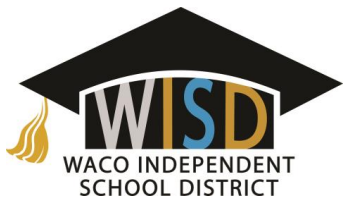




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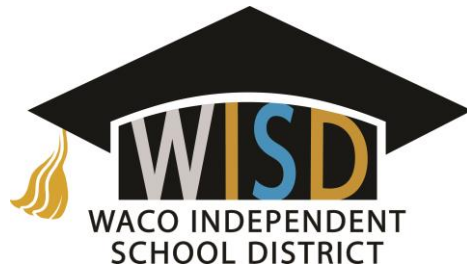
Two-Way Dual Language Immersion Handbook 2020-2021

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

–Nelson Mandela

Although the journey of each language learner begins on a different path, it is when paths converge that we reach our desired destination of biculturalism, bilingualism, and biliteracy. The Waco Independent School District’s Two-Way Dual Language Immersion Program supports language and cultural diversity. We firmly believe that each child comes to school with priceless cultural experiences and linguistic skills that when shared with others, enrich not only the academic setting, but build a mutual respect for the social and cultural systems that enrich our schools and communities.

Grace Benson, Ed.S.
Director of Bilingual and ESL Education



Welcome to the English Learners Department!

On behalf of the English Learners Department, we would like to extend a warm welcome and invite you to learn about our dedicated English Learners Department staff, the commitments that guide our efforts, as well as some of the exciting things that have been taking place in our English Learner (EL) community this year.

Meet our English Learners Department Staff

The English Learners Department is very fortunate to have a wonderful team that puts the best interest of students at the forefront of everything we do. Our department consists of the Director of Bilingual and ESL Education, Executive Administrative Assistant, a Bilingual Assessor Specialist and Testing clerk, Coordinators with expertise in Bilingual and English as a Second Language (ESL) instruction, Newcomer Specialists (Bilingual Instructional Aides), and ESL Strategists/Interventionists that provide ongoing instructional support to students, teachers, and administrators throughout Waco ISD. Our department's Coordinators and ESL Strategist/Interventionists support the linguistic and academic needs of ELs by working directly with students in small groups and by empowering and building the knowledge-base of teachers through model lessons, coaching, and professional development. Newcomer Specialists provide targeted affective, linguistic, and academic support to ELs who are new to the United States and require accelerated academic and language instruction via a specialized curriculum and direct instruction.

Waco ISD's Bilingual and ESL Programs

Waco ISD offers the following language programs for ELs: Transitional Early-Exit Bilingual Program, Two-Way Dual Language Immersion Program, and ESL Programs (Content-Based and Pull-Out ESL Programming).

Waco ISD's Bilingual and Two-Way Dual Language Immersion Programs are provided at the Elementary Level and ESL programming is available at the Elementary and Secondary Levels. Moreover, our school district has a Newcomer Program with a specialized curriculum and talented staff who provide direct instruction to our students who are in need of the most intensive linguistic support. Most important, we strive to not only support students as they acquire English as a second language but also honor and welcome each student's culture and first language as a means of transitioning to learning academic content in the English language.

Each month the English Learners Department hosts Professional Development and Toolkits for teachers of English Learners. Meetings are data, product and action driven and most important, highlight the important work of Waco ISD's ESL and Bilingual teachers. Ongoing teacher academies focus on the science of reading instruction, instruction of the writing process, the use of portfolios as authentic assessments in gauging the level of rigor of instruction, Sheltered Instruction, and adaptations of instructional practices to increase the literacy skills and learning outcomes of ELs. A collaborative professional learning model is used with specific literacy based professional learning topics offered throughout the school year.

The English Learners Department also hosts monthly Toolkits in a variety of topics to increase the knowledge-base of sound instructional practices and strategies for teachers of ELs. Previous English Learner Department Toolkits have featured some of the following topics: Incorporating the English Language Proficiency Standards (ELPs) into Lesson Plans, Word Walls: How to use Your Classroom Word Walls to Increase Learning and not as a Decoration, Small Group Reading Instruction and ELs: Instructional Rounds for Middle School ESL Teachers, Anchor Charts, Holistic and Graphophonic Reading Strategies for ELs, and Apps for ELs.

We wish to extend our warmest regards to all of our wonderful teachers, students, parents and administrators and hope that you will visit our department webpage to learn more about our department and the services we provide for English Learners and their families. Please do not hesitate to contact our office if you have questions or need assistance.

