Northwest ISD Two-Way Dual Language Parent Handbook

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Philosophy

The Northwest Independent School District’s Spanish Bilingual/Dual Language Programming supports language and cultural diversity. We believe each child comes to school with a set of unique experiences and skills that when shared with others, enrich the social, cultural, and educational environments of our classrooms, schools, and communities.

Design and Purpose

The Two-Way Dual Language Program is designed to promote bilingualism, bi-literacy, cross-cultural awareness, and high academic achievement for our native-Spanish-speaking English Language Learners (ELLs) and provide the opportunity for our native English-speaking students who are participating in the Two-Way Dual Language Program to learn Spanish.

The Two-Way Dual Language Program provides instruction in both English and Spanish. The program is intended to develop fluency and literacy in English and Spanish with special attention given to ELLs participating in the program. The core content curriculum remains the same whether presented in English or Spanish. Only the language of instruction changes in the delivery of the content.

Beginning with the 2015-2016 school year at Roanoke Elementary, a One-Way Dual Language will be offered for incoming kindergarten students and the Two-Way Dual Language Program will continue in grades1-5. Over time, the One-Way Dual Language class will replace the Two-Way Dual Language class as the program grows. Students who were enrolled in our Dual Language Program 2014-15 and prior will continue to be served through the Two-Way Model until they complete 5th grade.

Benefits of Dual Language Programming

- Provides full closure of the academic achievement gap between native English speakers and ELLs
- Students become bilingual and bi-literate
- Both languages (English and Spanish) are equally valued
- Students respect their own language and culture
- Students respect other languages and cultures
- Students can compete with a global society
Program Goals

Goal 1: Increase Student Academic Achievement

- Students in the Dual Language Program meet high expectations by performing academically at levels equivalent to their peers in monolingual classrooms on multiple assessments, such as DRA, EDL, District assessments, and the STAAR.

- Students demonstrate growth on a language proficiency assessment for first-and second-language development in basic interpersonal communicative skills (BICS) and cognitive academic language proficiency skills (CALPS) and on an academic achievement assessment for first- and second-language content area proficiency within the state standards.

- Students demonstrate academic proficiency in all content areas through instruction in both English and Spanish.

Goal 2: Assist Students in Becoming Bilingual and Bi-literate

- All stakeholders place value on both English and Spanish district-wide.

- Students demonstrate effective communication skills using BICS and CALPS in both English and Spanish.

- Students’ first and second language development is supported and encouraged by all members of the Northwest ISD community.

- Students have short- and long-term goals for first and second language development (oral to academic) as they work toward becoming bilingual and bi-literate.

- The theories and strategies of providing differentiated instruction are applied to the teaching of all students.

Goal 3: Assist School and Community Members in Developing Cross-Cultural Relationships

- Student diversity is an integral classroom resource.

- The Dual Language Program assists individuals with developing an awareness and appreciation of their diversity and uniqueness.

- Individuals in the school and community provide opportunities for the students in the Dual Language Program to demonstrate positive cross-cultural attitudes.
• The Dual Language Program is integrated with and enriches building- and district-wide programming.

• Student classroom interactions demonstrate cross-cultural relationships.

• Students value their bilingual/bi-literate skills as solid preparation for their future work and active participation in their community.

Goal 4: To Establish A Home-School Partnership

• Parents and teachers work together to promote and support the social, language, and academic growth of all students.

• The Dual Language Program team members communicate regularly with parents.

• The Dual Language Program team will, as appropriate, inform, train, and supply parents with educational activities which support learning in the classroom. These activities can be accomplished at home with the parent teaching the child.

• Parents with students in the Dual Language Program have opportunities to meet other parents and begin to develop cross-cultural relationships.

• Parents with students in the Dual Language Program have input on evaluating the Home-School Partnership as well as the Dual Language Program.

State Assessment Information

STAAR State Assessment Language Decisions:

• All decisions are based on individual student’s needs
• No decisions will be made based on a student’s grade or program
• The Language Proficiency Assessment Committee (LPAC) must use the input from each student’s teacher(s) when making decisions regarding the administration of STAAR in Spanish for Spanish-speaking students.
• In grades 3-5, the STAAR in Spanish may be given as long as the LPAC determines that the STAAR in Spanish to be the most appropriate measure of a student’s academic progress.
**Parent and School Partnership**

Parents have a vital responsibility to assist with the social, emotional, and educational development of their children. It is crucial that parents and teachers form a home-school partnership to enhance the likelihood of each child reaching his/her development potential. The home-school partnership maintains and strengthens the involvement of parents in the education of their children while ensuring that the home and classroom are working together toward achieving the same educational goals.

The progress of every student in the Dual Language Program will be reviewed annually through parent conferences and/or LPAC meetings (for ELLs). Should a student demonstrate periods of frustration in language learning, intervention measures should be employed in both the primary and secondary language by members of the campus student support team.

