



Bilingual and English as a Second Language Programs

Handbook

Revised November 2019

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This handbook contains state policies copied directly from the Texas Administrative Code §89 Subchapter BB and Texas Education Codes §29.052 for Bilingual Education and Special Language Programs. Included with these policies are local guidelines for serving English Learners at PISD.

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POSITION STATEMENT

“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” (TEC §29.051).

Princeton ISD recognizes that the mastery of English language skills is a prerequisite to effective participation in the state’s educational program. Bilingual education and special language programs can meet the needs of students who are English Learners (ELs) and facilitate their integration into the regular school curriculum. Therefore, in accordance with state (Texas Education Code §29.051 and Texas Administrative Code §89.1201) and federal (Every Student Succeeds Act (ESSA) requirements to ensure equal educational opportunity to every student, and in recognition of the educational needs of English Learners, Princeton ISD provides bilingual and English as a second language programs for each student identified as an English Learner (EL) in pre-kindergarten through grade twelve.

The purpose of this handbook is to:

- Familiarize staff, LPAC members, and parents with the state plan and district guidelines for identifying and serving English learners. The majority of this handbook comes directly from the Texas Education Code and Texas Administrative code and includes district selections for programing and assessments.

DEFINITIONS

English Learner (EL) is defined by the Texas Administrative Code (TAC) §89.1203 as a student who is in the process of acquiring English and has another language as the primary language. The terms English language learner and English learner are used interchangeably and are synonymous with limited English proficient (LEP) student, as used in TEC, Chapter 29, Subchapter B.

The *bilingual education program* is a full-time program of instruction for students in Grades PK-5 in which both the students’ home language and English shall be used for instruction. Bilingual education is required for grades PK-5 if 20 or more EL students are enrolled in one grade level. PISD has 20 or more EL students whose native language is Spanish.

English as a Second Language (ESL) is defined by the Texas Education Code (TEC) §29.052 as a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. The purpose of Princeton ISD’s ESL program is to provide second language instruction for elementary students of other languages than Spanish and older students in grades 6-12 in which bilingual education is not available.

GOALS

The goal of the PISD bilingual education and English as a second language program shall be to meet the needs of students whose primary language is other than English and facilitate their integration into the regular school curriculum. PISD's goal for all EL students in the bilingual or ESL programs is to exit/mainstream into general education classes within five (5) years or less of program entry.

PROGRAM GUIDELINES

The goal of bilingual education and English as a second language programs (ESL) shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language. Bilingual education and ESL programs shall be integral parts of the total school program. These programs shall use instructional approaches designed to meet the specific language needs of English learners. 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 English learners to participate equitably in school. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards (ELPS) required by the state.

These programs shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds. The program shall address the affective, linguistic, and cognitive needs of EL students. In subjects such as art, music, and physical education, EL students shall participate fully with English-speaking students in regular classes provided in the subjects. Students enrolled in the bilingual or ESL program shall also have a meaningful opportunity to participate fully with other students in all extracurricular activities.

Bilingual education and English as a second language (ESL) programs shall be located in the public schools of the school district with equitable access to all educational resources rather than in separate facilities. In order to provide the required bilingual education or ESL programs, school districts may concentrate the programs at a limited number of facilities within the school district. Princeton ISD's bilingual program shall be implemented on the Godwin, Harper, Lacy and Lowe Elementary campuses. Transportation is provided. Princeton ISD's ESL program shall be implemented on every campus within the district PK-12.

Extended Year Program

The district shall offer an optional summer school program for EL children participating in the bilingual or ESL programs who will be eligible for kindergarten or first grade at the beginning of the next school year. Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student. The program shall address the affective, linguistic, and cognitive needs of the English learners. The program shall be operated for a minimum of 120 hours of instruction, and the student/teacher ratio will not exceed 18:1.

PROGRAM ORGANIZATION

The required bilingual education or ESL program shall be provided to every English learner with parental approval until such time that the student meets exit criteria as described in TAC §89.1226(i) or graduates from high school.

Bilingual Education Program

The bilingual education program at PISD shall be a full-time program of instruction for students in Grades PK-5 in which both the students' home language (Spanish) and English shall be used for instruction. PISD has adopted the **transitional bilingual/early exit program model** in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b) (1), for the assigned grade level and content area. The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content (TAC §89.1210). PISD has adopted a ninety percent English and ten percent Spanish transitional/early exit model for its bilingual program; however, the actual 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.

