt	102 Profit Drive	Victoria	77902	361-788-9721	claudia.iselt@visd.com
BIL	Waco ISD	161-914	Carol Martinez Fuller	501 Franklin Avenue	Waco	76701	254-755-9525	cfuller@wacoisd.org
ESL	Walcott ISD	059-902	Pat Moelius	4275 Highway 214	Hereford	79045	806-289-5222	pb515@plateautel.net
BIL	Waller ISD	237-904	Martha Trejo	2214 Wallter St.	Waller	77484	936-931-4061	matrejo@waller.isd.esc4.net
ESL	Walnut Springs ISD	018-905	Mary Heartsill	184 Avenue A	Walnut Springs	76690	254/797-2131	mary.heartsill@region12.net

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BIL	Waxahachie ISD	070-912	Sylvia Lopez Beaver	614 Getzendaner Street	Waxahachie	75165	972-923-4690	sbeaver@tms.wisd.org
BIL	Weatherford ISD	184-903	Magdalena Highlen	1100 Longhorn Drive	Weatherford	76086	817-598-2969	mhighlen@weatherfordisd.com
ESL	Wellington ISD	044-902	Marcie Sessions	811 15th Street	Wellington	79095	806-447-2527	marcie.sessions@region16.net
BIL	Weslaco ISD	108-913	Mari Aviles	319 W. 4th	Weslaco	78596	956-580-5214	maviles@wisd.us
ESL	West ISD	161-916	Christie Bailey	801 N. Reagan	West	76691	254/826-7540	cbailey@west-isd.net
BIL	West Oso ISD	178-915	Gracie Stillman	5050 Rockford	Corpus Christi	78416	361-855-3321	gstillman@westosoisd.esc2.net
ESL	Westphalia ISD	073-904	Kim Nejtek	124 County Road 3000	Lott	76656	254/584-4988	kim.nejtek@region12.net
ESL	Wheeler ISD	242-903	Doug Rives	PO Box 1010	Wheeler	79096	806-826-5534	doug.rives@region16.net
ESL	White Deer ISD	033-904	Danny Ferrell	Box 517	White Deer	79097	806-883-2311	danny.ferrell@region16.net
BIL	White Settlement ISD	220-920	Amy Ferguson	7976 Whitney Dr.	Fort Worth	76108	817-367-1312	aferguson@wsisd.net
ESL	Whitney ISD	109-911	Melody Haley	305 San Jacinto	Whitney	76692	254/694-2536	Melody.haley@whitney.k12.tx.us
BIL	Wichita Falls ISD	243-905	Becky Hernandez	1609 Blonde	Wichita Falls	76301	940-720-3366	rhernandez@wfisd.net
ESL	Wildorado ISD	180-904	Victoria Schroder	PO Box 120	Wildorado	79098	806-426-3317	victoria.schroder@region16.net
BIL	Willis ISD	170-904	Kim Strozier	204 W. Rogers St.	Willis	77378	936-890-2062	kstrozier@willis.k12.tx.us
ESL	Winfield ISD	225-905	David Stickles	Winfield	Winfield	75493	903-524-2221	dstickels@winfield.esc8.net
ESL	Wortham ISD	081-905	Jack Thomason	200 S. 4th Street	Wortham	76693	254/765-3094	jack.thomason@region12.net
BIL	Wylie ISD	043-914	Andrea Harvey M.	P O Box 490	Wylie	75098	972-429-3031	Andrea.Mitchell@wylieisd.net
BIL	Yoakum ISD	062-903	Janie B. Rudolph	P.O. Box 737	Yoakum	77995	361-203-3535	jrudolph@yoakumisd.net
BIL	Ysleta ISD	071-905	Lucille A. Housen	9600 Sims	El Paso	79925	915-434-0766	lhousen@yisd.net
BIL	Zapata County ISD	253-901	Norma Garcia	P O Box 158	Zapata	78076	956-765-6546	mguzman@zcisd.esc1.net

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