Northwest ISD will provide a safe and caring environment where students can experiment with language while enrolled in the Dual Language Program. This will foster and promote success in a second language as well as social development and academic learning. The district, in collaboration with state and federal agencies, will provide the time, materials, and resources to support the Dual Language Program.

The Dual Language campus will offer an informational meeting for parents of potential kindergarten students entering into the Dual Language Program in the following school year. The meeting will be held in the spring of each year (at or near Kindergarten Round-up), and will focus on entrance criteria, the program model, and program goals.

The Dual Language staff will teach language, knowledge, and skills in an interactive classroom setting appropriate to their students’ language levels. The instruction will accommodate all learning styles and multiple intelligences. The staff will develop activities that are hands-on, built on past experiences, and relevant to their students’ daily lives. Students will be provided on-going opportunities for language modeling, peer teaching, and other collaborative modes of learning.

**Transportation**

Transportation will be provided to all students enrolled in the Dual Language Program at Roanoke Elementary and Prairie View Elementary. Transportation will also be provided to all students who have been enrolled in the Dual Language class and who will participate in the 3-Year Spanish Program at the designated middle school.

Durham will plan routes during the summer months and will notify each student of their bus routes including the stop location and times by early August. If you have questions concerning the bus routes, please contact Durham Bus Services, 940-242-3900.
Northwest ISD Two-Way Dual Language Model

Students in the Two-Way Dual Language Program receive grade-level instruction in the core content areas using the Northwest Independent School District’s curriculum for mathematics, science, social studies, and language arts/reading.

1. The Two-Way Dual Language Program serves Spanish-speakers identified as English Language Learners (ELLs) and offers the opportunity for English-speakers to participate to learn Spanish.

2. Teachers foster primary language literacy as well as second language literacy by assisting students in the development of their second language through instruction in second language development using English as a Second Language (ESL) and Spanish as a Second Language (SSL) strategies. Language development includes gaining knowledge and skills in the areas of listening, speaking, reading, and writing.

3. First and second language instruction will take place in the classroom.

4. The importance of language separation is understood.

5. All grade levels will provide an equal amount of instruction in English and Spanish. Music, Art, and Physical Education are included in English instruction. Concepts will be taught in one language at a time to ensure depth of understanding within the concept and the language of instruction.

6. Two-Way Dual Language students will receive the same content curriculum as English-only students. Only the language of instruction changes throughout the daily delivery of the content.

7. All students learn together in mixed, linguistic groupings for literacy, math, science and social studies supported in both languages. By implementing language acquisition strategies within all content areas, students receive instruction in both English and Spanish.

8. Two-Way Dual Language students are eligible for all district programs and services providing they are compatible with the native language philosophy and methodology of Two-Way immersion programming.

9. The Two-Way Dual Language Program will work with other programs in context, including At Risk, Gifted and Talented Educational Services (GATES), Title I, and Special Education, to communicate the needs of students in order to secure appropriate services.

10. The Two-Way Dual Language Program is envisioned as a system-wide program. Students will have daily dual language instruction in all core content areas.

11. While maintaining a balanced language model, each grade level may separate instruction time in each language differently. Teachers will use the scope and sequence pacing guides to identify the natural breaks in which the language of instruction shifts for each content area.
Enrollment & Entrance Criteria Procedures

1. Enrollment in the Dual Language Program is optional. Parents interested in enrolling their child in the program should initially register at their home campus and notify the home campus or LPAC contact of their interest in the program.

2. Parent preference for the Dual Language Program can be indicated in early spring of the current school year if the student is in Pre-K or at campus registration prior to the upcoming school year. Enrollment in the Dual Language Program may be considered following Kindergarten Round-up each spring.

English Language Learners/Spanish Speakers

- Spanish-speaking ELLs may consider the Dual Language Programs, according to availability of programs in each grade level and campus, as a second language service option and may express interest to participate in the program through the Language Proficiency Assessment Committee (LPAC).
- Each Spanish-speaking student must receive a score designating him/her as Limited English Proficient (LEP) on the English Oral Language Proficiency Test to be considered for the Dual Language Program.
- If the Spanish-speaking ELL meets exit criteria for the second language program and is designated as non-LEP, the student may remain in the Dual Language Program.
- Special circumstances for entry that may impact program enrollment will be jointly considered for placement by the campus Principal, Director of Student Services, and/or the LPAC.
- Registration and LPAC paperwork at the home campus must be complete in order for students to participate in the Dual Language Program.

Non-LEP/English Speakers

- For 2015-16, English speakers who are Non-LEP may only be considered for enrollment in grades 1-5 if space is available and if the student is transferring from a public school based Dual Language Program.
- Special circumstances for entry that may impact program enrollment will be jointly considered for placement by the campus Principal and Director of Student Services.
- Registration paperwork at the home campus must be complete in order for students to participate in the Dual Language Program.