English as a Second Language Program (ESL)

The English as a second language program at PISD shall be an intensive program of instruction in English for students in grades PK-12. PISD has adopted the **ESL/pull-out program model** which is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model (TAC §89.1210).

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

The district shall by local board policy establish and operate a Language Proficiency Assessment Committee on each campus. Each Campus shall have on file, policy and procedures, the selection, appointment, and training of members of the LPAC.

BI/ESL LPAC Members- LPAC committees shall include an appropriately certified bilingual educator (for students served through a bilingual education program), an appropriately certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an English learner participating in a bilingual or ESL program (who is not an employee of the district), and a campus administrator in accordance with Texas Education Code (TEC), §29.063. The parent of each bilingual and ESL student in PISD shall be extended an invitation to attend all meetings regarding bilingual or English as a second language program placement, review, and exit for their child.

Training of LPAC Members- 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. PISD shall be responsible for the orientation and training of all members, including the parents, of the language proficiency assessment committee.

Duties of LPAC-

Upon their initial enrollment and at the end of each school year, the LPAC shall review all pertinent information on all English learners identified in accordance with §89.1226 and shall:

- (1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to TAC §89.1226(b)-(f);
- (2) designate the level of academic achievement of each English learner;
- (3) designate, subject to parental approval, the initial instructional placement of each English learner in the required program;
- (4) facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and
- (5) reclassify students, at the end of the school year only, as English proficient in accordance with the criteria described in TAC §89.1226.

Before the administration of the state criterion-referenced test each year, the LPAC shall determine the appropriate assessment option for each English learner as outlined in Chapter 101, Subchapter AA, (relating to Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments).

STUDENT IDENTIFICATION

Home Language Survey:

Princeton ISD shall administer only one home language survey to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through Grade 12 to establish the student’s language classification for determining whether the district is required to provide a bilingual or English as a second language program. The home language survey shall be administered in English, Spanish, and Vietnamese; for students of other language groups, the home language survey shall be translated into the primary language whenever possible. PISD shall require that the survey be signed by the student's parent or guardian for each student in prekindergarten through Grade 8 or by the student in Grades 9-12 as permitted under the Texas Education Code, §29.056(a)(1). The original copy of the survey shall be kept in the student's permanent record. If an earlier HLS is received from a student’s prior district, and only if that district is a public school in Texas, this will replace the one conducted by the district as the original in the permanent folder.

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 Texas Administrative Code §89.1226. For students previously enrolled in a Texas public school, PISD shall secure the student records, including the home language survey. All attempts to contact the sending district to request records shall be documented. Multiple attempts to obtain the student's home language survey shall be made. If attempts to obtain the student's home language survey from the sending district are unsuccessful, the identification process shall begin while attempts to contact the sending district for records continue throughout the four-week testing and identification period.

Assessment:

Within four weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the home language survey shall be administered the following assessments: *(Note: PISD’s PK students are assessed and identified prior to the first day of attendance for PK qualifying criteria.)*

Oral Language Proficiency Test (OLPT):

Grades PK-1	<ul style="list-style-type: none"> ➤ The listening and speaking components of the state-approved English language proficiency test for identification. • For entry into the BE or ESL program, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.
Grades 2-12	<ul style="list-style-type: none"> ➤ The listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification. • For entry into the BE or ESL program, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.

- OLPT testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in language proficiency testing.

- Princeton ISD shall accept testing, and parental consent, and placement from another district in Texas when a new student enters at the recommendation of the LPAC committee. For students new to the country or the state, a new HLS must be conducted, new testing must be administered, and new parental approval must be obtained before a student can be placed in the bilingual or ESL program.
- If the OLPT reveals that the student's ability in English is so limited that the reading and language arts sections of the ITBS would not be valid, it is not necessary to administer them.
- The district shall implement assessment procedures, which differentiate between language proficiency and handicapping conditions. The admission, review and dismissal (ARD) committee in conjunction with the LPAC committee shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency for students for whom those tests would be inappropriate as part of the individualized education program (IEP).

PLACEMENT OF STUDENTS

The LPAC shall give written notice to the student's parent or guardian, advising that the student has been classified as an English learner and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056. The notice shall include information about the benefits of the bilingual education or ESL program for which the student has been recommended and that it is an integral part of the school program.

Pending parent approval of an English learner's entry into the bilingual education or ESL program recommended by the LPAC, the school district shall place the student in the recommended program. Only English learners with parent approval who are receiving services will be included in the bilingual education allotment.

