

# Bilingual Exception Scenario Chain



**Is our district (including charters and districts of innovation) required to provide a bilingual program?**

We have 20 or more identified emergent bilingual (EB) students with the same language background and in the same grade level district-wide.

**No**

Therefore, our district is **not** required to offer a bilingual program.

If we have any emergent bilingual (EB) students in our district, they shall be offered an English as a second language program (ESL) per TAC 89.1205 (c).

**Yes**

Therefore, our district is required to offer a bilingual education program in the elementary grades per TAC 89.1205 (a).

Elementary grades shall include prekindergarten (pre-k) through fifth grade or through sixth grade if clustered with elementary grades.



## State-Approved Bilingual Programs

Dual Language Immersion Program	Transitional Bilingual Program
<b>Goal</b> <ul style="list-style-type: none"> <li>Bilingualism and Biliteracy in Partner Language and</li> <li>English Academic achievement in both languages</li> <li>Global awareness</li> </ul>	<b>Goal</b> <ul style="list-style-type: none"> <li>Partner language used as a resource</li> <li>Full proficiency in English to effectively participate in school</li> </ul>
<b>Instruction</b> <ul style="list-style-type: none"> <li>Literacy and academic content in partner language and English</li> <li>Teacher(s) certified in grade level/content area and in bilingual education (or partner teaching with an ESL certified teacher delivering the English component)</li> <li>At least half of instruction delivered in the students' partner language at each grade level for the duration of the program</li> </ul>	<b>Instruction</b> <ul style="list-style-type: none"> <li>Literacy and academic content in partner language and</li> <li>English Teacher(s) certified in grade level/content area and in bilingual education</li> <li>Partner language instruction decreases as English is acquired</li> </ul>



## State-Approved Bilingual Program Models

Dual Language Immersion Program Models		Transitional Bilingual Programs Models	
What is the population of students participating in the dual language immersion program?		How many years are emergent bilingual students intended to participate before being prepared for reclassification based on the instructional model?	
One-Way	Two-Way	Late Exit	Early Exit
Identified emergent bilingual students with the same partner language	Identified emergent bilingual students with the same partner language AND English proficient students	Not earlier than six or later than seven years after enrollment in school	Not earlier than two or later than five years after enrollment in school
<ul style="list-style-type: none"> <li>Instruction may begin with a majority percentage of the language other than English OR may begin at an equal half with English but will eventually attain an equal half, 50/50, of instruction in both languages through the duration of the program.</li> <li>As EB students are reclassified as English proficient, it is intended for these students to remain in the dual language immersion program through its duration to support the goals to gain bilingualism and biliteracy, academic achievement in both languages, and global awareness.</li> <li>Instruction utilizes CBLI methods: Second Language Acquisition, Linguistically Sustaining Practices, and Varied Instructional Supports.</li> </ul>		<ul style="list-style-type: none"> <li>Instructions designed to shift from majority partner language to majority English to align with goal for number of years until reclassification.</li> <li>If EB students have not been reclassified within five years of enrollment, the transitional bilingual program continues to be offered to these students through the duration of the elementary grades.</li> <li>Instruction utilizes CBLI methods: Second Language Acquisition, Linguistically Sustaining Practices, and Varied Instructional Supports.</li> </ul>	

Continue to [Transitional Bilingual Programs](#)

Continue to [Dual Language Immersion](#)





Do we have the appropriately certified teachers?  
Will a Bilingual Exception need to be filed?

## Dual Language Immersion

**Self-contained** (one teacher for all content) at any grade level from pre-k through 6th grade

Teacher Certifications (Applies to teachers serving EB students)	Bilingual Exception Needed*	Implemented Program Model	PEIMS Program Code**	PEIMS Parent Permission Code
<ul style="list-style-type: none"> <li>Certified in content/grade level; and</li> <li>Holds bilingual certification</li> </ul>	No	Dual Language Immersion One-Way	BE: 5 ESL: 0 ALT: 00	D: Parent Approved Bilingual Program
		Dual Language Immersion Two-Way	BE: 4 ESL: 0 ALT: 00	
<ul style="list-style-type: none"> <li>Certified in content/grade level;</li> <li>DOES NOT hold bilingual certification; and</li> <li>Certified in ESL</li> </ul>	Yes	Temporary Alternative Methods aligned as closely as possible to the program as described in the Bilingual Exception application Meets ESL Content-Based program requirements	BE: 0 ESL: 0 ALT: 01	E: Parent Approved Bilingual Program, but the district/Local Education Agency (LEA) is implementing temporary alternative methods approved by TEA due to the district's submission of a Bilingual Exception for the current school year
<ul style="list-style-type: none"> <li>Certified in content/grade level;</li> <li>DOES NOT hold bilingual certification;</li> <li>NOT certified in ESL; and</li> <li>EB students receive English Language Arts and Reading (ELAR) instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class</li> </ul>	Yes; no additional ESL Waiver required	Temporary Alternative Methods aligned as closely as in the district's Bilingual Exception application that may include, but is not limited to, CBLI instruction training	BE: 0 ESL: 0 ALT: 01	
<ul style="list-style-type: none"> <li>Certified in content/grade level;</li> <li>DOES NOT hold bilingual certification; and</li> <li>NOT certified in ESL</li> </ul>		Temporary Alternative Methods aligned as closely as possible to the program as described in the Bilingual Exception application Application that may include, but is not limited to, CBLI instruction training	BE: 0 ESL: 0 ALT: 01	

