NEISD

Dual Language Program Guidelines

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A. Mission Statement

To empower and develop bilingual, bi-literate, bicultural students

B. Program Goals

- Provide an opportunity for students to acquire a second language while maintaining their native language and culture.
- Maintain academic performance at or above grade level as measured by classroom grades, common assessments, benchmarks and state assessments.
- Develop high, positive cross-cultural understanding and appreciation.

C. Definitions from TEC 89.1203

Emergent Bilingual (EB) /English Learner (EL)
An EB is defined as a person who is in the process of acquiring English and has another language as their first native language. The terms English learner and limited English proficient student are used interchangeably.

Non-Emergent Bilingual (Non-EB)
A Non-EB is defined as a student whose parent/guardian has requested placement in the Two Way Immersion/Dual Language Program. This student is in the process of acquiring Spanish as a second language and has English as their native language.

The Two-Way Immersion/Dual Language Program (TWIDLP)
An educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language. The implementation of a dual language immersion program model is optional. The ideal composition of a Two-Way classroom is half native Spanish speakers and half native English speakers.

The One-Way Immersion/Dual Language Program (OWIDLP)
An educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language. The implementation of a dual language immersion program model is optional. The composition of a One-Way classroom is all native Spanish speakers.

D. Supporting Research

The Two-Way Immersion/Dual Language Program is based on research conducted by Virginia Collier, PhD and Wayne Thomas, PhD. The research was conducted in 16 states from 1985 to the present, and analyzed 6.2 million student records (Collier & Thomas, 2010). Native English speakers and native Spanish speakers need between four to seven years to demonstrate what they know on school tests in their second language, at the level of the native speaker of that language (p. 27).

The research describes the two-way immersion, dual language model as an additive model. The students are adding the target language to their linguistic repertoire (p.39). Students are educated throughout the day in cognitively challenging, grade level academic content in interactive classes that emphasize solving problems in authentic, real world contexts. Alternating between languages takes place not by translation, but by subject or thematic unit or instructional time, so that after several years students become academically proficient in both languages of instruction, able to do academic work on grade level in either language. (Collier and Thomas, 2010)

Recent empirical research shows that Emergent Bilinguals (EBs) acquire enough English proficiency to be tested equitably in English only after five to six years of schooling. (Tsang, Katz & Stack, 2008)

Other research suggests that fully proficient bilinguals often demonstrate certain cognitive advantages. Bilingual students perform better than monolingual students on tasks that call for divergent thinking, pattern recognition, and problem solving. (Cloud, Genesee & Hamayan, 2000)

To view research from Drs.Thomas and Collier go to https://www.thomasandcollier.com/monographs. Additional resources utilized include the Guiding Principles for Two-Way Immersion/Dual Language Education which can be accessed through http://www.cal.org/twi/guidingprinciples.htm.

E. Communication Regarding the Dual Language Program and Enrollment Process

Each campus and the district Bilingual/ESL Department will communicate the timeline and procedures for parents and guardians who may be interested in selecting the Dual Language Program for their entering kindergarten or first grade student with principal discretion.

The communication forum may include notification through the district and all elementary campus websites, email blasts, and posters with information on all elementary campuses.

F. Entry Criteria for Emergent Bilingual (EB) Students

Native Spanish speakers who have met the state entry requirements for bilingual services (one-way or two-way dual language) shall participate for the duration of their eligibility. Parents of coded EB students may opt for continued program participation. Those students who meet exit criteria will lose the EB code in PEIMS. Students in this category will have their classification changed from EB participant to a Non-EB participant.

G. Criteria for Non-Emergent Bilingual (Non-EB - Native English Speaking) Students

1. Non-EB Students New To the Dual Language Program

Native English speakers may enter the TWIDLP during Kinder. First graders may also enter the program with principal discretion. Class size must remain within the state guidelines for dual language programs. There may be non-EB students on a waiting list for classrooms in order to adhere to size and student participant requirements as defined through the Commissioner's Rules for dual language.

Parents of native English speakers entering Kinder will need to complete all steps on the Parent Task Checklist. The checklist requirement of attending a parent meeting could be waived only if approved by the campus principal.

