

2021-2022 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

CDN: _____

District Name (No abbreviations): _____

ALTERNATIVE LANGUAGE PROGRAM AND RECRUITING ACTIVITIES

WHAT IS AN ALTERNATIVE LANGUAGE PROGRAM (ALP)?

If a district/local education agency (LEA), including school districts, open-enrollment charters, and districts of innovation, does not have the appropriately certified educators for their required bilingual education or English as a second language (ESL) program, the district files the applicable bilingual education exception or ESL waiver for the teacher(s) and student(s) impacted, per 19 TAC §89.1207. Students under the bilingual education exception or ESL waiver will temporarily participate in the alternative language program, as described in the district's application (part 2) for the current school year. Teachers providing the ALP will be supported by the district's comprehensive professional development plan. The ALP must

- align as closely as possible to the district's required bilingual or ESL program;
- meet the affective, linguistic, and cognitive needs of their emergent bilingual (EB) students/English learners (ELs); and
- ensure students are given the opportunity to master the essential knowledge and skills of the required curriculum, including TEKS for foundation and enrichment areas, the English language proficiency standards (ELPS), and college and career readiness standards (CCRS) [19 TAC §89.1207(a)(1)(B) and §89.1207(b)(1)(B)].

WHAT ARE THE APPLICABLE ALTERNATIVE LANGUAGE PROGRAM PEIMS CODES?

The PEIMS Alternative Language Program Code Table will only be utilized if a district has submitted a bilingual education exception and/or an ESL waiver and must be used in combination with the appropriate PEIMS Parental 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 EB student/EL approves placement of the student in the bilingual education program but the district is under a **bilingual education exception**, the student's 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 EB student/EL approves placement of the student in the ESL program but the district is under an **ESL waiver**, the student's Parental Permission Code is J, the Alternative Language Program Code is 02, and the Bilingual and ESL Program Codes are 0.

INSTRUCTIONS

- If applying for
 - a **bilingual education exception only**, complete sections 1, 3, and 4.
 - an **ESL waiver only**, complete sections 2, 3, and 4.
 - **both** a bilingual education exception and an ESL waiver, complete all sections.
- Save a copy of this form prior to submission. Maintain all supporting documentation at the local level.

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SECTION 1: BILINGUAL EDUCATION EXCEPTION ALTERNATIVE LANGUAGE PROGRAM

Complete this section if applying for a bilingual education exception.

FEATURES OF A BILINGUAL EDUCATION EXCEPTION ALP

The temporary alternative language program to a district's required bilingual education program may consist of **one or more** of the following:

- **Aligned to Intended Bilingual Program Model** – The district's intended bilingual education program model, aligned to [TAC §89.1210(c)], is provided by a teacher who is expected to obtain bilingual certification within the current school year. The teacher follows the district's language allocation plan for their intended bilingual program model, including delivery of primary language instruction.
- **Aligned to ESL Content Based Program Model [TAC §89.1210(d)(1)]** – Emergent bilingual (EB) students/English learners (ELs) receive all of their content instruction in English reading and language arts, mathematics, science, and social studies by a teacher(s) who hold(s) a valid classroom teaching certification appropriate for grade level and subject area as well as an ESL certification.
- **Aligned to ESL Pull-Out Program Model [TAC §89.1210(d)(2)]** – EB students/ELs receive their English reading and language arts instruction by a teacher(s) who hold(s) a valid classroom teaching certificate appropriate for grade level and English reading and language arts as well as an ESL certification.
- **Content-Based Language Instruction** – EB students/ELs receive all of their content instruction in English reading and language arts, mathematics, science, and social studies by a teacher(s) who is/are trained in content-based language instruction/sheltered instruction.
- **Supplemental Primary Language Support** – In addition to one or more of the above program features, EB students/ELs receive additional primary language support from other educators, including paraprofessionals.

BILINGUAL EDUCATION ALTERNATIVE LANGUAGE PROGRAM DESCRIPTION

Based on one or more of the ALP features described above, provide a brief description on how the proposed temporary alternative language program to the district's required **bilingual education program** will meet the affective, linguistic, and cognitive needs of EB students/ELs. Be sure to describe how the program may differ across campuses or grade levels.

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SECTION 2: ESL WAIVER ALTERNATIVE LANGUAGE PROGRAM

Complete this section if applying for an English as a second language (ESL) waiver.

FEATURES OF AN ESL ALP

The temporary alternative language program to a district’s required ESL program may consist of **one or more** of the following:

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

ESL ALTERNATIVE LANGUAGE PROGRAM DESCRIPTION

Based on one or more of the ALP features described above, provide a brief description on how the proposed temporary alternative language program to the district’s required **ESL program** will meet the affective, linguistic, and cognitive needs of EB students/ELs. Be sure to describe how the program may differ across campuses or grade levels.

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SECTION 3: RECRUITING ACTIVITIES

Complete this section if applying for a bilingual education exception, ESL waiver, or both.

TARGETED RECRUITING ACTIVITIES PLANNED FOR SCHOOL YEAR 2021-2022 NARRATIVE RESPONSE

Provide a brief description of the district’s planned recruiting activities during the 2021-2022 school year that target linguistically and culturally diverse teachers who are prepared to serve the needs of the district’s emergent bilingual (EB) students/English learners (ELs). Include dates and locations, if possible.

SECTION 4: PROGRAM EVALUATION

Comply with the following reporting requirements by maintaining supporting documentation as described in this section when applying for a bilingual education exception, ESL waiver, or both.

PROGRAM EVALUATION DOCUMENTATION

Include the following in the annual district report on educational performance of the bilingual education 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 appropriate certification; and
- the frequency and scope of a [comprehensive professional development plan](#), implemented as required under 19 TAC §89.1207(a)(1)(D) or §89.1207(b)(1)(D), and results of such plan if an exception and/or waiver was filed in the previous school year.