No._____

UNITED INDEPENDENT SCHOOL DISTRICT
AGENDA ACTION ITEM

TOPIC: Approval of Request to the Texas Education Agency for the Exception to the

Bilingual Education Program

SUBMITTED BY___Emma Leza_____OF: Director, Bilingual/ESL_____

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: _____October 23, 2008_____

RECOMMENDATION:

RATIONALE:

BUDGETARY INFORMATION:

BOARD POLICY REFERENCE AND COMPLIANCE:

2008-2009 TRANSMITTAL FORM FOR
BILINGUAL EDUCATION EXCEPTION FORM 1 AND ESL WAIVER FORM 2

United Independent School District	240-903
District/Charter School Name	County-District Number

Authority for Data Collection: Texas Education Code (TEC) Subchapter B, §29.054; Texas Administrative Code (TAC) Title 19, Chapter 89, Subchapter BB, Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students.

Planned Use of the Data: Documentation of district or charter school compliance with state requirements for serving students of limited English proficiency.

Instructions: Please designate a contact person for the district/charter school, and check one or both of the statements below concerning the present status of the Bilingual/English as a Second Language program in your district or charter school. For further information, please contact the Bilingual Education Program Unit at (512) 463-9581.

Original forms must be typed and submitted electronically by November 1, 2008 to:

BilingualExceptions_ESLWaivers@tea.state.tx.us

PLEASE DO NOT FAX FORMS.

Emma Leza, Bilingual/ESL Director	eleza@uisd.net	956-473-5245
District/Charter School Contact Person	**Email**	**Phone**

X   **FORM 1: The district/charter school requests an exception to the bilingual education program.**
(If this statement is checked, this page and Form 1: Request for Exception to the Bilingual Education Program, on pages 2, 3, 4, 5, 6 and 7 must be completed and submitted to TEA.)

☐   **FORM 2: The district/charter school requests a waiver of certification requirements for its ESL program.**
(If this statement is checked, this page and Form 2: Request for Waiver for the English as a Second Language (ESL) Program, on pages 8, 9,10, and 11 must be completed and submitted to TEA.)

FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

Provide complete and accurate responses to the following items. If more space is needed for any item, reference an attachment by item number and include all attachments with submission of this form. Include all necessary supporting documentation.

Section 1: District/Charter School Data

A.	18,556	Number of identified limited English proficient (LEP) students district-wide
B.	1,155	Number of teachers with bilingual certification employed in the district or charter school
C.	1,010	Number of teachers with bilingual certification currently teaching bilingual education
D.	0	Number of non-certified permanent substitute teachers providing bilingual education instruction
E.	78	Number of teachers currently on special permit for bilingual education granted by the State Board for Educator Certification
F.	116	Number of English as a Second Language (ESL) certified teachers employed in the district or charter school at all levels
G.	116	Number of ESL certified teachers currently teaching ESL at all levels
H.	0	Number of non-certified permanent substitute teachers providing ESL instruction at all levels
I.	75	Total number of teachers instructing LEP students under bilingual education exception (Spanish and other languages) Sum of I = K+L
J.	2	Number of consecutive years since 1999-2000 for which school district or charter school has requested a bilingual education exception (if this is the first year enter 1)
K.	75	Number of teachers instructing LEP students under bilingual education exception (Spanish)
L.	0	Number of teachers instructing LEP students under bilingual education exception (languages other than Spanish)

REFER TO THESE INSTRUCTIONS TO COMPLETE THE CHARTS ON THE FOLLOWING PAGE (p.3):

Complete only the rows for the grade levels in which you are requesting an exception. *Do not* record information for any grade level in which you have appropriately certified bilingual teachers. (e.g. bilingual-Spanish, bilingual-Vietnamese, etc.)

Columns A and B – Language(s) of Instruction: for Language Arts, Math/Science/Social Studies in each grade level, indicate the language of instruction by placing a check mark (√) in the appropriate column. The **PL** column refers to Primary Language instruction. The **ESL** column refers to English as a Second Language instruction. The district or charter school should provide as much instruction in the students' primary language (PL) as needed to develop literacy and content knowledge. ESL instruction must be provided in language arts and the content areas.

Column C – Number of Students Under Exception: record the number of students who are not receiving instruction from a bilingually certified teacher at the appropriate grade level. Add up the number of students and write the total number in the TOTALS row of this column.

Column D – Instructional Design: Create an appropriate code or phrase to describe the instructional design(s) or method(s) of instructional delivery being used to serve students under exception. You will be asked to describe these codes in detail in Section 2, question 3. Example: **SC** = Self Contained Bilingual Classroom.