2. Non-EB Students Continuing in the Dual Language Program from another District

Native English speakers who have record of participation in a Two-Way Immersion/Dual Language Program in another district may enter at their appropriate grade level provided there is space. These potential students at grades 2-5 may be assessed for oral proficiency in reading and writing in English and Spanish using LAS-Links if their previous district did not conduct any baseline or annual testing.

3. Removal and/or Withdrawal of Non-EB Students from the Dual Language Program

An English Proficient student's participation may be revoked or blocked from the dual language program by the principal for excessive absences or tardies, discipline problems, major violations of the Student Code of Conduct, and failure of the student/parent to comply with school policies and procedures, to include disruptions of the day-to-day operations of the classroom/school. Campus shall have documented communication with the parent/guardian before the student is removed from the program.

Any Non-Emergent bilingual student who withdraws and/or is removed from the dual language program must return to their home campus. Home Campus is based on primary residence. In the event that the Dual Language campus is the students Home Campus, he/she will be placed in a General Education classroom.

4. Siblings of Participating Non-EB Dual Language Students within the Home Cluster

For the purpose of the dual language program, siblings are defined as biological brothers and sisters, adopted, step and/or half brothers and sisters, foster children who are residing at the same address.

Siblings will receive first consideration for available seats in a dual language classroom.

In the event that the number of interested siblings exceeds the anticipated seats available, a lottery for these students will take place. Anticipated seats may vary from campus to campus. (See section on Lottery Procedures)

In order to keep families together, siblings who are not enrolled in the dual language program will have consideration to attend the same assigned cluster campus as their sibling in a **general education classroom <u>if space is available</u>**. Students who fall under these categories will need to complete a school choice application. Once the older sibling participating in the DL program has completed 5th grade, the younger non-participating sibling shall return to the home campus.

Non-participating siblings of the dual language program may be revoked or blocked by the principal for excessive absences or tardies, discipline problems, major violations of the Student Code of Conduct, and failure of the parent to comply with school policies and procedures, to include disruptions of the day-to-day operations of the school.

<u>Pre- Kindergarten siblings are the exception and must attend the assigned campus Pre-Kindergarten program.</u>

H. Preferred Dual Language Campus (PDLC)

1. Definition of PDLC

The Preferred Dual Language Campus (PDLC) option allows eligible students to request a transfer to attend a Dual Language program at a campus other than their assigned home Dual Language campus, subject to district guidelines and availability.
PDLC is a program-specific transfer and applies only to placement in the Dual Language program. It does not constitute a general education transfer and does not guarantee enrollment at a requested campus.

Students approved for PDLC must remain actively enrolled and participating in the Dual Language program. Failure to maintain active participation may result in revocation of the transfer and return to the student's home campus.

PDLC does not supersede attendance-area residency rights, campus capacity limitations, or district enrollment priorities.

2. PDLC Campus Attendance Zone & Dual Language Cluster Requirements

Students who reside within the attendance zone of a campus that offers a Dual Language program are eligible to attend that campus's Dual Language program without submitting a PDLC application, provided space is available within the program.

Each student is assigned a home campus based on the student's residential attendance zone. Through the district's Dual Language cluster system, each home campus is assigned to a designated Dual Language campus that serves that attendance zone. Please refer to the **Bilingual Clusters Map.**

If a parent/guardian wishes for a student to attend a Dual Language campus outside of the student's assigned Dual Language cluster, a PDLC application is required.

All PDLC applications for campuses outside of a student's assigned Dual Language cluster are subject to:

- Program and Campus Capacity
- District Transfer Guidelines
- PDLC Processing Rules and Priorities

Attendance-area residents will always be placed before any PDLC transfer student, regardless of transfer category.

Submission of a PDLC application does not override attendance-area residency rights and does not guarantee placement.

3. General PDLC Eligibility & Application Guidelines

The PDLC application window is from the first school business day of December through the last school business day of July.

All applications must be submitted online.

Only one application per student per school year may be submitted.

For new students to the district, the PDLC application must be submitted within five (5) school business days from the student's verified enrollment date.

Once a PDLC transfer is granted, reapplication is not required annually as long as the student remains at the same PDLC campus.

A new PDLC application is required for middle school if the student wishes to attend a campus outside of the assigned cluster.

Decisions are based on campus enrollment and availability in the Dual Language program.

The transfer is only for the Dual Language program. The student shall remain an active participant throughout his/her stay at the PDLC or be returned to the home campus.