If parental denial is received, the student is placed in a regular English classroom; however, the student is still classified EL and shall receive instructional supports for English learners.

The LPAC in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English oral language proficiency or norm-referenced assessments cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the LPAC in conjunction with the ARD committee in accordance with TAC §89.1220(f) (relating to Language Proficiency Assessment Committee).

PARENTAL AUTHORITY / NOTIFICATION

Parent means the parent(s) or legal guardian of the student.

The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an English learner and recommended for placement in the required bilingual education or English as a second language (ESL) program. They shall be provided information describing the bilingual education or ESL program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program. The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the bilingual education allotment. The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets exit reclassification criteria or the student graduates from high school, or a change occurs in program placement.

The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a).

A school district may identify, exit, or place a student in a program without written approval of the student's parent or guardian if:

- (1) the student is 18 years of age or has had the disabilities of minority removed;
- (2) the parent or legal guardian provides approval through a phone conversation or e-mail that is documented in writing and retained; or
- (3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

APPEALS

The parent or legal guardian of a student enrolled in a school district that is required to offer bilingual education or ESL programs may appeal to the commissioner of education if the school district fails to comply with the law or the rules. Appeals shall be filed in accordance with TEC Chapter 157 (relating to Hearings and Appeals).

EXIT CRITERIA

For exit from a bilingual education or ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following TEA approved assessments:

Pre Kindergarten and Kindergarten:

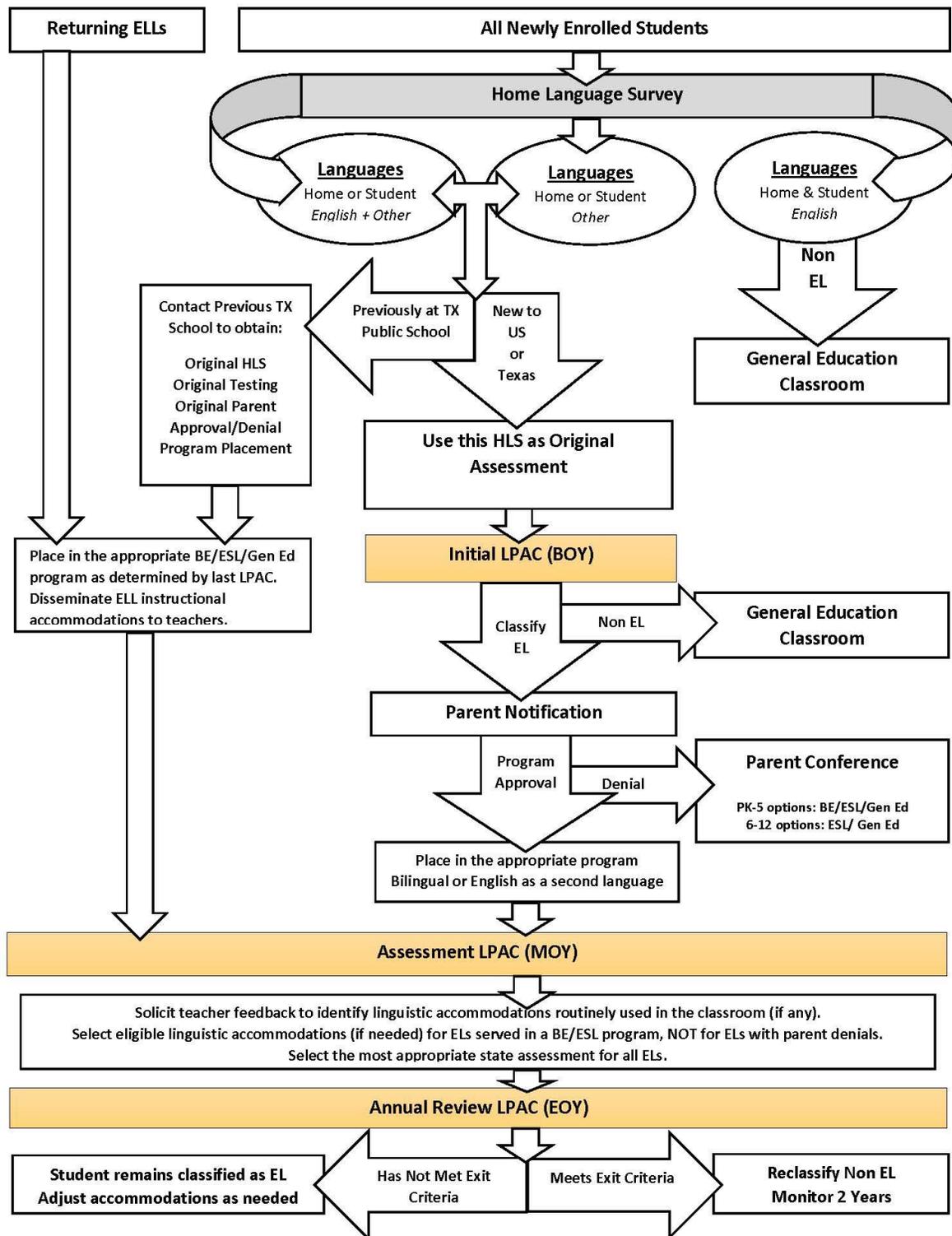
- A student **may not** be exited from the bilingual or the ESL program in prekindergarten or kindergarten TAC 89.1225. Exit criteria for EL students may not be considered until the end of first grade.