Column E – Number of Classrooms Under Exception: For each grade where data has been entered, record the number of classrooms where students are receiving the alternative bilingual services. **(Example: If one ESL certified teacher provides instruction to different grade levels in a pull-out model, this counts as one classroom.)** Add up the number of classrooms and write the total in the TOTALS row of this column.

Duplicate the following page, as needed. Complete for each campus and for each language in which an exception is requested.

FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

127	J.W. ARNDT	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	X	X	X	X	13	TT	1
3	☐	☐	☐	☐			
4	☐	X	☐	X	11	TT	1
5	☐	☐	☐	☐			
6	☐	☐	☐	☐			
				TOTALS	24	███████	2

120	C. BORCHERS	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	X	☐	X	14	TT	2
4	☐	X	☐	X	14	TT	1
5	☐	☐	☐	☐			
6	☐	☐	☐	☐			
				TOTALS	28	███████	3

105	CLARK	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	☐	☐	☐			
4	☐	☐	☐	☐			
5	☐	X	☐	X	2	TT	1
6	☐	☐	☐	☐			
				TOTALS	2	███████	1

FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

122	COL. SANTOS BENAVIDES	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	☐	☐	☐			
4	☐	☐	☐	☐			
5	☐	X	☐	X	8	TT	2
6	☐	☐	☐	☐			
				TOTALS	8	■■■■■	2

125	CUELLAR	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	X	☐	X	36	TT	3
4	☐	☐	☐	☐			
5	☐	X	☐	X	12	TT	1
6	☐	☐	☐	☐			
				TOTALS	48	■■■■■	4

116	M. DE LLANO	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	X	☐	X	2	TT	1
4	☐			☐			
5	☐	X	☐	X	1	TT	1
6	☐	☐	☐	☐			
				TOTALS	3	■■■■■	2

FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

131	FASKEN	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	X	☐	X	18	TT	1
4	☐	X	☐	X	49	TT	4
5	☐	X	☐	X	4	TT	1
6	☐	☐	☐	☐			
				TOTALS	71	███████	6

112	FINLEY	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	X	X	X	X	22	TT	2
3	☐	☐	☐	☐			
4	☐	☐	☐	☐			
5	☐	☐	☐	☐			
6	☐	☐	☐	☐			
				TOTALS	22	███████	2

122	B. GARCIA	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	X	X	X	X	51	TT	3
3	☐	X	☐	X	16	TT	1
4	☐	X	☐	X	32	TT	2
5	☐	X	☐	X	9	TT	1
6	☐	☐	☐	☐			
				TOTALS	108	███████	7

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FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

114	A. GUTIERREZ	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	X	☐	X	16	TT	2
4	☐	X	☐	X	3	TT	1
5	☐	☐	☐	☐			
6	☐	☐	☐	☐			
				TOTALS	19	■■■■	3

118	JUAREZ-LINCOLN	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	X	X	X	X	18	TT	1
3	☐	☐	☐	☐			
4	☐	☐	☐	☐			
5	☐	X	☐	X	4	TT	1
6	☐	☐	☐	☐			
				TOTALS	22	■■■■	2

117	KAZEN	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	X	☐	X	11	TT	1
4	☐	☐	☐	☐			
5	☐	☐	☐	☐			
6	☐	☐	☐	☐			
				TOTALS	11	■■■■	1

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FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

132	R. S. KILLAM	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction] PL	ESL	B. Math/Science/Social Studies [Language(s) of Instruction] PL	ESL	C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	X	X	X	X	14	TT	1
3	☐	X	☐	X	11	TT	1
4	☐	X	☐	X	34	TT	3
5	☐	☐	☐	☐			
6	☐	☐	☐	☐			
				TOTALS	59	███████	5

130	M. E. MALAKOFF	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction] PL	ESL	B. Math/Science/Social Studies [Language(s) of Instruction] PL	ESL	C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	X	X	X	X	12	TT	1
3	☐	X	☐	X	33	TT	3
4	☐	X	☐	X	10	TT	2
5	☐	X	☐	X	2	TT	1
6	☐	☐	☐	☐			
				TOTALS	57	███████	7

126	J. MULLER	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction] PL	ESL	B. Math/Science/Social Studies [Language(s) of Instruction] PL	ESL	C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	X	X	X	X	30	TT	3
3	☐	☐	☐	☐			
4	☐	X	☐	X	34	TT	3
5	☐	X	☐	X	10	TT	1
6	☐	☐	☐	☐			
				TOTALS	74	███████	7

FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

103	NYE	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	X	X	X	X	9	TT	1
3	☐	X	☐	X	12	TT	1
4	☐	☐	☐	☐			
5	☐	X	☐	X	6	TT	1
6	☐	☐	☐	☐			
				TOTALS	27	■■■■	3

111	S. PEREZ	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	☐	☐	☐			
4	☐	X	☐	X	9	TT	1
5	☐	☐	☐	☐			
6	☐	☐	☐	☐			
				TOTALS	9	■■■■	1

119	P. PRADA	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	☐	☐	☐			
4	☐	☐	☐	☐			
5	☐	X	☐	X	16	TT	2
6	☐	☐	☐	☐			
				TOTALS	16	■■■■	2

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FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

103	NYE	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	□	□	□	□			
K	□	□	□	□			
1	□	□	□	□			
2	X	X	X	X	9	TT	1
3	□	X	□	X	12	TT	1
4	□	□	□	□			
5	□	X	□	X	6	TT	1
6	□	□	□	□			
				TOTALS	27	■■■■■	3

111	S. PEREZ	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	□	□	□	□			
K	□	□	□	□			
1	□	□	□	□			
2	□	□	□	□			
3	□	□	□	□			
4	□	X	□	X	9	TT	1
5	□	□	□	□			
6	□	□	□	□			
				TOTALS	9	■■■■■	1

119	P. PRADA	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	□	□	□	□			
K	□	□	□	□			
1	□	□	□	□			
2	□	□	□	□			
3	□	□	□	□			
4	□	□	□	□			
5	□	X	□	X	16	TT	2
6	□	□	□	□			
				TOTALS	16	■■■■■	2

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FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

123	F. D. ROOSEVELT	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	☐	☐	☐			
4	☐	☐	☐	☐			
5	☐	X	☐	X	17	TT	1
6	☐	☐	☐	☐			
				TOTALS	17	■■■■■	1

115	RUIZ	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	☐	☐	☐			
4	☐	X	☐	X	10	TT	1
5	☐	☐	☐	☐			
6	☐	☐	☐	☐			
				TOTALS	10	■■■■■	1

107	O. SALINAS	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	X	☐	X	34	TT	2
4	☐	X	☐	X	14	TT	1
5	☐	☐	☐	☐			
6	☐	☐	☐	☐			
				TOTALS	48	■■■■■	3

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FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

110	TRAUTMANN	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	X	☐	X	16	TT	2
4	☐	X	☐	X	25	TT	2
5	☐	X	☐	X	22	TT	4
6	☐	☐	☐	☐			
				TOTALS	63	■■■■	8

113	U.D.D. HACHAR	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	☐	☐	☐			
4	☐	☐	☐	☐			
5	☐	X	☐	X	9	TT	1
6	☐	☐	☐	☐			
				TOTALS	9	■■■■	1

124	J. ZAFFIRINI	Spanish/ESL
Campus Number	Campus Name	Language of Exception

Grade	A. Language Arts [Language(s) of Instruction]		B. Math/Science/Social Studies [Language(s) of Instruction]		C. Number of Students Under Exception	D. Instructional Design	E. Number of Classrooms Under Exception
	PL	ESL	PL	ESL			
PK	☐	☐	☐	☐			
K	☐	☐	☐	☐			
1	☐	☐	☐	☐			
2	☐	☐	☐	☐			
3	☐	☐	☐	☐			
4	☐	☐	☐	☐			
5	☐	X	☐	X	16	TT	1
6	☐	☐	☐	☐			
				TOTALS	16	■■■■	1

BE-031 R06

FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

Section 2: Rationale & Actions to be Implemented

1. Provide reasons the district or charter school is unable to offer the bilingual education program. Attach supporting documentation.

United ISD continues to offer an Early Transition Bilingual/ESL program at 23 elementary campuses and an Early Transition and Dual Language program at 4 elementary campuses. A newcomers program is available at every middle and high school together with a regular English as a Second Language (ESL) program. The ESL components of the bilingual program are present in PK – 5th. Transition takes place during the 2nd grade for all students who are proficient in the primary language based on district criteria. Students are evaluated by the LPAC and the language of instruction is designated based on assessment data. Once students are in the transition process, ESL strategies are incorporated into the delivery of instruction in all content areas. Currently, United ISD has an insufficient number of Bilingual/ESL certified teachers at select grade-levels in 24 of the 27 elementary campuses. United ISD however, has met the 08-09 district goal of ensuring that all English Language Learners (ELLs) served by the Bilingual/ESL program in Pre-kinder, Kinder and First grade are being serviced by Bilingual/ESL certified teachers or teachers on a Bilingual/ESL permit. UISD continues to use Bilingual/ESL certified teachers to instruct in the primary language (all Spanish dominant ELLs). In addition creative regrouping and team teaching (TT) strategies are used to enhance the delivery of English as a second language instruction at the elementary level. Staff development opportunities on how to address the affective, linguistic and academic needs of ELLs are provided for all teachers to meet the needs of this population.

