

1. A 89.1201 (c)

What is the goal of an English as a second language (ESL) program?

2.B 89.1205 (a)

When is a district required to offer a bilingual or ESL program?

3.A 89.1210 (f)

What three needs should an ESL program address?

4.B 89.1210 (a)

What three critical items should be modified for an ESL program?

5.A 89.1210 (e)

Describe the ESL program content and design with regard to the amount of instructional time and teaching strategies?

6.B 89.1215

When should a home language survey be conducted? What two questions should be included?

7.A 89.1220 (c-f)

Describe a district's responsibility with regard to the composition of the LPAC and the training of the committee.

8.B 89.1220 (g-i)

What decisions regarding STAAR must the LPAC make? What decisions would the criteria be based on? How often must the LPAC meet?

9.A 89.1220 (i)

What are the responsibilities of the LPAC to the parents of limited English proficient students?

10. B 89.1220 (k)

How long must progress be monitored after a student exits and ESL program?

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11. A 89.1225 (a-e)

What type of testing should be administered and who should administer the testing to identify limited English proficiency students?

12. B 89.1225 (f-g)

What are the criteria for entering an ESL program? How long does the district have to identify and enroll limited English Proficiency students?

13. A 89.1225 (h)

What are the criteria for exiting and ESL program?

14. B 89.1240

What are the parental responsibilities and rights with regard to ESL placement?