Grace Benson, Ed.S.
Director of ESL and Bilingual Education, Waco ISD



Waco ISD Two-Way Dual Language Immersion Parent Handbook

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Waco ISD's Two-Way Dual Language Immersion Model

Students in Waco ISD's Two-Way Dual Language Immersion Program receive grade-level instruction in the core content areas through the district's TEKS aligned curriculum for Mathematics, Science, Social Studies, and English Language Arts and Reading.

1. The Two-Way Dual Language Immersion Program serves Spanish-speakers identified as English Learners (ELs) and offers the opportunity for English-speakers to participate to learn Spanish.
2. Teachers foster primary language (L1) literacy as well as second language (L2) literacy by assisting students in the development of their second language through instruction in second language development using Sheltered Instruction Strategies as well as English as a Second Language (ESL) and Spanish as a Second Language (SSL) strategies. Language development includes gaining knowledge and skills in the four language domains of listening, speaking, reading, and writing.
3. First and second language instruction takes place in the classroom.
4. As students progress through the grade levels, a balanced language model is maintained and the 50/50 model of language allocation is implemented utilizing the Language of the Day (LOD) to separate languages and promote long-term achievement of ELs (Crawford, Ovando, Combs, & Collier, 2006). The importance of language separation is understood and the school culture supports and respects the Language of the Day (LOD) allocation.
5. All grade levels provide an equal amount of instruction in English and Spanish. Music, Art, and Physical Education are included in English instruction. Concepts are taught in one language at a time to ensure depth of understanding within the concept and the language of instruction.
6. Participants in the Two-Way Dual Language Immersion Program receive the same content curriculum as English-only students. Only the language of instruction changes throughout the daily delivery of the content. A 50/50 model of language allocation is followed and the integrity of the academic content is maintained regardless of the language of instruction.
7. Participants in the Two-Way Dual Language Immersion Program are eligible for all district programs and services providing they are compatible with the native language philosophy and methodology of Two-Way Dual Language Immersion programming.

8. Native English-speakers and English Learners learn together in mixed, linguistic groups during daily instruction across the content areas. Teachers utilize research-based language acquisition strategies and highlight the unique characteristics of each language to facilitate and increase positive linguistic transfer (and reduce negative transfer) across the two languages (Krashen, 1982 & Bardovi-Harlig, 1997).
9. The Two-Way Dual Language Immersion Program works with other programs in context (e.g. RTI, Gifted and Talented, Title I, 504, and Special Education) in order to secure appropriate services for students. Students' linguistic needs are considered when making programming and service decisions.
10. Waco ISD's Two-Way Dual Language Immersion Program is envisioned as a system-wide program extending beyond the classroom and school setting and into the family and community as a whole.
11. The program follows research-based instructional practices for the instruction of ELs which includes the implementation of simultaneous reading instruction in both the L1 and L2 (Slavin and Cheung, 2003). Teachers use the scope and sequence pacing guides to identify the natural breaks in which the language of instruction shifts for each content area.

Philosophy

“Dual language immersion/two-way is a bilingual/biliteracy program model in which students identified as English learners are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061, for the assigned grade level and content area (Texas Education Agency, §89.1210. Program Content and Design).”

The Waco Independent School District's Two-Way Dual Language Immersion Program honors and celebrates the language and cultural diversity that students bring to the learning environment. We firmly believe that each child comes to school with priceless cultural experiences and linguistic skills that when shared with others, enrich not only the academic setting, but build a mutual respect for the social and cultural systems that enrich our schools and communities.

Design and Purpose

The purpose of Waco ISD's Two-Way Dual Language Immersion Program is to promote bi-literacy, bilingualism, and high levels of cross-cultural awareness. Students in the program are expected to demonstrate high levels of linguistic and academic achievement. Moreover, the program's design allows English-speakers to learn academic content in English and Spanish

which serves to strengthen the linguistic schema students can draw from when encountering new content area terms since 60% of the words in the content areas are Latin based as seen in Haskins Laboratory & Connecticut Accountability for Learning Initiative, *Effective Tier 1 Instruction for English Language Learners*, Figure 1.