Transfers may be revoked or blocked by the principal due to:

- Excessive absences or tardies
- Discipline issues or major violations of the Student Code of Conduct
- Failure to comply with campus policies and procedures
- Disruptions to classroom or school operations

If the transfer is revoked, the student will return to the home campus in accordance with Dual Language guidelines.

Transportation will be the responsibility of the parent/guardian.

All PDLC decisions are final and are not subject to appeal.

4. PDLC Application Processing & Decisions

All PDLC applications are processed by the Bilingual/ESL Department.

Applications are evaluated based on:

- Campus enrollment
- Dual Language program capacity
- Attendance-area requirements
- PDLC priority structure

PDLC applications are processed on a first-come, first-served basis within each priority category.

5. PDLC Priority Processing Structure

When PDLC applications exceed available capacity, placements will be considered in the following order:

Tier 1: Siblings of Current Participating Dual Language Students

- Siblings of students actively enrolled and participating in the Dual Language program at the requested PDLC campus may be given preference.
- This preference applies only to siblings applying for placement in the Dual Language program.
- Sibling applications within this tier are processed on a first-come, first-served basis.
- Sibling preference does not override campus capacity limits and does not guarantee placement.

Tier 2: Children of District Employees

Children of eligible district employees will be considered after Tier 1 unless they also qualify under Tier 1.

Tier 3: All Other PDLC Applicants

Remaining applicants will be considered on a first-come, first-served basis, subject to available capacity.

Placement is dependent on remaining availability after higher-priority tiers are satisfied.

6. Preferred Dual Language Campus - Employee Child

The parent/guardian must be a full-time or part-time employee of NEISD.
For new employees, the PDLC application must be submitted within five (5) school days of hire.

The PDLC application window is from the first school business day of December through the last school business day of July.

All applications must be submitted online.

Only one application per student per school year may be submitted

Once a PDLC transfer is granted, reapplication is not required annually as long as the student remains at the same PDLC campus.

A new PDLC application is required for middle school if the student wishes to attend a campus outside of the assigned cluster.

Decisions are based on campus enrollment and availability in the Dual Language program.

The transfer is only for the Dual Language program. The student shall remain an active participant throughout his/her stay at the PDLC or be returned to the home campus.

7. Revocation of PDLC Placement and Return to Home Campus

Transfers may be revoked or blocked by the principal due to:

- Excessive absences or tardies
- Discipline issues or major violations of the Student Code of Conduct
- Failure to comply with campus policies and procedures
- Disruptions to classroom or school operations

If the transfer is revoked, the student will return to the home campus in accordance with Dual Language guidelines.

Transportation will be the responsibility of the parent/guardian.

The PDLC transfer agreement immediately ceases if the employee is no longer employed by NEISD, and the student will be required to return to the home campus.

All PDLC decisions are final and are not subject to appeal.

8. Siblings of Participating Dual Language Students under PDLC

For the purpose of the dual language program, siblings are defined as biological brothers and sisters, adopted, step and/or half brothers and sisters, foster children who are residing at the same address.

In order to keep families together, siblings who are not enrolled in the dual language program will have consideration to attend the same assigned cluster campus as their sibling in a general education classroom if space is available. Students who fall under these categories will have to be included in the PDLC Application.

Non-participating siblings of the dual language program are not guaranteed a seat at the PDLC campus.

Pre- Kindergarten siblings are the exception and must attend the assigned campus Pre-Kindergarten program.

Siblings not in the program must follow the receiving campus's code of conduct and attendance policy. Administrators reserve the right to revoke a student's program placement for conduct or attendance violations.

If placement is revoked for a participating Dual Language student, any non-participating sibling must also return to the home campus.

If placement is revoked for a non-participating sibling of a Dual language student, the non-participant must return to the home campus.

If multiple siblings are participating in the Dual Language program, revocation applies only to the student who violates policy.

Once the older participating Dual Language sibling completes 5th grade, the younger non-participating sibling shall return to the home campus.

I. Transportation for Dual Language Participants and Siblings

Transportation will be provided for dual language enrollees and siblings within the bilingual cluster boundaries as per district transportation guidelines. Transportation will not be provided for students who have opted to attend PDLC.

