NEISD

Dual Language Program Guidelines
Elementary Grades

Updated April 2018
A. Mission Statement

To empower and develop bilingual, bi-literate students

B. Program Goals

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

C. Definitions from TEC 89.1203

**English Language Learner (ELL)**
An ELL 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 language learner and limited English proficient student are used interchangeably.

**Non English Language Learner (Non-ELL)**
A Non ELL 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.

Two-Way refers to two language groups being schooled through their two languages and thus teaching each other (Collier and Thomas, 2010).
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 English Language Learners (ELLs) 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 monolinguals students on tasks that call for divergent thinking, pattern recognition, and problem solving. (Cloud, Genesee & Hamayan, 2000)

To view the complete findings of a study, go to www.crede.ucsc.edu. 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.

Communication Regarding the Dual Language Program and Enrollment Process

Each campus and the district ELL 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.

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

The TWIDLP is designed according to Chapter 89 Commissioner’s rules concerning Two-Way Immersion/Dual Language Immersion Programs. Whenever possible, 50% of the students in a program should be dominant English speakers and 50% of the students should be native speakers of the other language at the beginning of the program. §89.1210 (d) (3) (B) Program Content and Design

F. Entry Criteria for ELL students

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

G. Entry Criteria for Non-ELL (Native English Speaking) students

**Students New To the Dual Language Program**

Native English speakers may enter the TWIDLP during Kinder and the first semester of first grade. Class size must remain within the state guidelines for dual language programs. There may be Non ELL 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. **Non ELL students must attend the dual language program in their assigned cluster. In the event there is a waitlist in the assigned cluster, parents may seek attendance at a Bilingual campus recommended by the ELL Department as space allows.** Transportation will not be provided for students who reside outside of the bilingual cluster boundaries.

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 will be waived only under extenuating circumstances as approved by the campus principal.

Potential new students at Kinder and 1st will be tested for oral proficiency in both English and Spanish with Pre-LAS or LAS Links. In NEISD, the potential new students may be tested as early as thirty days prior to the first day of participation in the program.
Students Continuing in the Dual Language Program from another District

Native English speakers who have continually participated 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 will be assessed for oral proficiency and in reading and writing in English and Spanish using LAS-Links if their previous district did not conduct any baseline or annual testing.

H. Prescreening Process

The Dual Language Program requires participation of both native Spanish speakers and native English speakers. For Kinder students interested in dual language, whose Home Language Survey indicates a language other than English, the bilingual campus will conduct language testing in English using the Pre-LAS. Students whose results indicate they are a limited English speaker will be considered an English Language Learner (ELL). Students whose results indicate they are a fluent English speaker, will be considered for Non ELL dual language entry.

I. Siblings of Participating Dual Language Students

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.

Parents of current dual language students who have siblings entering the Kinder Dual Language Program will need to complete all steps on the parent tasks checklist. These siblings will receive first consideration for available seats in a dual language class.

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 campus as their sibling in a general education classroom if space is available. Students who fall under these categories will not need to complete school choice. Pre-Kindergarten siblings are the exception and must attend the assigned campus Pre-Kindergarten program.

siblings not in the program must adhere to the student code of conduct and attendance policy of the receiving campus. Administrators will have the option of revoking student placement if conduct or attendance policies are broken.

DL students attending at a campus outside their cluster will be grandfathered to remain at the campus until 5th grade. Siblings of these students will receive first consideration for available seats in the dual language class at the same campus provided they have completed all steps on the parent task checklist. Siblings of 5th graders in the dual language program have the option of remaining at the grandfathered school or returning to the home dual language campus after the 5th grader moves on to middle school. If the younger sibling remains at the grandfathered campus, the parent must provide transportation.
J. 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 reside outside of the bilingual cluster boundaries.

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

Non-ELL 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.

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

Non-ELL 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- ELL 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.

M. Dual Language Lottery Procedures for Non-ELL Seats

By law, the purpose of our Bilingual Program is to provide English Language Learner 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 ELL students. Dual language also allows for Non-ELL students to become bilingual and bi-literate.

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

It is the goal of the ELL Department to ensure equitable access for fluent English speakers entering kindergarten and/or 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 Tasks Checklist in order to be considered for the lottery. If the Parent Tasks Checklist is incomplete the student will not be eligible for the lottery. Parents of potential Non ELL 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.

