



Fabens Independent School District
821 N.E. "G" Avenue
P.O. Box 697
Fabens, TX 79838
(P)915-765-2600 (F)915-764-3115

Memorandum

Date: October 16, 2024

To: Fabens ISD Board of Trustees

Through: Mr. Martin Torres, Acting Superintendent

From: Dr. Rogelio Segovia, Assistant Superintendent

Re: Texas Education Agency Bilingual Education Exceptions and ESL Waiver Approval

In accordance with Texas Administrative Code (TAC) §89.1205, school districts are mandated to identify and serve emergent bilingual (EB) students through bilingual education programs.

If an LEA lacks appropriately certified educators for its bilingual or English as a Second Language (ESL) programs, it is required to file the relevant bilingual exception or ESL waiver as outlined in 19 TAC §89.1207. The objective is to secure appropriately certified educators while providing necessary training and support for teachers operating under the bilingual exception or ESL waiver.

Currently, Fabens ISD has three staff members who are not bilingual certified: one at Fabens Elementary and two at O'Donnell Intermediate School. This affects a total of 73 students, including 17 kindergarteners and 56 third graders.

As per the waiver, the district is committed to recruiting and supporting highly qualified bilingual teachers through the following initiatives:

- Participate in job fairs to actively recruit bilingual certified teachers and fill current vacancies by the end of the academic year.
- Offer training for long-term substitutes and bilingual teachers focused on second language acquisition practices and evidence-based strategies
- Provide study materials and resources for teachers pursuing bilingual certification. Implement a reimbursement initiative to reduce financial barriers for those taking the bilingual certification test.
- Continue to promote the teacher residency program to attract highly qualified candidates for bilingual roles.
- Deliver training sessions led by bilingual experts using various modalities, including instructional coaching and peer coaching.
- Prioritize technology to enhance instructional methods and create immersive learning experiences for students.
- Offer professional growth for bilingual certified teachers, non-bilingual certified teachers, and campus coaches.
- Provide sessions in multiple formats to accommodate diverse schedules, including face-to-face, fully online, and facilitated online courses.



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- Consider attendance at relevant state conferences addressing the needs of English learners, such as the What's Working for English Learners and Title III Symposium.
- Cover a range of topics into professional learning communities such as lesson study, , data analysis.

Attached is the waiver form that will be submitted to the Texas Education Agency for review and approval.



Waivers

2024-2025 Application for Bilingual Exception / ESL Waiver

Waiver ID: 78700

Application Information

Category: General

Creator: Rogelio Segovia, District Editor

Status: Draft

Creation Date: 10/7/2024

Approving Superintendent:

Assigned To: Rogelio Segovia

Creator Email: segovia13@gmail.com

Approving Superintendent Email:

LEA Contact

Full Name: Rogelio Segovia

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LEA Information

LEA: FABENS ISD (071903)

Address: P O BOX 697, FABENS, TX 79838-0697

Phone: (915) 765-2600

HR Director Contact

Full Name: Aide Polanco

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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 Comprehensive 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.

The district plans to align temporary alternative methods as closely as possible to the required bilingual program in order to effectively meet the affective, linguistic, and cognitive needs of English bilingual students by focusing professional development opportunities on program implementation, language acquisition, and academic content tailored specifically for English learners. These sessions will be delivered by bilingual experts in various modalities, including instructional coaching, to ensure that teachers are equipped with the necessary skills and knowledge. Furthermore, the integration of technology will be prioritized to enhance instructional methods and foster innovative learning experiences. Technology tools will create immersive environments, allowing students to engage with English language contexts and practice

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.

NA

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 complete date during this year's cyclical process. The activities should (1) demonstrate support for teachers seeking certification (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.

The district will take proactive steps to recruit bilingual certified teachers by participating in various job fairs to fill current vacancies. Additionally, it will provide professional development opportunities for all teachers, particularly focusing on equipping long-term substitute teachers with skills that foster academic growth and effective second language acquisition practices, along with evidence-based strategies to improve student outcomes. To further support educators, the district will supply resources and study materials for those preparing for the bilingual certification exam. Moreover, an exam fee reimbursement initiative will be implemented to assist teachers who wish to challenge the bilingual certification test. By the end of the academic year, the district aims to hire the number needed of bilingual-certified teachers through

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.

The district plans to utilize ten percent of the Bilingual Education Allotment funds to implement a comprehensive professional development plan aimed at preparing teachers under an exception or waiver through high impact learning opportunities. This will include various delivery formats to accommodate diverse learning preferences, such as face to face sessions where presenters share information and facilitate activities that reinforce key concepts. Additionally, fully online courses could be offered for self paced learning, alongside online sessions with a facilitator who can provide support and answer questions. We will also promote participation in relevant state conferences, such as Whats Working for English Learners, the Title III Symposium, and the Texas Computer Education Association and Elementary Technology

Summary

BIL Exception

Campus Name	Language	Number Of	All Grades	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Program Models	Explanation		
<input type="button" value="Delete"/>	FABENS EL	Spanish	Students		0	17	0	0	0	0	0	0	0	0	0	0	0	0	Dual Language Immersion One-Way	NA	
			Classrooms		0	1	0	0	0	0	0	0	0	0	0	0	0	0			0
			Teachers		0	1	0	0	0	0	0	0	0	0	0	0	0	0			0
			Teacher Name	Aisela Sosa		✓															
			Teacher Name	Unknown		0	0	0	0	0	0	0	0	0	0	0	0	0			0
<input type="button" value="Delete"/>	JOHANNA O'DONNELL INT	Spanish	Students		0	0	0	0	56	0	0	0	0	0	0	0	0	0	Dual Language Immersion One-Way	NA	
			Classrooms		0	0	0	0	2	0	0	0	0	0	0	0	0	0			0
			Teachers		0	0	0	0	2	0	0	0	0	0	0	0	0	0			0
			Teacher Name	Ana Castillo		✓															
			Teacher Name	Guadalupe Chavez		✓															
Teacher Name	Unknown		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				

LEA Attachments (0)

There are no LEA attachments.