Texas Education Agency

Waivers

2026-2027 Application for Bilingual Exception / ESL Waiver — Waiver ID: 92494

Application Information

Category: General
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Special Instructions

A Local Education Agency (LEA), including school districts, open-enrollment charters, and districts of innovation are required to identify and serve emergent bilingual (EB) students through bilingual education, per Texas Administrative Code (TAC) §89.1205. If the LEA does not have the appropriately certified educators for their required bilingual or English as a second language (ESL) program, they will file the applicable bilingual exception or ESL waiver for the teachers and students impacted, per 19 TAC §89.1207.

This is a one-year provisional measure taken to report the current needs of the district and to specify the actions to be taken in order to secure the appropriately certified staff, provide training and support to the teachers under the exception/waiver, and verify the implementation of temporary alternative methods that meet the affective, linguistic, and cognitive needs of the emergent bilingual students and align as closely as possible to the required bilingual or ESL program. The district's bilingual/ESL program contact and/or the human resource contact person may complete and submit the exception/waiver application. The application includes a verification that the superintendent has reviewed and approved the application.

- The Alternative Methods Description shall include how the district is going to align the temporary methods as closely as possible to the required bilingual/ESL program to meet the affective, linguistic, and cognitive needs of EB students. Describe the activities and how they will aim to meet the expected goal during this year's cyclical process.
- The Action Plan shall include 3-5 measurable targeted activities planned for the school year to recruit, hire, and retain the appropriate certified teachers. A description of the activity and the goal will be included with the expected completion date during this year's cyclical process.
- The Comprehensive Professional Development Plan will include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year's cyclical process.

To submit your Bilingual Exception/ESL Waiver Application you must provide the district Information on the TEAL Dashboard, including the Alternative Methods Description, a Comprehensible Professional Development Plan, and the Action Plan to actively recruit and retain bilingual/ESL teachers to avoid filing for a Bilingual Exception and/or ESL Waiver in subsequent years.

Alternative Methods and Recruiting Activities

1. BILINGUAL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required bilingual program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process separately by selecting "Add Activity Details" button. This data is mandatory only if you are requesting for BIL exception.

Palacios ISD is committed to serving our emergent bilingual (EB) students in a way that mirrors the intent of a bilingual program as closely as possible. While we work to build our staff capacity, the district provides Supplemental English Language Development (ELD) support, and EB students receive their English Language Arts and Reading (ELAR) instruction from teachers who hold ESL certification. Our alternative methods are designed to meet the affective, linguistic, and cognitive needs of every EB student. Students are welcomed into a supportive learning environment that builds confidence, self-assurance, and pride in their cultural heritage. They receive intensive, intentional instruction to develop proficiency in listening, speaking, reading, and writing in English. In the core content areas, teachers use research-based second

Activity Details Summary

Number	Activity Description	Plan/Goal of the Activity	Completion Date Range
1	Home Language Support and Family Engagement	Affective goal: Honor students' home languages and cultural heritage, build trust between families and schools, and strengthen family engagement. Provide home language support so that families of Emergent Bilingual students can fully participate in their child's education. Ensure that parents are aware and have an understanding of the TEKS, and how they may help their child develop language proficiency.	February - April
2	ESL Certification for Content-Area Teachers	Affective goal: Build students' confidence, self-assurance, and a positive identity with their cultural heritage by honoring and using their home language in the classroom. Linguistic goal: Develop students' proficiency in listening, speaking, reading, and writing in English, as measured by growth on TELPAS. Cognitive goal: Ensure Emergent Bilingual students master the Texas Essential Knowledge and Skills (TEKS) and develop higher-order thinking skills in all core content areas.	May - July

2. ESL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required ESL program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process separately by selecting "Add Activity Details" button. This data is mandatory only if you are requesting for ESL waiver.

