Alamo Heights ISD
Dual Language Program Guide

AHISD Curriculum and Instruction Department

We are dedicated to the goal of providing a guaranteed and viable curriculum for all AHISD students. We believe all students deserve rigorous curriculum and engaging instruction. Our goal is to provide the leadership, resources, support and professional development necessary to lead all students to high achievement.

AHISD Administration

Dr. Dana Bashara, Superintendent of Schools

Dr. Frank Alfaro, Assistant Superintendent for Administrative Services

Dr. Jimmie Walker, Executive Director of Curriculum & Instruction

Mr. Mike Hagar, Assistant Superintendent of Business & Finance

Mrs. Kris Holliday, Director of Special Education

Mrs. Venus Davis, High School Academic Dean

Dr. Yadira Palacios, Junior School Academic Dean

Mrs. Amy Lagueux, Elementary Academic Dean

Alamo Heights ISD

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Dual Language Program at AHISD

Dual Language is a two-way immersion (TWI) educational model that integrates native English speakers and native speakers of another language for the entire school day. The AHISD dual language philosophy promotes both Spanish and English as languages of equal value. We believe that by placing importance on both languages, we are not only preparing our students for the multi-lingual, multicultural world in which we live, but we are also teaching them the importance of other cultures in our increasingly global society. The goals of two-way immersion dual language education at AHISD are:

- To promote high academic achievement for all students
- To develop first and second language skills for bilingualism and bi-literacy
- To promote cross-cultural understanding for all students

Language learning will take place primarily through content instruction in the two-way immersion program. Academic subjects will be taught to all students in both English and Spanish according to the chart on pages 5 and 6. As students and teachers work to perform academic tasks, the students' language abilities are developed, along with their knowledge of content area subject matter.

Features of the AHISD Dual Language Education Program:

- **Teaching Strategies for Language & Content** – cooperative learning, thematic units, hands-on materials, visual and graphic displays, language-rich environments; language comprehension strategies (repetition and rephrasing); varied opportunities for reading, writing and speaking in both English and Spanish

- **Separation of Languages by Teachers & Students** – teachers teach for extended periods of time in one designated language and encourage both native speakers and second-language learners to communicate in the language of instruction to the best of their ability

- **Integration of Students** – students from both language backgrounds learn together for significant portions of the day

- **Duration of Program** – The commitment to the program is for 5 years (Grades 1-5), however the program will continue to AHJS and AHHS

- **Family & Community Involvement** – parental and community support is important; a serious effort will be made to ensure that both languages and cultures are equally valued; families are included in school decision-making processes

- **Availability of Resources** – classroom materials, library resources and electronic resources in both languages will be available

Adapted from *Tools for Schools – Two-Way Immersion Education*, The Center for Applied Linguistics.

Research-Based Program Features

ELLs are integrated with a fairly equal number of native English speakers

- Authentic interactions with native speakers in the target language increase students'
- linguistic and cognitive ability (Cummins, 2010).
- The integration made possible with TWI education promotes social unity as students and families work together for common purposes. Furthermore, the presence of multiple age- equivalent peer teachers in an academic setting greatly increases the amount of authentic L2 interactions for both language groups, which can accelerate learning (Collier, 1995).

Students develop high levels of proficiency in both their first language and a second language
- Dual language programs develop *additive bilingualism;* every participating student has the opportunity to gain a second language with no home language loss. This enrichment approach promotes full bilingualism and bi-literacy (Lindholm-Leary, 2005).

Students' performance will be equal to or above that of their grade-level peers
- The study of a second language leads to increased cognitive development in children (Hakuta, 1990).
- Students in dual language programs have been shown to outperform their monolingually- educated counterparts, including students from diverse backgrounds (Collier, 1992; Genesee, 1987).
- Thomas and Collier (2002) cite that the two-way dual language model is the only one that can fully close the achievement gap between native English speaking students and native Spanish speaking ELL students.
- Positive school-wide attitudes about the value of minority language can have a profound effect on student achievement (Lindholm-Leary, 2001).