2. Describe the proposed alternative modified bilingual education or intensive ESL programs to meet the affective, linguistic, and cognitive needs of the LEP students. Include the manner in which the students will be given the opportunity to master the essential knowledge and skills required by State Board of Education rules concerning curriculum.

Only English dominant ELLs are serviced by non-certified teachers in Bilingual/ESL. All Spanish dominant ELLs are serviced by Bilingual/ESL certified teachers. All non-certified teachers continue to partner with certified teachers to plan the delivery of instruction for English dominant ELLs. District wide use of the scope and sequence (with imbedded ELL activities) continues to be utilized by all teachers. Periodic assessments through TEKS targeted tests (3Ts) allow teachers to monitor the levels of mastery for all students. The use of state adopted ESL materials supplement the resources used by all teachers in providing ESL instruction from PK – 5th.

3. Enumerate and elaborate on the different instructional designs being used to serve the students under exception. **Enter an appropriate code or phrase for each design in Column D of the chart(s) in Section 1 of this form.**

Team teaching and planning between certified and non-certified teachers allows for instructional planning and delivery. Regrouping strategies are used for primary language instruction, based on students' identified dominant language. Primary language instruction is provided by the Bilingual/ESL certified teachers while non-certified (in bilingual/ESL) provide English instruction with sheltered instructional strategies. This design is used across the district to meet the needs of all ELLs participating in the Bilingual/ESL program. Implementation of a Language Acquisition Profile (LAP) in the 08-09 school year will allow teachers to better track the levels of language acquisition using state approved assessments to analyze student progress. Each ELL in PK and Kinder will have a LAP on file with the classroom teacher.

4. Describe the training program the district or charter school will provide to improve the skills of staff assigned to implement the proposed alternative program. *Provide specific information regarding the staff development plan to include the intensity and duration of activities.*

   1. The August, 2008 staff development sessions for new teachers focused on the Bilingual Program, giving the teachers new to United ISD a overview of the Early Transition program, analyzing data from ELL assessments and designating language of instruction. All new teachers PK -12th were trained on TELPAS using the state's online modules and teachers were allowed time to complete the online training course. Currently 94% of elementary teachers trained as TELPAS raters have qualified. This represents 54% of all elementary teachers. In total, 2,072 teachers have qualified as TELPAS raters at all instructional levels.

   2. Staff development session during the summer focused on using the Proficiency Level Descriptors (PLDs) to guide everyday instruction and analyze students' linguistic levels in English. Other sessions focused on using sheltered instruction strategies to meet the students' needs in acquiring the English language.

   3. The first part of the Kinder Academy took place in May 2008 to prepare teachers for the 08-09 school year. All Kinder teachers were trained on Chapter 89 focusing on the program content and design; on analyzing Pre-LAS data and determining students' dominant language by graphing English and Spanish results and analyzing the graphs; on linguistic student grouping to effectively and efficiently meet the needs of all ELLs; and on instructional strategies using the information obtained during the session. Part 2 of the Kinder academy took place on August 14, 2008. Teachers analyzed their 08-09 student data to place students in instructional groups based on dominant language. Additional instructional strategies were imbedded in the 2nd part of the Kinder Academy.

   4. During the 08-09 school year, the Bilingual/ESL department will host a First Grade academy following the model used for Kinder teachers to continue training teachers on language of instruction, language acquisition profiles and state law on bilingual education.

   5. LPAC teams consisting of the LPAC administrator and the LPAC clerk were trained on a monthly basis on compliance issues as well as on instructional information such as the use of the language acquisition profile and analyzing student data to determine language of instruction.

   6. Instructional coordinators continue providing focused staff development to all campuses on an on-going basis emphasizing the ELL population at all grade-levels. The focus for the August 2008 session was Rigor and Relevance coupled with Sheltered Instruction.

   7. During the summer of 2008, all elementary campuses ran a language academy summer program exclusively for recent immigrants/arrivals providing Spanish instruction as well as English as a second language instruction. UISD utilized a veteran teacher exceptionally qualified to train all teachers in the language academy.