Palacios ISD is committed to providing our emergent bilingual (EB) students with an ESL program that meets their affective, linguistic, and cognitive needs as fully as possible. We are requesting an ESL waiver because some of our English Language Arts and Reading (ELAR) teachers do not yet hold ESL certification. During the 2026 27 school year, the district will support these teachers in earning ESL certification by providing training and sharing workshop and test preparation opportunities, while putting supports in place so that EB students continue to receive high-quality, language-focused instruction in the meantime. Our alternative methods are designed to align as closely as possible with the required ESL program. EB students receive Supplemental English Language Development (ELD) support and intensive, intentional

Activity Details Summary

Number	Activity Description	Plan/Goal of the Activity	Completion Date Range
1	Affective and Linguistic Support	Affective goal: Build students' confidence, self-assurance, and a positive identity with their cultural heritage by honoring their home language in the classroom. Linguistic goal: Develop students' proficiency in listening, speaking, reading, and writing in English, as measured by growth on TELPAS. Cognitive goal: Ensure EB students master the Texas Essential Knowledge and Skills (TEKS), use research-based language strategies, & develop higher-order thinking skills in all core content areas.	May - July

3. ACTION PLAN WITH TARGETED RECRUITING ACTIVITIES.

Describe the district's action plan for the current school year. The plan should include 3-5 measurable targeted activities the district will complete during the year to recruit, hire, and retain appropriately certified teachers. A description of the activity and goal will be included with the expected completion date during this year's cyclical process. The activities should (1) demonstrate support for teachers seeking certification, including access to TEA's free certification resources, (2) reflect efforts to recruit certified teachers to the district, and (3) strengthen program implementation by preparing teachers under the bilingual exception or ESL waiver to better serve the needs of the district's emergent bilingual students. Provide the activity information separately by selecting "Add Activity Details" button.

Palacios ISD will actively recruit bilingual and ESL certified teachers by participating in job fairs and advertising open positions through district and regional channels. Recruitment efforts will highlight the district's commitment to serving emergent bilingual (EB) students and will prioritize candidates who hold bilingual or ESL certification. Our goal is to increase the number of bilingual and ESL certified teachers serving EB students in the district. The Human Resources Department will track recruitment activities, including job fairs attended, positions advertised, and the number of bilingual and ESL-certified candidates identified and hired.

Activity Details Summary

Number	Activity Description	Plan/Goal of the Activity	Completion Date Range	Person Responsible
1	Targeted Professional Development	Goal: Increase the number of teachers earn ESL certification. C&I will track teacher participation in Region 3 ESL training and RBIS for language development.	May - July	Bilingual Department Representative

4. COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN.

Include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year's cyclical process.

Palacios ISD will use 10% of its Bilingual Education Allotment (BEA) funds to provide high-impact professional learning for educators serving emergent bilingual (EB) students under an exception or waiver during the 2026 27 school year. Our goal is to ensure that every teacher serving EB students has the knowledge, strategies, and support needed to meet their students' affective, linguistic, and cognitive needs, while helping teachers earn ESL certification so the district can fully meet state program requirements. These funds will support three key professional learning opportunities. First, educators serving under an exception or waiver will participate in the district's annual professional development focused on second language acquisition and effective instruction for EB students. Second, the district will support educators in

Summary

BIL Exception

Language(s)	Number Of	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Program Models	Explanation
Spanish, Vietnamese	Students	10	13	15	22	26	20	27	0	0	0	0	0	0	0	133	Transitional Bilingual Early-Exit	NA
	Classrooms	5	6	7	6	2	2	2	0	0	0	0	0	0	0	30		
	Teachers	5	6	7	6	2	2	2	0	0	0	0	0	0	0	30		

ESL Waiver

Number Of	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Program Models	Explanation
Students	10	13	15	22	26	20	27	14	11	17	11	16	22	13	237		
Classrooms	5	6	7	6	2	2	2	1	2	2	1	2	1	3	42	Pull-Out ESL	NA
Teachers	5	6	7	6	2	2	2	1	2	2	1	2	1	3	42		

LEA Attachments (0)

There are no LEA attachments.

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