Dual language students will develop cross-cultural attitudes and gain an global awareness
- Dual language programs promote bilingualism, biliteracy, academic achievement, and multicultural awareness for all students (National Dual Language Consortium, 2010).
- Student integration… can break down stereotypes and develop positive attitudes towards both languages and language groups (de Jong & Howard, 2009).
- It is in [dual language immersion] programs that there is the most potential for truly preparing citizens who can make highly significant contributions to their own and our global societies (Cummins, 2010).

Support of the 90:10:
- Academic uses of language are far more difficult to acquire outside of school in Spanish than in English. Increased Spanish use in the 90:10 model helps counteract this effect, leading to improved bilingualism and bi-literacy for both language groups (Lindholm-Leary, 2005; Thomas & Collier, 1997, 2006).
- The 90:10 model requires initial emphasis on the **minority** language, because this language is less supported by the broader society and thus academic uses of this language are less easily acquired outside of school" (Thomas and Collier, 1997, p. 57).

Misconceptions About Dual Language Programs

- *Students should be integrated into English-only classes for rapid integration into the U.S. mainstream.* A bicultural schooling context is important for successful adaptation into the mainstream society. This includes the integration and celebration of home language, culture, and traditions into school curriculum. (Caplan, Choy, & Whitmore, 1992; Tharp & Gallimore, 1988; Trueba, Jacobs, & Kirton, 1990).
- Children acquire language quickly, therefore only a short amount of time (1-2 years) is sufficient for ELLs to achieve academic success. Research shows that language learners require at least 5-7 years of second language instruction to reach equivalent levels of **academic** achievement to their English-native peers (Hakuta & Diaz, 1984; Cummins, 1992; Thomas & Collier, 2002).
- Increased "time on task" in English language instruction leads to increased English acquisition. Kathryn Lindholm-Leary (2001) found that English-native Spanish language learners in 90/10 dual language programs achieved better Spanish acquisition than students in 50/50 dual language programs. English performance was not negatively affected by the additional time spent in Spanish. Interestingly, English language learners were rated higher in English acquisition in 90/10 programs, despite using less English in the early grades. In other words, using more Spanish for instruction allowed both groups to experience increased success learning their second language, while keeping the first intact.

***Program features from Howard and Sugarman (2010).

Placing Students in the Dual Language Program

INITIAL PLACEMENT in Dual Language Classrooms:

In the spring of the Kindergarten year, students will be offered the opportunity to enroll in a dual language classroom for their first grade year. Students will continue through the elementary grades (1-5) in this same grouping. Where there are two dual language classrooms, students may be moved within those two classrooms for "next-year" classroom placement.   The dual language program would be offered to all ELL students (including speakers of a language other than Spanish), but if a parent of an ELL student with a language other than Spanish denies the dual language program, then, on a case-by-case basis, an ESL program would be provided. In this case, the school should schedule a meeting with the parents and the Bilingual/ESL Coordinator.

Lottery System

1. At registration, information is distributed about Dual Language informational meetings.
   Parents of native English-speaking students who desire that their child be in the DL lottery must attend a publicized parent information meeting.

2. The number of lottery placements will be determined after placing Spanish dominant students.

3. Native English speakers must have attended Howard ECC.

4. Preference will be given to students who are siblings of dual language students (previous and current).

5. Parents of all dual language students must sign a commitment form stating they will attend informational meetings and commit to their child's participation through 5th grade.