Grade 1-Grade 12:

OLPT	A proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing); <i>Las Links</i> (grades 1-12); <u>or</u> advanced high score on <i>TELPAS</i> ; <u>and</u>
ELAR	Passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a) - (<i>Approaches Grade Level Performance on STAAR</i>), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; <u>and</u>
Subjective Teacher Evaluation	The results of a subjective teacher evaluation using the state's standardized rubric: <i>English Learner Reclassification Rubric</i>

- Caution should be exercised when considering exit of students in Grades 1-2. It may be premature in these grades to consider program exit due to developmental factors related to emergent language and literacy TAC 89.1225.
- A student may not be exited from the bilingual education or ESL program if the language proficiency assessment committee has recommended designated supports or accommodations on the state reading or writing assessment instrument.
- Students meeting exit requirements may continue in the bilingual education or ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.
- For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed; however, annual meetings to review student progress and make recommendations for program exit must be made in all instances by the LPAC in conjunction with the ARD committee. Additionally, the LPAC in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions.
- For an English learner with significant cognitive disabilities, the LPAC in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the LPAC in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit.

English Learner Flow Chart



MONITORING OF STUDENTS EXITED FROM THE BILINGUAL/ESL PROGRAM

The language proficiency assessment committee shall monitor the academic progress of each student who has met criteria for exit in accordance with TEC, §29.056(g), for the first two years after reclassification. In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance and consider:

- (1) the total amount of time the student was enrolled in a bilingual education or special language program;
- (2) the student's grades each grading period in each subject in the foundation curriculum under TEC, §28.002(a)(1);
- (3) the student's performance on each assessment instrument administered under TEC, §39.023(a) or (c);
- (4) the number of credits the student has earned toward high school graduation, if applicable; and
- (5) any disciplinary actions taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

REEVALUATION/REENROLLMENT

If the student earns a failing grade in a subject in the foundation curriculum under TEC, §28.002(a)(1), during any grading period in the first two school years after the student is reclassified, the language proficiency assessment committee shall determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be reenrolled in a bilingual education or special language program.

STATE ASSESSMENTS

All ELs are required to participate in the statewide assessment program. LPACs must make and document participation and accommodation decisions in accordance with STAAR requirements based on an individual student basis.

STAAR (3-8 and EOC)	<ul style="list-style-type: none"> • General statewide assessment • Accommodations, or designated supports available for students who meet eligibility • Taken by ELs not administered an assessment below
STAAR Spanish	<p>Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress</p> <ul style="list-style-type: none"> • Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services
STAAR Alternate 2	<p>Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate achievement standards</p>

Assessing Newly Arrived ELS Who Know Little English

In isolated situations if completing an assessment is not in the best interest of a student (e.g., a newly arrived EL who has extremely limited English language skills), the campus may make the determination to submit the test for scoring without requiring the student to complete test. The decision should be documented and communicated to student's parents after the test administration.

Exemptions for Qualifying Unschooled Asylees and Refugees

Amendment to 19 TAC §101.1005 allows for the exemption of certain qualifying EL asylees and refugees from being administered a STAAR assessment in grades 3–8. This exemption only applies to those unschooled asylees and refugees in their first year in U.S. schools. An EL who meets the eligibility criteria below shall not be required to take a STAAR assessment in grades 3–8.

Eligibility Criteria

This exemption applies to an EL who—

- qualifies as an unschooled asylee or refugee in PEIMS
- is in the first year of enrollment in U.S. schools, and
- is in grades 3–8.