J. Change of Address/Movement within District Boundaries during the School Year

Non-EB Dual language participants and their siblings who move during the school year will have consideration for a seat in the dual language class at the receiving campus. In the event there are no seats available, the family will have the opportunity to keep their seats at the original bilingual campus. Transportation will not be provided for those students residing outside the bilingual cluster.

K. Change of Address/Movement within District Boundaries over the Summer

Non-EB dual language participants and their siblings who move over the summer will have consideration for a seat in the dual language class and/or general education classes at the receiving campus. In the event that there are limited or no seats available for the Non-EB participant, their names will be added to the waiting list or have the option to continue at the original campus. If they choose to continue at the original campus, transportation will not be provided.

L. Dual Language Lottery Procedures for Non-Emergent Bilingual Seats

By law, the purpose of our Bilingual Program is to provide Emergent Bilingual students with language support services in order to be successful in school. Our language support services include dual language as a program model which will provide the legally required program for EB students. Dual language also allows for non-EB students to become bilingual and bi-literate.

Seating for EB students is guaranteed by law and unlimited. Available seating for nonEB students is limited in the North East Independent School District. This is directly related to the number of qualified EB students who require services.

It is the goal of the Bilingual/ESL Department to ensure equitable access for fluent English speakers entering Pre-K, Kindergarten and/or through principal discretion first grade first semester to the dual language program. A lottery may be necessary if it is determined by the principal of the dual language campus. The determination will be based on the number of anticipated incoming fluent English speakers entering kindergarten and/or first grade. All students/families must have completed all the necessary steps on the Parent/Guardian Tasks Checklist in order to be considered for the lottery. If the Parent/Guardian Tasks Checklist is incomplete the student will not be eligible for the lottery. Parents/Guardians of potential EP participants may only participate in the lottery at their cluster campus.

The following procedures will be followed once the principal has determined the lottery is necessary.

- The principal will communicate the need for the lottery two weeks prior to the lottery event. The communications should include written communication through a letter.
- The lottery will be conducted as a public process and the principal will disclose the date, time and location of the lottery event.
- The name of each student will be typed on an index card prior to the beginning of the lottery. In the case of multiples (twins, triplets, etc.) the names of all the multiples will be typed on one index card.
- The parent/guardian of the student will place the name in the lottery box if they are present.
- If the parent/guardian is not present, the principal will call out the name of the student and place it in the lottery box.
- Each student name is called aloud as it is placed in the clear container.
- The campus principal will draw the names of students one by one and state the name publicly.
- The assistant principal or bilingual specialist will number and display the index card in numerical order. The student's name will be typed on the Dual Lottery Results List.

- If the card with the names of multiples is drawn, all multiples on the card will be added to the Dual Lottery Results list accordingly and the card will be displayed.
- In the event that multiples are selected and there are not enough seats left to accommodate all the siblings, the parent will have the option to take the available seat(s) and place the others on the waitlist or place all multiples on the waitlist.
- There must be at least one professional witness (campus Bilingual Coach or district Bilingual/ESL department representative) present with the principal as the lottery proceeds.
- The names drawn and not receiving a dual language seat will be transferred to the Dual Language Wait List.
- The names will be transferred in the same order they were drawn by the principal.
- These parents will be provided with the contact information for schools which still have some seat capacity for dual language participants.
- Parents/Guardians of students eligible to be included in the lottery do not need to be present during the process.

Next Steps:

- Parents/Guardians of selected students will receive a letter from the campus confirming the student name, number selected and the name of the school the student will be attending in the fall semester. Parents/Guardians will be required to return the written parental approval for student participation by the designated date.
- Parents/Guardians of students on the waitlist will also receive a letter from the campus principal with the name of the student and their number on the waitlist.
- Parents/Guardians on the waitlist will also be provided information on PDLC.
- Parents/Guardians of students on the waitlist may contact the Bilingual/ESL department regarding the process for PDLC.

Resolution of Unique Circumstances:

- The principal has the discretion to consider unique circumstances brought by the applicants regarding various aspects of the dual language lottery procedures.
- The principal is not required to consider those circumstances.
- Dual language applicants requesting a decision regarding a unique circumstance must do so in writing prior to the deadline for the dual language registration window.
- The principal will make the final determination regarding requests for consideration.