Note: Incoming siblings of English-speaking students who are currently enrolled in our Dual Language Program will be able to transfer to Roanoke with the student who is participating in Dual Language but will not be eligible for entry into the Dual Language Program unless they are eligible English Language Learners.

3. When class sections are full, additional programming may be developed to meet the needs of ELLs participating in Dual Language Program. Based on the developed programming location, students may be serviced at another dual language campus.
Beyond the Dual Language Program – Middle School Options

6th Grade Transitional Spanish Elective Course Description

The Transitional Spanish course will provide a bridge to the Spanish language and culture for NISD students who received instruction in Spanish within the Dual Language Program. The course will consist of explicit instruction to maximize oral and written communication of the Spanish language. This will include authentic resources that embed conversations and readings related to the cultures of Spanish-speaking countries. Students who complete this course successfully are eligible to take Spanish I, for high school credit, the following school year.

Benefits:
- Elective course options to gain additional high school credits (fulfills Languages Other Than English - LOTE requirement for graduation)
- Preparation to continue the path of study toward bilingualism/bi-literacy (possibility of a Diploma Distinction for a Performance Acknowledgement for graduation)
- Strengthening of the Spanish language for entry into Pre-AP and AP Spanish course offerings

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<thead>
<tr>
<th>Traditional MS 6th Grade Course Selection</th>
<th>Dual Language MS 6th Grade Course Selection</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
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<tr>
<td>Science</td>
<td>Science</td>
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<tr>
<td>Social Studies</td>
<td>Social Studies</td>
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<tr>
<td>Fine Arts (Band/Orchestra/Choir)</td>
<td>Fine Arts (Band/Orchestra/Choir)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>6th Grade Elective</td>
<td>Elective Transitional Spanish Elective</td>
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Procedures for Withdrawal

ELL/Spanish Speakers

Every effort will be made to support the success of the students in the Dual Language Program. However, if a child experiences difficulty, the following steps will be taken. If at any time, the parent chooses to not participate, the parent may request an LPAC meeting to document the withdrawal of the student from the program.

1. The parent(s) and teacher(s) will discuss the concerns. Interventions focusing on Spanish and English language acquisition may be implemented and data collected.
2. Progress within the interventions will be reviewed with the LPAC to determine any special programming needs.
3. English Language Learners/Spanish speakers who withdraw from the Dual Language Program will be able to re-enter the Dual Language Program based on the campus LPAC decision and parent choice of second language programming.

Non-ELL/English Speakers

Every effort will be made to support the success of the students in the Dual Language Program. However, if a child experiences difficulty, the following steps will be taken. If at any time, the parent chooses to not participate, the parent may withdraw the student from the program.

1. The parent(s) and teacher(s) will discuss the concerns. Interventions focusing on Spanish and English language acquisition may be implemented and data collected.
2. Progress within the interventions will be reviewed with the parent and campus Principal to determine any special programming needs and/or withdrawal from the Dual Language Program.
3. English speakers who withdraw from the Dual Language Program will not be able to re-enter the Dual Language Program.
4. All withdraw decisions must be documented with the parent and campus Principal.
Two-Way Dual Language Non-LEP Participant Parent Consent for Entry Form

(This form to be used with the Non-LEP participants of the Two-Way Dual Language Program)

_________________________________________ has been selected for participation in the Northwest ISD Two-Way Dual Language Program located at _____________________________ Elementary School.

The goals of the Two-Way Dual Language Program are to ensure:

- Students in the Two-Way Dual Language Program meet high expectations by performing academically at levels equivalent to their peers in monolingual classrooms on multiple assessments such as DRA, EDL, District assessments, and the STAAR.
- Students can read at their developmental level in their first and second languages.
- Students demonstrate growth in first and second language development in listening and speaking as measured by language proficiency assessments and exhibit academic proficiency as measured by district assessments in addition to formative and summative grade level assessments.
- Students demonstrate academic proficiency in all core content areas through instruction in both English and Spanish.

As a parent, you have the right to:

- Visit the classes in which your child is enrolled and meet with staff to learn more about the Dual Language Program.
- Decline this invitation to enroll your child in the Two-Way Dual Language Program
- Receive notification of your child’s progress as they learn a second language.
- Withdraw your child from the program.

The Two-Way Dual Language Program requests a commitment to complete the program through 5th Grade in order for child to attain bilingual and bi-literate competencies.

In order to enroll your child in this program, written agreement is required. To indicate your agreement, please sign the bottom of this form and return it to the school. If you do not sign this form, we cannot enroll your child in the program.

Parent/Guardian Signature:
I have read the above and understand the information provided. I agree for my child to be enrolled in the Two-Way Dual Language Program. I further agree to work in partnership with the school in achieving the goals of the Dual Language Program for my child.

________________________________________________________________________
Parent/Guardian Signature                                                                              Date

Original: Cumulative Folder
Copy 1: Parent
Copy 2: Dual Language Teacher