1. 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.

2. The lottery will be conducted as a public process and the principal will disclose the date, time and location of the lottery event.

3. 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.

4. The parent/guardian of the student will place the name in the lottery box if they are present.

5. If the parent is not present, the principal will call out the name of the student and place it in the lottery box.

6. Each student name is called aloud as it is placed in the clear container.

7. The campus principal will draw the names of the student one by one and state the name publically.

8. The assistant principal or bilingual specialist will number and display the index card in numerical order. The student name will be typed on the Dual Lottery Results List.

9. 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.

10. 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.

11. There must be at least one professional witness (campus Bilingual Coach or district ELL department representative) present with the principal as the lottery proceeds.

12. The names drawn and not receiving a dual language seat will be transferred to the Dual Language Wait List.

13. The names will be transferred in the same order they were drawn by the principal.

14. These parents will be provided with the contact information for schools which still have some seat capacity for dual language participants.

15. Parents of students eligible to be included in the lottery do not need to be present during the process.
Next Steps:

16. Parents 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 will be required to return the written parental approval for student participation by the date designated by the principal.

17. Parents 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.

18. Parents on the waitlist will also be provided information on other campuses where there may be available seats for the next school year.

19. Parents of students on the waitlist may contact the alternate campuses regarding available seats.

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.

N. Waitlist Considerations

The ELL 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.
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 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.
O. Assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Type of Assessment</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder – 1st</td>
<td>• Informal – oral</td>
<td>Monitor Progress</td>
</tr>
<tr>
<td></td>
<td>• Formal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELL/Non-ELL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pre-LAS &amp; LAS Links</td>
<td>Measure oral proficiency (Eng./Sp.)</td>
</tr>
<tr>
<td>2nd-5th</td>
<td>• Informal – oral</td>
<td>Monitor Progress</td>
</tr>
<tr>
<td></td>
<td>• Formal</td>
<td></td>
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<tr>
<td></td>
<td>ELL/Non-ELL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- LAS Links</td>
<td>Measure oral proficiency (Eng./Sp.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure Reading and Writing Proficiency (Eng/Sp)</td>
</tr>
</tbody>
</table>

P. Benchmark/Progress Monitoring Assessments

Benchmarks are administered to students, in grades 3-5, alternating English and Spanish to gain data that will help LPAC make best decisions for testing. In 2nd grade benchmarks are administered in the language of instruction for the content area assessed.

*Students may have the opportunity to test in the target language.* The primary purpose of benchmark assessments is to improve the quality of teaching and learning. Benchmark data must drive instruction. ELL and Non-ELL students must be provided appropriate linguistic accommodations for assessments, when necessary and appropriate.

The primary purpose of benchmarking is to inform instruction. Although not encouraged by the ELL department, benchmarks assessing scope and sequence may be used as a grade. If ELL students are designated as beginning or intermediate level per TELPAS or initial oral language proficiency, the teacher MUST USE ACCOMMODATIONS. Additionally, no pre-teaching of specific items on benchmark assessments should occur.

Q. Benchmark Accommodations

The classroom teacher should coordinate with the campus special education staff, testing coordinator, and/or ELL specialist to document and provide appropriate testing accommodations.

Non-ELL accommodations should be provided and documented for the first benchmark for both ELL and Non-ELL students. ELL students can use the allowed accommodations based on the documentation provided by the teacher in the Linguistic Accommodation Documentation form.

Note: STAAR takers – ELL students may only use accommodations allowed by the Texas Education Agency on STAAR during benchmark testing.
R. STAAR Assessment Decisions
The LPAC (Language Proficiency Assessment Committee) will make all testing decisions for students in DL programs as required by Chapter 89.

S. Parent and Teacher Expectations for participation in the TWIDLP Campus ELL Leadership will clearly articulate, communicate and ensure the following:

Framework

• Parents 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 K/L on Moving within District Boundaries)

• Parents understand the language distribution for instruction in the program

<table>
<thead>
<tr>
<th>Grade</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>First</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Second</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Third</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Fourth</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Fifth</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

T. Expectations for Parental Support

Attendance /Conduct
• Parents will support appropriate classroom behavior and the NEISD Student Code of Conduct.
• Parents will ensure their child’s daily school attendance and punctuality both for arrival and departure.
• Parents understand that the student will follow the attendance and tardy guidelines for each campus.
• Parents understand that a meeting to discuss code of conduct violations, absences or tardies will be set up at the TWIDLP school site.
• Parents understand that the meeting could result in a decision to remove the child from the program.
• Parents understand that language is a process that takes time. (See page 27 of Collier & Thomas, 2010)

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

**Transportation**
• Parents of officially accepted ELL and Non-ELL 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 who reside outside of the bilingual cluster boundaries understand transportation to a bilingual site will not be provided.
• Parents understand that transportation is in accordance with district transportation guidelines.