To qualify as an unschooled asylee or refugee, each of the following criteria must be met:

- The student must be identified as limited English proficient (EL) and must participate in a state-approved bilingual or ESL program.
- The student's permanent record file must contain appropriate documentation of asylee/refugee status. The student must
 - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, and
 - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum."
- The student's permanent record file must document that
 - the student had little or no formal schooling outside the U.S. and lacked basic primary language literacy upon enrollment in school in the U.S.; and
 - the student is being provided accommodations, or designated supports and other ongoing interventions by the district to meet the student's unique affective, linguistic, and cognitive needs; and
 - as of the semester of the test administration, the student continues to lack the necessary foundation in the TEKS as a direct result of the student's inadequate schooling outside the U.S.

English I EOC Special Provision TAC §101.1007

Section 101.1007 of the TAC includes an English I EOC provision for ELs served in bilingual/ESL programs who meet specified eligibility criteria. An EL who meets the eligibility criteria below shall not be required to retake the assessment each time it is administered if the student passes the course but fails to meet the passing standard on the assessment.

Eligibility Criteria

This provision applies to an EL enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the EL —

- has been enrolled in U.S. schools for 3 school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for 5 school years or less, and
- has not attained a TELPAS advanced high reading rating in grade 2 or above.

*An EL whose parent or guardian has declined bilingual/ESL program services is **not** eligible for this provision.*

This provision acknowledges the unique circumstances of specific ELs whose ability to engage with high school English language arts course material, due to limited time in the U.S. and limited time to learn English, depends on instructional scaffolding, including linguistic accommodations and adaptations, that cannot be provided during the standardized English I EOC assessment. LPACs must maintain documentation of eligibility for the special provision (*See Eligibility for STAAR English I Assessment Special Provision Form*). Eligibility must be determined in conjunction with the student's enrollment in English I/ESOL I. Students who are eligible for the special provision do have the option of retaking the assessment.

DISTRICT BE/ESL PROGRAM FORMS AND RECORDS

All district LPAC forms and records are maintained and accessible online to authorized personnel through *Frontline Education*. The original Home Language Survey shall be maintained in the student's permanent record.

STAFFING AND STAFF DEVELOPMENT

Princeton ISD shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a second language programs.

General education classroom teachers who teach language arts in grades Pre-K through grade twelve are encouraged to obtain an ESL Supplemental Certification. Teachers assigned to the bilingual education program and/or ESL program receive salary supplements as authorized by the TEC, §42.153.

Princeton ISD endorses the position that quality staff development cannot be overemphasized. Princeton ISD will ensure that all bilingual and ESL teachers receive ongoing, in depth staff development in language instruction designed to meet the affective, cognitive, and linguistic needs of all EL students.

PARENT AND COMMUNITY INVOLVEMENT

Princeton ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings.

PISD shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and documents to be sent home.

It is the policy of Princeton ISD to involve the parents in all decisions regarding their child. Parents of students in the bilingual and ESL programs are invited to be a part of the LPAC for the identification, review and exit of their children.

Parents and community members are invited to be a part of the district and campus site-based decision committees.

PISD offers evening English as a Second Language (ESL) classes for parents through the Community Education Program.

ACCOUNTABILITY

PBMAS: Performance-Based Monitoring Analysis System: An automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education).

TELPAS: Texas English Language Proficiency Assessment System (K-12)

STAAR: Texas Assessment of Knowledge and Skills (measures core subjects by grade level)

PROGRAM EVALUATION

All school districts required to conduct a bilingual education or ESL program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

- Evaluation data shall be compiled and documented by each campus at the end of each school year. The Bilingual/ ESL teacher shall compile data on the *LPAC Information Tracking Sheet* and a campus administrator shall compile campus data on the *Bilingual/ESL Annual Evaluation Report*. Copies of these reports shall be sent to the district administrator of the program.

- Each campus shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.
- 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 TEC, §11.253, for the purpose of improving student performance for English learners.

Additional Information

Language Proficiency Assessment Committee (LPAC) Framework Manual © Texas Education Agency.

Texas Administrative Code §89 Subchapter BB

Texas Education Code §29.052

Every Student Succeeds Act (ESSA)

For further information on this or any program offered at Princeton ISD, please contact the following personnel:

Dr. Jackie Hendricks, (469) 952-5400 Ext. 3503
Deputy Superintendent

Campus Principal or Counselor (469) 952-5400