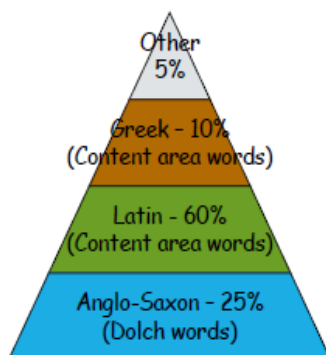


Figure 1: Layers of Language

Students enrolled in Waco ISD’s Two-Way Dual Language Immersion Program receive instruction in both English and Spanish. The purpose of the program is to develop linguistic fluency and biliteracy in English and Spanish while providing English Learners with linguistic and academic support. Core content instruction follows the district pacing guides and curriculum along with TEA’s guidelines for instruction of the TEKS. Core content retains its integrity whether presented through the English or Spanish language. Teachers follow the Language of the Day (LOD) separation of languages during the delivery of the content to promote fluency and literacy in both languages (Crawford, Ovando, Combs, & Collier, 2006).

Benefits of Dual Language Programming

- Research has demonstrated that out of all Bilingual models, Dual Language programming closes the achievement gap between ELs and their native English-speaking peers and promotes high levels of achievement (Collier, 1995).
- Dual Language programming opens doors which allow students to gain the linguistic and academic skills that enable them to compete in today’s global society.
- Students in Dual Language programs become not only bilingual but also bi-literate.
- The design and philosophy embedded within the Dual Language program promotes a mutual respect for both the English and Spanish language.
- Dual Language programming promotes a heightened awareness and respect for one’s own culture and that of others.
- Students who participate in Dual Language programs are less likely than their peers to drop out of school (Thomas & Collier, 2009).

Program Goals

“The goal of two-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program (Texas Education Agency, §89.1210. Program Content and Design).”

Goal 1: Increase Student Academic Achievement

- Students in the Two-Way Dual Language Immersion Program meet high expectations by performing academically at levels equivalent to their peers in monolingual classrooms on multiple assessments, such as Benchmark Assessments, District assessments, and the STAAR Assessments.
- Students demonstrate growth on a language proficiency assessment for first- and second-language development in Basic Interpersonal Communicative Skills (BICS), 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 Waco ISD community.
- Students have short- and long-term goals for first and second language development which progress from 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.
- Current research-based instructional practices for the instruction of English Learners and learners of other languages are utilized during instruction.

Goal 3: School Environment Supportive of Bilingualism

In order for Waco ISD's Two-Way Dual Language Immersion Program to be effective, schools implementing Dual Language programming will foster an environment that leads to student success academically and linguistically. The following are beliefs and expectations for schools which implement Dual Language programming:

- School signs are posted in both languages (English and Spanish) throughout the school (marquee, all bulletin board headings, hallways and student work in both languages when appropriate).
- Morning announcements are made in both languages.
- All communications that are sent home are provided in both languages (e.g. call-outs and newsletters).
- Honoring cultural diversity to promote positive cross-cultural attitudes is the norm and plays an integral part in the day-to-day functions of the school (e.g. programs that celebrate cultural diversity, activities that bring cultures together, guest speakers representing different cultures).
- Resources in the campus library and Dual Language classroom libraries are provided in both languages.
- Orientation and professional development is provided for all teachers and school staff to educate them about the Two-Way Dual Language Immersion Program.
- Resources and materials in the Dual Language classroom are provided in both languages (e.g. classroom libraries and stations).
- Campus events allow for participation of families in both languages (Math Night, Literacy Night, Parent Meetings).
- Parent education classes are provided in both languages (English Learner Advisory Committee meetings and Parent Homework Clinics).
- Directions for homework assignments are provided in both languages.
- The school website includes information in dual languages to promote opportunities for equal family participation.

Goal 4: Assist School and Community Members in Developing Cross-Cultural Relationships

- Student diversity is celebrated and serves as an integral classroom resource.
- The Two-Way Dual Language Immersion Program assists individuals with developing an awareness and appreciation of their own diversity and uniqueness.
- Community members representing diverse populations are invited to speak at school events and the campus and district celebrate cultural and linguistic diversity
- The Dual Language Program is integrated within the everyday policies and norms of the school.
- Student interactions demonstrate mutual respect and cross-cultural relationships.
- Students see the value of their bilingual and bi-literate skills as solid preparation for their future careers and participation in a global society.

Goal 5: To Establish a Home-School Partnership

- Parents and teachers work together to promote and support the social-emotional, linguistic, and academic growth of all students.
- Members of the Two-Way Dual Language Immersion Program team communicate on a consistent basis with parents in both languages.
- The Two-Way Dual Language Immersion Program team, as appropriate, informs, trains, and supplies parents with educational activities which support learning in the classroom. Homework Clinics are offered throughout the year to help parents learn the skills their children are learning at school in an effort to enhance generalization of linguistic skills to new settings.
- Parents with students in the Two-Way Dual Language Immersion Program have opportunities to meet other parents through campus family events and in an effort to promote the development cross-cultural relationships.
- Each year, parents with students in the Two-Way Dual Language Immersion Program have input on evaluating the program through Waco ISD's English Learner Advisory Committee.