**Paired teaching** (two teachers only for all content) at any grade level from pre-k through 6th grade

Teacher Certifications (Applies to teachers serving EB students)	Bilingual Exception Needed*	Implemented Program Model	PEIMS Program Code**	PEIMS Parent Permission Code
Both: <ul style="list-style-type: none"> <li>Certified in content/grade level; and</li> <li>Holds bilingual certification</li> </ul>	No	Dual Language Immersion One-Way	BE: 5 ESL: 0 ALT: 00	D: Parent Approved Bilingual Program
		Dual Language Immersion Two-Way	BE: 4 ESL: 0 ALT: 00	
<ul style="list-style-type: none"> <li>Both certified in content/grade level;</li> <li>Teacher instructing in English certified in ESL; and</li> <li>Teacher instructing in language other than English holds bilingual certification</li> </ul>	No	Dual Language Immersion One-Way	BE: 5 ESL: 0 ALT: 00	
		Dual Language Immersion Two-Way	BE: 4 ESL: 0 ALT: 00	



The Bilingual Exception application asks for number of classrooms, number of teachers, teacher names, and number of students under the exception. For each classroom scenario resulting in an exception, calculate the number of classrooms and students that are receiving some or all of their content instruction by teachers who are not appropriately certified in bilingual or ESL as applicable; calculate the number of teachers by how many are not appropriately certified in bilingual or ESL as applicable. Classroom calculations shall align with TEC§25.112 class size regulations.



BE = Bilingual Program Code, ESL = English as a Second Language Program Code, ALT = Alternative Methods Code (only to be used when the district has filed a Bilingual Exception or English as a Second Language Waiver).

Updated September 2024





Do we have the appropriately certified teachers?  
Will a Bilingual Exception need to be filed?

## Dual Language Immersion

**Departmentalized** (more than one teacher for all content) at any grade level from pre-k through 6th grade

Teacher Certifications (Applies to teachers serving EB students)	Bilingual Exception Needed*	Implemented Program Model	PEIMS Program Code**	PEIMS Parent Permission Code
All: <ul style="list-style-type: none"> <li>Certified in content/grade level; and</li> <li>Holds bilingual certification</li> </ul>	No	Dual Language Immersion One-Way	BE: 5 ESL: 0 ALT: 00	D: Parent Approved Bilingual Program
		Dual Language Immersion Two-Way	BE: 4 ESL: 0 ALT: 00	
<ul style="list-style-type: none"> <li>All certified in content/grade level;</li> <li>NONE or some DO NOT hold bilingual certification; and</li> <li>All certified in ESL</li> </ul>	Yes	<b>Temporary Alternative Methods</b> aligned as described in the district's Bilingual Exception application  Meets ESL Content-Based program requirements	BE: 0 ESL: 0 ALT: 01	E: Parent Approved Bilingual Program, but the district/LEA is implementing temporary alternative methods approved by TEA due to the district's submission of a Bilingual Exception for the current school year
<ul style="list-style-type: none"> <li>All certified in content/grade level;</li> <li>NONE or some DO NOT hold bilingual certification; and</li> <li>ELAR teacher certified in ESL or EB students receive ELAR instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class</li> </ul>	Yes; no additional ESL Waiver required	<b>Temporary Alternative Methods</b> aligned as described in the district's Bilingual Exception application that may include, but is not limited to, CBLI instruction training	BE: 0 ESL: 0 ALT: 01	
<ul style="list-style-type: none"> <li>All certified in content/grade level;</li> <li>NONE or some DO NOT hold bilingual certification; and</li> <li>ELAR teacher NOT certified in ESL</li> </ul>		<b>Temporary Alternative Methods</b> aligned as described in the district's Bilingual Exception application that may include, but is not limited to, CBLI instruction training	BE: 0 ESL: 0 ALT: 01	



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**Do we have appropriately certified teachers in elementary levels serving all our EB students?  
Will an ESL Waiver need to be filed?**