M. Waitlist Considerations

The Bilingual/ESL department will maintain one district Dual Language Waitlist per campus. The following information will be collected and updated through a program such

as Google Docs. Campus bilingual coaches will have access to add students and parent information

Students and their siblings are placed and maintained on the waitlist for no more than one full academic year or until the first semester of first grade of the potential dual language student.

Date Placed on Waitlist	Specialist Entering Student	Student Name	Name and grade of Non- DL sibling	Parent Name	Address	Phone Number	Home School	Dual Campus Requested	Entering Grade of DL Student	Reason for Waitlist	Date removed from Waitlist and reason

Possible Reasons for placement on the waitlist may include:

- No available seats in the requested grade level at the dual language campus requested
- Moving within district boundaries
- Multiples (twins, triplets etc)
- Lottery system

Possible Reasons for removal from the waitlist:

- Parent/Guardian withdrew request for the Dual Language program
- Placed in a dual language class
- Opening made available in a dual language classroom

Return to Bilingual Cluster Campus

(Kinder – 1st Grade)
In the event that the waitlist is exhausted prior to 2nd grade and a seat becomes available at the home DL campus. Students may return to the home campus in the order of the original waitlist.

(2nd-5th Grade)
A student at grades 2-5, attending another DL campus due to the lottery, may return to their DL home campus provided there is room. It is the parent's responsibility to inquire about potential openings at the home DL campus.

N. STAAR Assessment Decisions

The LPAC (Language Proficiency Assessment Committee) will make all testing decisions for students in DL programs as required by Chapter 89

O. Expectations for Parental Support

Framework

- Parents/Guardians make a commitment of continued enrollment in the TWIDLP for at least five to six years depending on grade level of entry. (kindergarten or 1st grade first semester)
- In the event that a family moves within the district boundaries, the dual language placement is not guaranteed to continue at the new campus. (See section J/K on Moving within District Boundaries)
- Parents/Guardians understand the language distribution for instruction in the program.

GRADE	SPANISH	ENGLISH
PRE-K	90% Spanish	10% Spanish
KINDER	90% Spanish	10% Spanish
FIRST	80% Spanish	20% Spanish
SECOND	70% Spanish	30% Spanish
THIRD	60% Spanish	40% Spanish
FOURTH	50% Spanish	50% Spanish
FIFTH	50% Spanish	50% Spanish

P. Attendance /Conduct

- Parents/Guardians will support appropriate classroom behavior and the NEISD Student Code of Conduct.
- Parents/Guardians will ensure their child's daily school attendance and punctuality both for arrival and departure.
- Parents/Guardians understand that the student will follow the attendance and tardy guidelines for each campus.
- Parents/Guardians understand that a meeting to discuss code of conduct violations, absences or tardies will be set up at the TWIDLP school site.
- Parents/Guardians understand that the meeting could result in a decision to remove the child from the program.

- Parents/Guardians understand that language is a process that takes time. (See page 27 of Collier & Thomas, 2010)

Q. Academic Support

- Parents/Guardians will provide encouragement and support for bi-literacy and bilingualism for their child.
- Parents/Guardians understand that homework will have directions in English and in Spanish.
- Parents/Guardians understand that homework is an extension of learning.
- Parents/Guardians understand that their children will be provided routine and consistent linguistic accommodations through the beginning and intermediate levels of target language proficiency.
- Parents/Guardians understand there is no guarantee of access to campus-based Adult Spanish classes through the Bilingual/ESL Department.
- Parents/Guardians understand that summer enrichment programs for dual language participants are not guaranteed.

R. Transportation

- Parents/Guardians of officially accepted EB and Non-EB students understand that transportation is provided for those who reside within the boundaries of the bilingual cluster and/or within the boundaries of one of the bilingual school feeder campuses. (see chart on bilingual sites and their feeder schools)
- Parents/Guardians who reside outside of the bilingual cluster boundaries understand transportation to a bilingual site will not be provided.
- Parents/Guardians understand that transportation is in accordance with district transportation guidelines.