State Assessment Information

STAAR State Assessment Language Decisions:

- All decisions are based on individual student's needs.
- No decisions made will be based solely on a student's grade or program.
- In grades 3-5, the Language Proficiency Assessment Committee (LPAC) must utilize 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 is the most appropriate measure of a student's academic progress.

Transportation

Transportation will be provided to students enrolled in the Two-Way Dual Language Immersion Program at Brook Avenue pending they meet transportation criteria (e.g. students who reside within a two-mile radius of Brook Avenue Elementary do not qualify for transportation).

Waco ISD's Transportation Department plans routes during the summer prior to the opening of the school year and notifies each student of the bus routes available, including the stop location and times by early August. If you have questions concerning the bus routes, please contact Mr. Patrick Woods, Director of Transportation, at 254-752-9200.



Enrollment & Entrance Criteria Procedures

1. Waco ISD's Two-Way Dual Language Immersion Program is currently under a pilot stage; thus, only one campus within the district will offer the program 2020-2021. This is to ensure that we are providing a quality language program to our LEP and non-LEP students.
2. The total number of students in the pilot program may not exceed 20 students.
3. Once the program is full, LEP students will be able to choose from the district's other language programs such as the Transitional Bilingual Early-Exit Program or the English as a Second Language (ESL) Program.
4. Priority will be given to students who live in Brook Avenue's school attendance zone and have siblings in the school.
5. Once students from Brook Avenue's school attendance zone have been enrolled in the program, if there is still space available within the program, enrollment will then be open to students from other campuses pending they meet the criteria for English Learners/Spanish Speakers or Non-LEP/English Speakers.
6. Enrollment in Waco ISD's Two-Way Dual Language Immersion Program is optional. Parents interested in enrolling their child in the program should initially register at their home campus during PK Round-Up and notify the home campus or Language Assessment Proficiency Committee (LPAC) contact of their interest in the program.
7. Parent preference for the Two-Way Dual Language Immersion Program for the 2021-2022 school-year may be indicated in early spring of the current school year during PK Round-Up or at campus registration prior to the upcoming school year. As space is limited in the program, additional programs may be added in the future based on student needs.

English Learners/Spanish Speakers

- Spanish-speaking ELs may consider the Two-Way Dual Language Immersion Program, according to availability of the program in each grade level and campus, as a second language service option and may express interest to participate in the program during PK Round-Up, through the Language Proficiency Assessment Committee (LPAC), or at campus registration prior to the upcoming school year.
- Each Spanish-speaking student must receive a score designating him/her as Limited

English Proficient (LEP) per the guidelines under *§89.1225. Testing and Classification of Students* to be considered for the Two-Way Dual Language Immersion Program.

- Special circumstances for entry that may impact program enrollment will be jointly considered for placement by the campus Principal, Director of Bilingual and ESL Education, 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 2020-2021, English speakers who are Non-LEP may only be considered for enrollment in PK-3 and PK-4 at Brook Avenue's pilot program if space is available within the program.
- Priority will be given to students who live in Brook Avenue's school zone and have siblings in the school.
- Special circumstances for entry that may impact program enrollment will be jointly considered for placement by the campus Principal and Director of Bilingual and ESL Education.
- Registration paperwork at the home campus must be complete in order for students to participate in the Dual Language Program.

Please note: Waco ISD's Dual-Language Program is at a pilot stage. Thus, the program has very limited enrollment. Priority will be given to students who live in Brook Avenue's school zone and have siblings in the school. Additional programs may be added based on students' needs during the 2021-2022 school-year.

Incoming siblings of English-speaking students who are currently enrolled in Waco ISD's Two-Way Dual Language Immersion Program may be able to transfer to Brook Avenue (pending approval) with the student who is participating in the Dual Language Program but will not be eligible for entry into the Dual Language Program unless they are eligible English Learners and space is available within the program.

How do Children Qualify for the Pre-Kindergarten Program at Waco ISD?