Parent Commitment forms will be explained at a parent information meeting and signed by parents.
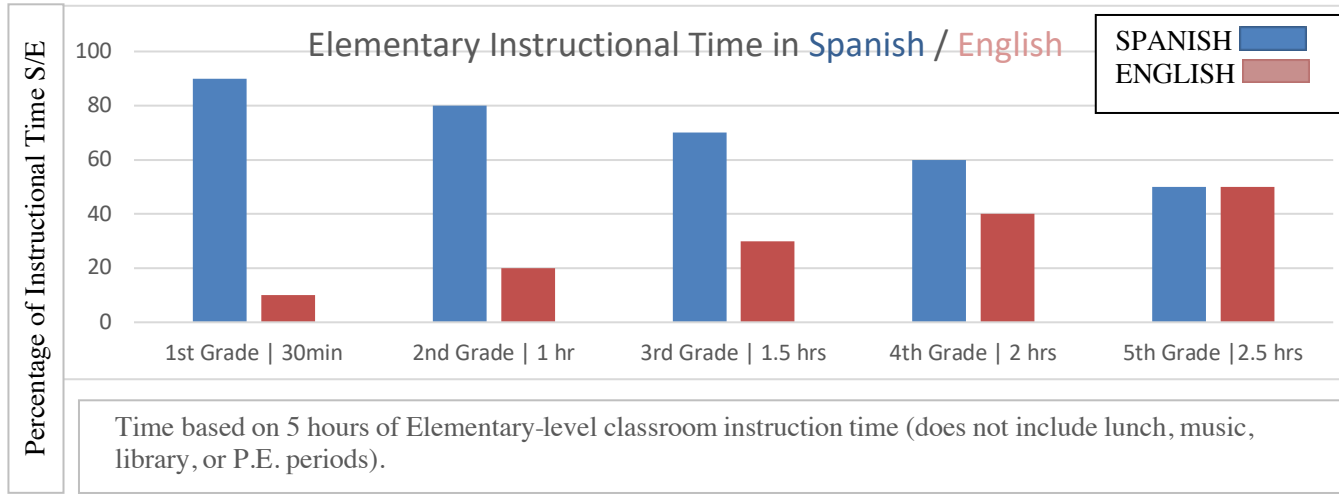
Content Instruction-Language of Instruction

Grade	Students	Time	Spanish Instruction Subject Areas	Time	English Language Proficiency Standards Instruction (ELPS)
			Content addressed through Spanish instruction		Time devoted to listening, speaking, reading and writing through the content
First	Spanish Speakers & English Speakers	90%	Language Arts Math Social Studies Science	10%	ELD (English Language Development) through content area: Social Studies
Second	Spanish Speakers & English Speakers	80%	Language Arts Math Social Studies Science	20%	ELD (English Language Development) through content areas: Social Studies

Formal English reading instruction and informal writing begins |
| Third | Spanish Speakers & English Speakers | 70% | Language Arts Math Social Studies Science | 30% | ELD (English Language Development) through content areas: Social Studies, Math

Formal English reading instruction and informal writing continues |
| Fourth | Spanish Speakers & English Speakers | 60% | Language Arts Math Social Studies Science | 40% | ELD (English Language Development) through content areas: SS, Math

Formal English reading instruction continues and formal writing instruction begins in the spring |
| Fifth | Spanish Speakers & English Speakers | 50% | Language Arts Math Social Studies Science | 50% | ELD (English Language Development) through content areas: Science, SS, Math

Formal English reading instruction continues and formal writing instruction continues |

Content Instruction-Language of Instruction

Grade	Students		Time	Spanish Instruction Subject Areas (SSL)		Time	English Instruction Subject Areas (ESL)
Sixth	Spanish Speakers & English Speakers		50%	Social Studies Science Pre AP Reading		50%	*Pre-AP English, Math, Electives (ESL/SIOP trained teachers)
Seventh	Spanish Speakers & English Speakers		50%	Texas History Science Spanish I Pre AP		50%	Pre-AP English, Math, Science, Language Arts, Electives (ESL/ SIOP trained teachers)
Eighth	Spanish Speakers & English Speakers		50%	**(Science)** Spanish II Pre AP US History		50%	Math, Pre-AP English, Language Arts Electives (ESL/ SIOP trained teachers)

*Depending on STAAR assessments some students will take regular Reading/Language Arts in English.

Content Instruction-Time for Instruction

Elementary Instructional Time in Spanish / English

Percentage of Instructional Time S/E

Legend: SPANISH | ENGLISH

X-axis categories: 1st Grade | 30min, 2nd Grade | 1 hr, 3rd Grade | 1.5 hrs, 4th Grade | 2 hrs, 5th Grade |2.5 hrs

Time based on 5 hours of Elementary-level classroom instruction time (does not include lunch, music, library, or P.E. periods).