**Admission to the program**
• Parents understand that Non ELL participants must complete all ELL department procedures for admittance.
• Parents of Non-ELL potential participants understand their application submission does not guarantee a seat in the program.
• Parents of Non-ELL students understand written notification from the campus principal is the only official notification of acceptance.
• Parents understand the Home Language Survey responses do not guarantee or provide an advantage for enrollment in the bilingual program.
• Parents understand their child will be reported to the state through the Pupil Education Information Management System (PEIMS) as a bilingual program participant.
• Parents 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 understand that initial oral proficiency testing of Non-ELL students is not a criterion for program acceptance. Rather, it is to establish a baseline for oral proficiency in the target language.

**Teacher Expectations**
• Teachers will be advocates for the Dual Language program.
• Teachers will maintain academic language proficiency in both languages.
• Teachers will follow the NEISD 90/10 bilingual model framework.
• Teachers will adhere to the NEISD scope and sequence.
• Teachers will follow internal campus protocol before advising parents on any student changes to participating in the DL program.
• Teachers will provide and document linguistic accommodations for ELL and Non ELL students every nine weeks.
• Teachers will have an awareness of cultural diversity and sensitivity.
• Teachers will positively represent the Dual Language program with professionalism and integrity.
Bilingual Coach Expectations

- Bilingual Coaches will be the bilingual instructional leaders on their campus.
- Bilingual Coaches will monitor the fidelity of the framework.
- Bilingual Coaches will collaborate with teachers to disaggregate their student data to create focused small group instruction.
- Campus based professional development will be provided by the campus bilingual coach in accordance with individual campus needs.
- Bilingual Coaches will support ELL and Non ELL students in the classroom.

U. 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.
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 ELL student meets the bilingual program exit criteria.

Both ELL and Non-ELL 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.

V. Homework Policy for Bilingual Program Guidelines:

In accordance with our Elementary Parent Handbook and our Grading & Reporting Policy in NEISD, homework, is carefully designed, implemented and evaluated, as an effective tool for improving understanding, enriching learning, encouraging personal connections, reinforcing concepts, and providing opportunities to pursue special interests. Therefore, homework will not be graded but will be reflected in the Work Habits section of the report card.
Homework may be guided or independent practice that students are familiar with and will have extended learning opportunities. Homework indicates practice over objectives and content taught throughout the school day. Long-term, extended assignments and projects, such as book reports and science fair projects, may require work to be completed outside the classroom and will be considered part of the extended assignment, not homework, and may be derived as a content grade.

In order to assist parents’ participation and encouragement of their child in a bilingual program, homework directions must be written in both English and Spanish or a concise explanation of expectations should be attached.

Homework needs to be differentiated in accordance with the student’s age and language proficiency level using. ([The Stages of Language Acquisition Chart](#))

Kinder = 30 minutes total time including their grade level allotted reading time
1st Grade = 40 minutes total time including their grade level allotted reading time
2nd Grade = 50 minutes total time including their grade level allotted reading time
3rd Grade = 1 hr. including their grade level allotted reading time
4th Grade = 1 hr. and 10 min. including their grade level allotted reading time
5th Grade = 1 hr. and 20 min. including their grade level allotted reading time

W. Response to Intervention for ELL Students

In accordance with §89.1210(b), “the bilingual education program must be a full time program of instruction”; therefore, intervention must be provided by a bilingually certified teacher.

Student must be provided the necessary linguistic accommodations during Tier I core instruction. These accommodations must be documented in Compass.