   8. Texas A&M International University together with UISD and local school districts hosted a conference on bilingual education entitled "Language, Life and Learning" in which 164 UISD teachers, administrators and coordinators attended. The conference provided a wealth of knowledge for our returning and new teachers. The conference was held on August 15 – 16th, 2008.

   9. A review session for Bilingual/ESL certification will be held on October 18, 2008 free of cost to all district teachers wishing to obtain certification in the areas of Bilingual or ESL. Additional sessions are planned throughout the 08-09 school year.

   10. UISD continues to reimburse teachers tuition, certification assessments and state certification fees upon successful completion of the certification requirements.

   11. UISD continues to provide Bilingual/ESL teachers stipends for servicing ELLs.

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5a. Using the following chart describe the actions the district or charter school will take to ensure that the required bilingual education program will be provided and continued beginning with the 2008-2009 school year, including district or charter school plans for recruiting and training an adequate number of teachers to eliminate the need for subsequent exceptions.

Action Timeline	Grade Levels	Number of Bilingual Teachers to be hired yearly per grade level
2008-2009	PK	
	K	
	1st	11
	2nd	9
	3rd	4
	4th	8
	5th	12
	6th	0
2009-2010	PK	
	K	
	1st	3
	2nd	5
	3rd	5
	4th	4
	5th	7
	6th	0
2010-2011	PK	
	K	
	1st	3
	2nd	5
	3rd	5
	4th	4
	5th	7
	6th	0
2011-2012	PK	
	K	
	1st	3
	2nd	3
	3rd	3
	4th	3
	5th	7
	6th	0
2012-2013	PK	
	K	
	1st	5
	2nd	5
	3rd	5
	4th	5
	5th	5
	6th	0

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5b. (Continue) Using the following chart describe the actions the district or charter school will take to ensure that the required bilingual education program will be provided and continued beginning with the 2008-2009 school year, including district or charter school plans for recruiting and training an adequate number of teachers to eliminate the need for subsequent exceptions.

Action Timeline	Recruiting and Training Dates and Locations
2008-2009	
2008-2009	
2008-2009	
2008-2009	
2008-2009	
2008-2009	
2008-2009	
2008-2009	

6. If your district or charter school applied for an exception in the 2007-2008 school year, please provide evidence of completion of actions taken by the district or charter school in 2007-2008–including documentation of recruitment efforts. *Districts on an Action Plan must submit an updated copy of the plan to include progress made toward reducing the number and percentage of teachers under exception*

1. Although UISD was able to meet its primary goal of ensuring that all ELLs in Pre-Kinder, Kinder and First grade are serviced through an appropriately certified teacher, we are currently submitting this exception report to document the need for additional teachers in the 2nd through 5th grades.

2. For the 08-09 school year, UISD opened its 27th elementary school R.S. Killam Elementary and had the need to hire 5 new teachers for the campus. In addition, 62 new teachers were hired at the elementary level due to growth in enrollment and new vacancies. Out of the new hires, a total of 61 teachers are bilingual/ESL certified or on permit. Based on last year's exception report UISD was able to reduce the number of teachers on the report by 22.

3. Campus administration was notified throughout the 07-08 school year of our goal to hire only appropriately certified teachers in PK – 1st to service our ELL population. As our ELL population grew by 1,104 students, our number of bilingual certified teachers also grew by 76 teachers.

4. UISD is committed to provide the best instructional setting for all our students and we will continue to increase the number of teachers certified in the areas of Bilingual/ESL.

Please return by email this signature page and include superintendent's electronic signature by November 1, 2008 to:

BilingualExceptions_ESLWaivers@tea.state.tx.us

PLEASE DO NOT FAX THIS PAGE

FORM 1: REQUEST FOR EXCEPTION TO THE BILINGUAL EDUCATION PROGRAM

United Independent School District   240-903
District/Charter School Name   County-District Number

Section 3:

I assure that:

- Certified personnel available in the district or charter school 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.

- At least 10% of the bilingual education allotment shall be used to carry out this training program.

- The proposed actions described in this request form will be implemented.

- Documentation of completion of the proposed actions in this form will be submitted to the Texas Education Agency by **November 1, 2009**.

Signature of Superintendent   Date signed

Roberto J. Santos   rsantos@uisd.net
Typed Name of Superintendent   Superintendent's email

956-473-6219   956-728-8691
Superintendent Phone Number   Superintendent Fax Number

Emma Leza   eleza@uisd.net
Contact Person for the District/Charter School   Contact email

956-473-5245   956-473-2092
Contact Phone Number   Contact Fax Number