

ALTERNATIVE LANGUAGE PROGRAM AND RECRUITING ACTIVITIES FOR SCHOOL YEAR 2019-2020

Please save a copy of this form prior to submission with the school district's/charter's completed application. Do not attach any other documents when submitting this form. Maintain all other supporting documentation at the local level.

ALTERNATIVE LANGUAGE PROGRAM PEIMS CODES

Alternative Language Program PEIMS Codes can only be utilized if a school district/charter has submitted a bilingual education exception and/or an ESL Waiver and must be used in combination with the appropriate Parent Permission Codes as described below. The [Code Guide](#) for Bilingual and ESL Program Association provides further details on how to appropriately use these codes for participating students.

- If the parent of an English learner approves placement of the student in the bilingual education program but the school district/charter is under a **bilingual education exception**, the Parental Permission Code is E, the Alternative Language Program Code is 01, and the Bilingual Education and ESL Program Codes are 0.
- If the parent of an English learner approves placement of the student in the ESL program but the school district/charter is under an **ESL waiver**, the Parental Permission Code is J, the Alternative Language Program Code is 02, and the Bilingual and ESL Program Codes are 0.

SECTION 1.

Complete this section if applying for a Bilingual Education Exception.

BILINGUAL EDUCATION EXCEPTION - ALTERNATIVE LANGUAGE PROGRAM

What is an Alternative Language Program?

When a school district/charter does not have the appropriately certified teachers to fulfill the requirements of the required bilingual education program [TAC 89.1205(a); 89.1210(c)], the school district/charter must provide an alternative language program as described in the bilingual education exception application documentation. The alternative language program to a bilingual education program may consist of one or more of the following:

- **ESL Content Based Program Model [TAC 89.1210(d)(1)]** – English learners receive all of their content instruction in English language arts and reading (ELAR), mathematics, science, and social studies by teachers who hold a valid classroom teaching certification appropriate for grade level and subject area as well as an ESL certificate.
- **ESL Pull-Out Program Model [TAC 89.1210(d)(2)]** – English learners receive their English language arts and reading (ELAR) instruction by a teacher(s) who hold(s) a valid classroom teaching certificate appropriate for grade level and English Language Arts and Reading (ELAR) as well as an ESL certificate.
- **Content-Based Sheltered Instruction** – English learners receive all of their content instruction in English language arts and reading (ELAR), mathematics, science, and social studies by a teacher(s) who is/are sheltered instruction trained.
- **Sheltered English** – English learners receive their English language arts and reading (ELAR) instruction by a teacher(s) who is/are sheltered instruction trained.
- **Other** – In addition to one or more of the above program features, English learners receive additional primary language support from other educators, including paraprofessionals.

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ALTERNATIVE LANGUAGE PROGRAM DESCRIPTION

Based on one or more of the program features described above, provide a brief description on how the proposed alternative language program(s) to the **bilingual education program** will meet the affective, linguistic, and cognitive needs of English learners. Be sure to describe how the program may differ across campuses or grade levels.

SECTION 2.

Complete this section if applying for an English as a Second Language (ESL) Waiver.

ESL WAIVER - ALTERNATIVE LANGUAGE PROGRAM

What is an Alternative Language Program?

When a school district/charter does not have the appropriately certified teachers to fulfill the requirements of the required English as a second language (ESL) program [TAC 89.1205(c); 89.1210(d)], the school district/charter must provide an alternative language program as described in the ESL waiver application documentation. The alternative language program to an ESL program may consist of one or more of the following:

- **Content-Based Sheltered Instruction** – English learners receive all of their content instruction in English language arts and reading (ELAR), mathematics, science, and social studies by a teacher(s) who is/are sheltered instruction trained.
- **Sheltered English** – English learners receive their English language arts and reading (ELAR) instruction by a teacher(s) who is/are sheltered instruction trained.
- **Other** – In addition to one or more of the above program features, English learners receive additional English language development (ELD) support from other educators, including paraprofessionals.

ALTERNATIVE LANGUAGE PROGRAM

Based on one or more of the program features described above, provide a brief description on how the proposed alternative language program(s) to the **ESL program** will meet the affective, linguistic, and cognitive needs of English learners. Be sure to describe how the program may differ across campuses or grade levels.

SECTION 3.

Complete this section if applying for a Bilingual Education Exception, English as a Second Language (ESL) Waiver, or both.

TARGETED RECRUITING ACTIVITIES PLANNED FOR SCHOOL YEAR 2019-2020 – NARRATIVE RESPONSE

Provide a brief description of recruiting activities that target linguistically and culturally diverse teachers prepared to serve the needs of the state’s English learners. Include dates and locations, if possible.

SECTION 4.

Comply with the following reporting requirements by maintaining supporting documentation as described in this section when applying for a Bilingual Education Exception, English as a Second Language (ESL) Waiver, or both.

PROGRAM EVALUATION

Include the following in the annual school district/charter report on educational performance of the bilingual and/or ESL program, as described in TAC 89.1265(c).

- the number of teachers for whom an exception or waiver was/is being filed;
- the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification; and
- the frequency and scope of a [comprehensive professional development plan](#), implemented as required under TAC 89.1207, and results of such plan if an exception and/or waiver was filed in the previous school year.