	ENGLISH	SPANISH	RTI
1st Grade	30 minutes: ELD Time Content Based through Social Studies	270 minutes to include: 90 minutes Math 90 minutes Language Arts 45 minutes Science	30 min Spanish RTI (math/reading) after 2nd semester
2nd Grade	60 minutes: ELD Time Content Based through Social Studies Formal English Reading Informal English Writing Non-Transferrable Skills	240 minutes to include: 90 minutes Math 45 minutes Science 90 minutes Spanish Language Arts	30 min Spanish RTI (subtracted from math/SLAR time)
3rd Grade	90 minutes: ELD Time Content Based through Social Studies Formal English Reading Informal English Writing Non-Transferrable Skills 30 minutes: Math Prob. Solving/Non-cognate vocabulary	210 minutes to include: 90 minutes Language Arts 45 minutes Science 60 minutes Math	45 min RTI time in Spanish first semester or English depending on student need after the 1st semester
4th Grade	120 minutes: ELD Time Content Based through Social Studies (Writing) Spelling Formal English Reading Writing Non-Transferrable Skills 90 minutes: Math	150 minutes to include: 90 minutes Language Arts 45 minutes Science	45 min RTI time in Spanish or English depending on student need
5th Grade	180 minutes: ELD content based through Social Studies/ Science 90 minutes: Math 60 minutes: English Language Arts	120 minutes to include: 60 minutes Language Arts 45 minutes Science	45 min RTI: English 45 min RTI: Spanish (based on student need)

Dual Language at the Middle & High School

Grades 6-12 instructional time in Spanish/English based on course enrollment (2-3 courses delivered in Spanish per school year. 1 core content area course and 1-2 elective area course/s)

***Both language groups will be a part of the
  Language Proficiency Assessment Committee (LPAC process)

ASSESSMENT TOOL		NOTE:
Language Proficiency Tests: Woodcock – Munoz Language Survey		◊ All 1st grade dual language students are tested at the beginning of the school year ◊ All students are tested for the spring LPAC
iStation (grades 1-5)		◊ (BOY) both languages ◊ (EOY) both languages ◊ Ongoing throughout year in Spanish
TELPAS		◊ For LEP students only
STAAR		
3rd grade	Spanish: Reading & Math (unless determined otherwise by LPAC)	
4th grade	Spanish: Reading & Writing (unless determined otherwise by LPAC) English: Math (unless determined otherwise by LPAC)	
5th grade	Spanish: Reading (unless determined otherwise by LPAC) English: Math & Science (unless determined otherwise by LPAC)	
6th-8th grade	English: all subjects unless Newcomer student with LPAC recommendation Newcomers should be granted the 3 exemptions when possible.	

Alamo Heights Independent School District

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SPANISH IMMERSION AND DUAL LANGUAGE PROGRAM
Parent Commitment Form

Student's Name _____ Date of Birth _____

Parent(s) Name _____ Phone _____

Address_____ Zip _____ Campus _____

Email address: _____ Cell Phone #: _____

Names and ages of younger brothers and sisters: _

_____

An important key to the success of children in an immersion/dual language program is a positive working relationship between the school and the home. The District will devote the time, energy and resources needed to ensure the success of the program for which he/she was selected.

As parents of immersion/ dual language students, it is important for you to make commitments also. These include:

- *Understanding that there could be a lag in the acquisition of English reading and writing skills. This becomes particularly evident in second grade when students take national achievement tests. Research validates that this lag usually disappears by fifth grade.*

- *Agreeing to read in English every night at home to establish the foundation for English reading and writing skills*

- *Remaining in the Spanish Immersion or Dual Language class throughout the elementary years—grades 1-5*

- *Being supportive and understanding of both your child and the program*

- *Understanding that there will be 24-26 students in the Spanish Immersion classes. Dual language class size will be determined based upon the number of English Language Learner enrollment (class size not to exceed 22).*

I understand the commitments necessary for a successful program and request that my child be enrolled in the program.

Mother's Signature _____ Father's Signature_____
(Both signatures are required)

> **NOTE:** Falsification of information or records to the Alamo Heights Independent School District is a criminal offense under Penal Code 37.10 and enrolling the child under false documentation will result in immediate withdrawal of the student(s) and maintenance and operating expenses for the current year will be charged each student on a per school day basis. Education Code 25.002

Placement For Students Entering Mid-Year/Program

Students must meet the following criteria in order to be considered for participation:

1st grade	**LEP students:** Newcomers to US schools Previous participation in a bilingual program at another district/school **Non-LEP Students:** Previous participation (with documentation) and success in bilingual DL program at another district/school Spanish fluency/capacity for academic performance in Spanish as measured by Woodcock-Munoz Language Survey
2nd grade	**LEP students:** Newcomers to US schools Previous participation in a bilingual program at another district/school **Non-LEP Students:** Previous participation (with documentation) and success in bilingual DL program at another district/school Spanish fluency/capacity for academic performance in Spanish as measured by Woodcock-Munoz Language Survey
3rd grade	**LEP students:** Newcomers to US schools Previous participation in a bilingual program at another district/school **Non-LEP Students:** Previous participation (with documentation) and success in bilingual DL program at another district/school Spanish fluency/capacity for academic performance in Spanish as measured by Woodcock-Munoz Language Survey
4th grade	**LEP students:** Newcomers to US schools Previous participation in a bilingual program at another district/school Spanish fluency/capacity for academic performance in Spanish **Non-LEP Students:** Previous participation (with documentation) and success in bilingual DL program at another district/school Spanish fluency/capacity for academic performance in Spanish as measured by Woodcock-Munoz Language Survey
5th grade	**LEP students:** Newcomers to US schools Previous participation in a bilingual program at another district/school Spanish fluency/capacity for academic performance in Spanish **Non-LEP Students:** Previous participation (with documentation) and success in bilingual DL program at another district/school Spanish fluency/capacity for academic performance in Spanish as measured by Woodcock-Munoz Language Survey
6th 8th grade	**LEP students:** Newcomers to US schools Previous participation in a bilingual program at another district/school Spanish fluency/capacity for academic performance in Spanish **Non-LEP Students:** Previous participation (with documentation) and success in bilingual DL program at another district/school Spanish fluency/capacity for academic performance in Spanish as measured by Woodcock-Munoz Language Survey

Alamo Heights Independent School District

7101 Broadway ● San Antonio, Texas 78209 ● Phone 210-824-2483

ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT
Application for Admission to AHISD Pre-K/ K Bilingual Program

School Year: _____

Child's Name

_____
Last   First   Middle   Date of Birth

Parent/Guardian Name

_____

Current Legal Address

_____
Number   Street   (Apt. #)   Zip Code

Email address: (Please Print) _____**Cell Phone**

_____

By signing below, I understand that:

A. Since my child is participating as a non –LEP student in the District's bilingual program in pre-kindergarten or kindergarten, he/she will not automatically be admitted into the Dual Language or Spanish Immersion program at the first grade level. If I choose to seek admission into the AHISD Dual Language or Spanish Immersion program, I will submit an application to the lottery through procedures defined in District policy (see EHBK Regulation).

B. In order for my child to be admitted into the Pre-K/ K Bilingual program, he/she need to demonstrate a proficiently level of 3-4 on the Spanish Oral Language Proficiency Test (OLPT).

_____
Parent/Guardian Signature

_____
Date

NOTE: Falsification of information or records to the Alamo Heights Independent School District is a criminal offense under Penal Code 37.10 and enrolling the child under false documentation will result in immediate withdrawal of the student(s) and maintenance and operating expenses for the current year will be charged each student on a per school day basis.

Education Code Section 25.002.

Admission into the Dual Language Program and the Spanish Immersion Program is not based on race, creed, color, religious affiliation, age, or handicapping condition.

AHISD Board Policy

SPECIAL PROGRAMS	**EHBE**
BILINGUAL EDUCATION/ ESL	**REGULATION**

PARTICIPATION OF NON-LEP STUDENTS

The District's bilingual program for pre-kindergarten and kindergarten students will accept Spanish proficient non-LEP students into the classes at Howard ECC as long as the total number of non-LEP students does not exceed 40 percent of the number of students enrolled in the program [see EHBE (LEGAL)] The class is limited to a total enrollment of 18 students.

In order to participate in the bilingual program, the parents of a non-LEP student must submit an application to the Superintendent or designee.

A non-LEP student who participates in the District's bilingual program in pre-kindergarten or kindergarten will not automatically be admitted into the Dual Language or Spanish Immersion program at the first grade level. Parents of a non-LEP student who participates in the bilingual program in kindergarten may request admittance into the Dual Language or Spanish Immersion program for their child by submitting a request to the Superintendent or designee. Program admission will be determined in accordance with defined criteria and other administrative procedures. [see EHBK (REGULATION)]