When the Response to Intervention (RTI) team determines dyslexia testing is needed for a student in the Dual Language program, the following steps will be taken:

- Testing will be done in English and Spanish.
- If the campus IIT is not bilingual, he or she will contact the district Dyslexia Coordinator to arrange testing in Spanish by a bilingual diagnostician or LSSP. English testing will be done by the IIT.
- Once testing is completed, the IIT will coordinate with the Bilingual Coach and campus 504 Designee to schedule the 504 meeting and review testing results.
T. Program Description/Instructional Accommodations

In order to ensure teacher accountability, students must remain with their assigned Two-Way/Dual teacher (who is bilingually certified) for core content instruction. Interventions may be conducted by a bilingually certified teacher who may not be the assigned homeroom teacher and/or additional campus support teachers that may include the Math, Science or Reading Specialists. Teachers should accept student responses in English in the early grades (K-2) and model the appropriate use of the target language.

U. Staffing Requirements

Campus principals are responsible for hiring certified bilingual teachers to serve in the TWIDLP. Bilingual teachers must be fully proficient in academic English and Spanish. During the face to face interview, all potential bilingual teachers must complete a written response to a writing prompt. The written samples shall be reviewed by the campus bilingual coach and/or district specialist assigned to your campus. The ELL Department will provide a standard writing prompt for the applicant to complete during the face to face interview.

V. Instructional Materials/Textbooks

Supplemental Title III, LEP funds may only be used on behalf of students coded as ELL. Campuses must submit written requests to the ELL Department. The request must be completed appropriately and dated. The ELL department will review the requests to ensure compliance with Title III expenditure guidelines. A copy of the request will remain on file in the ELL department. Title III funded resources can be purchased for general bilingual classroom use. As a reminder, Title III funds are supplemental to all other federal and local funds.

W. Course and Grading-Elementary

Grading guidelines for ELL and Non-ELL students in the TWIDLP are in accordance with the elementary district policy. ELL/Non-ELL students are not exempt from grades.

Students must have course codes in the mainframe which correlates with the language of instruction. ESL grades for ELL students will be provided through the contents taught in English using the English Language Proficiency Standards (ELPS). There will not be a separate ESL grade as the ELPS are addressed through the content. ELL students must however have the ESL course code to distinguish them from the Non-ELL two-way participant.
The course/grade file for each grade level should be the following:

<table>
<thead>
<tr>
<th></th>
<th>Kinder</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
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<td>Language Arts</td>
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<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Course/Grade Files are not language specific for Grades K-5 in the Content Areas of Math, Science and Social Studies. It is required that ELL teachers document in Grade Speed the language of instruction for each given assignment.

**X. Nine Week Grading Reviews**

It is expected that the ELPS be included in lesson plans. Necessary linguistic accommodations must be documented for every bilingual program participant (ELL and Non-ELL) for each grading period. The Linguistic Accommodations Form must be used to document the accommodations. **This is for all students in the bilingual programs (ELL and Non-ELL).** Additionally, one accommodated student work sample must be attached to the checklist each nine weeks.

Data Processing generates and sends each campus a student failure report every nine weeks. This report must be reviewed by the Bilingual Coach and shared with campus administration. Campus Bilingual Coaches will discuss during the district coaches meetings any patterns of failure and note correlations between failures, student accommodations and/or teacher support.

Coaches will also share findings related to students who are borderline in terms of meeting high academic standards.

A staffing with the grade level team, administrator, and Bilingual Coach is required for failing ELL and Non-ELL students. The staffing will meet to discuss implemented interventions. They will plan for additional instructional interventions and/or make changes to linguistic accommodations. Students may not fail if there is insufficient evidence of the required linguistic accommodations. Classroom teachers may be required to re-evaluate their grading of students who have failed without sufficient evidence.
Y. Promotion

The LPAC should review the progress of all identified ELL students at the end of the school year in order to make recommendations to the Grade Placement Committee (GPC) in accordance with state and local policy.

The Dual Language Committee shall review the progress of all Non-ELL TWIDLP participants in order to make recommendations to the Grade Placement Committee (GPC) in accordance with state and local policy.

Exited ELL students may continue in the dual language program. As explained earlier in this document, these students will have a program participation code change from LEP dual language participant to Non-ELL dual language participant. All former ELL students must be monitored for two consecutive years after exit.

Conclusion

The NEISD ELL Elementary Program Guidelines are reviewed annually. Adjustments are made through a review committee format. Edits are made as a result of new guidance and regulations from TEA and/or the US Department of Education.