## Transitional Bilingual

**Self-contained** (one teacher for all content) at any grade level from pre-k through 6th grade

Teacher Certifications	Bilingual Exception Needed*	Implemented Program Model	PEIMS Program Code**	PEIMS Parent Permission Code
<ul style="list-style-type: none"> <li>Certified in content/grade level; and</li> <li>Holds bilingual certification</li> </ul>	No	<b>Bilingual Transitional Early Exit</b>	BE: 2 ESL: 0 ALT: 00	<b>D:</b> Parent Approved Bilingual Program
		<b>Bilingual Transitional Late Exit</b>	BE: 3 ESL: 0 ALT: 00	
<ul style="list-style-type: none"> <li>Certified in content/grade level;</li> <li>DOES NOT hold bilingual certification; and</li> <li>Certified in ESL</li> </ul>	Yes	<b>Temporary Alternative Methods</b> aligned as closely as possible to the program as described in the district's Bilingual Exception application  Meets ESL Content-Based program requirements	BE: 0 ESL: 0 ALT: 01	<b>E:</b> Parent Approved Bilingual Program, but the district/Local Education Agency (LEA) is implementing an alternative language program approved by TEA due to the district's submission of a Bilingual Exception for the current school year
<ul style="list-style-type: none"> <li>Certified in content/grade level;</li> <li>DOES NOT hold bilingual certification;</li> <li>NOT certified in ESL; and</li> <li>EB students receive English Language Arts and Reading (ELAR) instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class</li> </ul>	Yes	<b>Temporary Alternative Methods</b> aligned as closely as possible to the program described in the district's Bilingual Exception  Meets ESL Pull-Out program requirements	BE: 0 ESL: 0 ALT: 01	
<ul style="list-style-type: none"> <li>Certified in content/grade level;</li> <li>DOES NOT hold bilingual certification; and</li> <li>NOT certified in ESL</li> </ul>	Yes	<b>Temporary Alternative Methods</b> aligned as closely as possible to the program described in the district's Bilingual Exception application that may include, but is not limited to, CBLI instruction training	BE: 0 ESL: 0 ALT: 01	



*The Bilingual Exception application asks for number of classrooms, number of teachers, teacher names, and number of students under the exception. For each classroom scenario resulting in an exception, calculate the number of classrooms and students that are receiving some or all of their content instruction by teachers who are not appropriately certified in bilingual or ESL as applicable; calculate the number of teachers by how many are not appropriately certified in bilingual or ESL as applicable. Classroom calculations shall align with TEC§25.112 class size regulations.*



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**Do we have appropriately certified teachers in elementary levels serving all our EB students?  
Will an ESL Waiver need to be filed?**

## Transitional Bilingual

**Departmentalized** (more than one teacher for all content) at any grade level from pre-k through 6th grade

Teacher Certifications	Bilingual Exception Needed*	Implemented Program Model	PEIMS Program Code**	PEIMS Parent Permission Code
<b>All:</b> <ul style="list-style-type: none"> <li>Certified in content/grade level; and</li> <li>Certified in bilingual education</li> </ul>	No	<b>Bilingual Transitional Early Exit</b>	<b>BE: 2</b> ESL: 0 ALT: 00	<b>D:</b> Parent Approved Bilingual Program
		<b>Bilingual Transitional Late Exit</b>	<b>BE: 3</b> ESL: 0 ALT: 00	
<ul style="list-style-type: none"> <li>All certified in content/grade level;</li> <li>NOT all hold bilingual certification</li> <li>All certified in ESL</li> </ul>	Yes	<b>Temporary Alternative Methods</b> aligned as closely as possibly to the program described in the district's Bilingual Exception  Meets ESL Content-Based program requirements	<b>BE: 0</b> ESL: 0 ALT: 01	<b>E:</b> Parent Approved Bilingual Program, but the district/LEA is implementing an alternative language program approved by TEA due to the district's submission of a Bilingual Exception for the current school year
<ul style="list-style-type: none"> <li>All certified in content/grade level;</li> <li>NOT all hold bilingual certification; and</li> <li>ELAR teacher certified in ESL or EB students receive ELAR instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class</li> </ul>	Yes; no additional ESL Waiver required	<b>Temporary Alternative Methods</b> aligned as closely as possibly to the program described in the district's Bilingual Exception  Meets ESL Pull-Out program requirements	<b>BE: 0</b> ESL: 0 ALT: 01	
<ul style="list-style-type: none"> <li>ALL certified in content/grade level;</li> <li>NOT ALL hold bilingual certification; and</li> <li>ELAR teacher NOT certified in ESL</li> </ul>		<b>Temporary Alternative Methods</b> aligned as closely as possibly to the program described in the district's Bilingual Exception application that may include, but is not limited to, CBLI instruction training	<b>BE: 0</b> ESL: 0 ALT: 01	



*The Bilingual Exception application asks for number of classrooms, number of teachers, teacher names, and number of students under the exception. For each classroom scenario resulting in an exception, calculate the number of classrooms and students that are receiving some or all of their content instruction by teachers who are not appropriately certified in bilingual or ESL as applicable; calculate the number of teachers by how many are not appropriately certified in bilingual or ESL as applicable. Classroom calculations shall align with TEC§25.112 class size regulations.*



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