S. Admission to the program

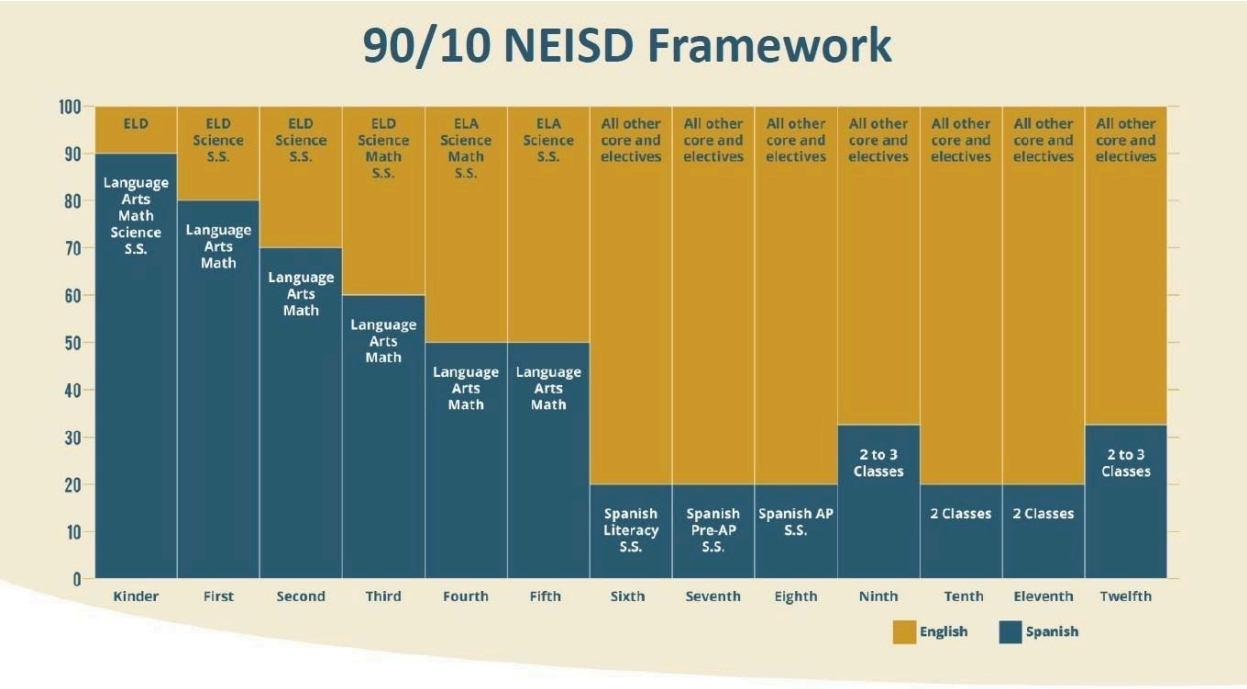
- Parents/Guardians understand that non-EB participants must complete all Bilingual/ESL department procedures for admittance.
- Parents/Guardians of non-EB potential participants understand their application submission does not guarantee a seat in the program.
- Parents/Guardians of non-EB students understand written notification from the Bilingual/ESL Department is the only official notification of acceptance.
- Parents/Guardians understand the Home Language Survey responses do not guarantee or provide an advantage for enrollment in the bilingual program.
- Parents/Guardians understand their child will be reported to the state through the
- Pupil Education Information Management System (PEIMS) as a bilingual program participant.

- Parents/Guardians may submit complete documentation to the campus bilingual coach upon completion of items on the Parent Tasks checklist with the understanding that their application will not be considered complete until all items on the parent checklist are initialed by the campus bilingual coach.
- Parents/Guardians understand that initial oral proficiency testing of non-EB students is not a criterion for program acceptance. Rather, it is to establish a baseline for oral proficiency in the target language.

T. Program Progression

In NEISD, the language distributions for all bilingual classes (one-way and two-way) are identical. The following graph illustrates the language distribution by grade level. There is a gradual decrease in Spanish as the mode of instruction and an increase in English as the mode of instruction. During both fourth and fifth grade students receive instruction in Spanish and English in a balanced format. Based on research findings, students at the upper elementary grades who have received consistent, systematic language and content instruction over the course of 5-7 years, should exhibit characteristics of balanced bilinguals.

Language Distribution by Grade Level



In compliance with Chapter 74.4, there must be specialized, systematic instruction designed to increase English proficiency in listening, speaking, reading, and writing through the content areas. ELPS instruction must begin in kindergarten and continue until the EL student meets the bilingual program exit criteria.

Both EL and EP students must have opportunities to continue to develop Spanish academic proficiency at all grade levels. All specials (PE, Music and Art) are taught in English and are not included in this table.