Children qualify for Pre-Kindergarten by meeting any of the criteria listed below:

- Be unable to speak and comprehend the English language

- Be educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program
- Be homeless, as defined by 42 United States Code (U.S.C.) Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child
- Be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
- Be the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty;
- Be in, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing held as provided by Section 262.201, Family Code;
- Be the child of a person eligible for the Star of Texas Award as a peace officer (3106.002), firefighter (3106.003), or emergency medical first responder (3106.004).

Dual Language Programming – Middle School

As students transition from the Elementary Level to the Secondary Level, students from Brook Avenue Elementary will continue being served through Dual-Language programming at the Middle School level at Indian Springs Middle School. As the program is in its early implementation stages, Waco ISD will work with the administration at Indian Springs Middle School, the community, families, and students when developing the Dual Language programming and curriculum options at Indian Springs Middle School. Sample programming to be considered for 6th grade students participating in Waco ISD’s Dual Language program is shown below:

Traditional MS 6th Grade Course Selection	Dual Language Indian Springs MS 6th Grade Courses
Language Arts	Language Arts
Math	<i>Math in Spanish</i>
Science	Science
Social Studies	Social Studies
Fine Arts (Band/Orchestra/Choir)	Fine Arts (Band/Orchestra/Choir)
Physical Education	Physical Education
6th Grade Elective	<i>Elective Transitional Spanish Elective</i>

LOTE Credit for Graduation and Participation in a Dual Language Program

In accordance with TEC §28.0051 and TAC §74.12(b)(5)(F), a student may satisfy *one credit of the two LOTE credits required for graduation by successfully completing a dual language immersion program at elementary school.* To successfully complete a dual language immersion program, a student must satisfy the following three requirements.

1. The student must have participated in a dual language immersion program for at least five consecutive school years.
2. The student must achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable.
3. The student must achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.

Parental Authority and Responsibility.

“(a) The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an English learner and recommended for placement in the required bilingual education or English as a second language (ESL) program. They shall be provided information describing the bilingual education or ESL program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program. The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the bilingual education allotment. The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets the reclassification criteria described in §89.1225(i) of this title (relating to Testing and Classification of Students) or §89.1226(i) of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020), the student graduates from high school, or a change occurs in program placement.

(b) The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education or ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.

(c) The parent or legal guardian of a student enrolled in a school district that is required to offer bilingual education or ESL programs may appeal to the commissioner of education if the school district fails to comply with the law or the rules. Appeals shall be filed in accordance with Chapter 157 of this title (relating to Hearings and Appeals) Texas Education Agency, §89.1240. Parental Authority and Responsibility).”

Procedures for Withdrawal

EL/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 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-EL /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 Immersion Program: Non-LEP Participant
Parent Consent for Entry Form
Page 1

Waco ISD
Two-Way Dual Language Immersion Programming

*(This form is to be used with the Non-LEP participants of Waco ISD's
Two-Way Dual Language Immersion Program)*

Your child _____ is currently placed in Waco ISD's Two-Way Dual Language Immersion Program located at Brook Avenue Elementary School, 720 Brook Ave, Waco, TX 76708.

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

- Students in the Two-Way Dual Language Immersion Program meet high expectations by performing academically at levels equivalent to their peers in monolingual classrooms on multiple assessments such as Benchmark Assessments, District assessments, MAP Assessments, and the STAAR assessments.
- 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 Two-Way Dual Language Immersion Program.
- Decline this invitation to enroll your child in the Two-Way Dual Language Immersion Program.
- Receive notification of your child's progress as they learn a second language.
- Withdraw your child from the program at any time.

The Two-Way Dual Language Immersion Program requests a commitment to complete the program through 5th Grade in order for child to attain bilingual and bi-literate competencies. It is also recommended that the child continue the program upon transition to Indian Springs Middle School for maximum linguistic and academic benefit.

Important Information for Parents and Students: LOTE Credit for Graduation and Participation in a Dual Language Program

In accordance with TEC §28.0051 and TAC §74.12(b)(5)(F), a student may satisfy *one credit of the two LOTE credits required for graduation by successfully completing a dual language immersion program at elementary school*. To successfully complete a dual language immersion program, a student must satisfy the following three requirements.

1. The student must have participated in a dual language immersion program for at least five consecutive school years.
2. The student must achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable.
3. The student must achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.

In order for your child to be enrolled 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 Immersion Program at Waco ISD. I further agree to work in partnership with the school in achieving the goals of the Two-Way Dual Language Immersion Program for my child.

Parent/Guardian Signature

Date

Original: Cumulative

Folder Copy 1: Parent

Copy 2: Dual Language Teacher

Copy 3: English Learners Department, Waco ISD