



**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, Assistant Superintendent of Curriculum & Instruction

Mr. Frank Stanage IV, Assistant Superintendent of Human Resources

Dr. Yadira T. Palacios, Director of Teaching and Learning & Language Programs

Mrs. Kimberly Alexander, Junior School Academic Dean

Mrs. Charlotte Dolat, High School Academic Dean

Alamo Heights ISD

7101 Broadway

San Antonio, TX 78209

210-824-2483

[www.ahisd.net](http://www.ahisd.net)

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## Dual Language Program at AHISD

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Dual Language is a two-way immersion (TWI) educational model that integrates English speakers and 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 multilingual, 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 biliteracy
- To promote cross-cultural understanding for all students

Language learning will take place primarily through content instruction in the two-way immersion model. Academic subjects will be taught to all students in both English and Spanish according to the chart on pages 5 and 6. Students' first and second language abilities are developed through grade level curricular content learning.

### Features of the AHISD Dual Language Education Program:

- **Teaching Strategies for Language & Content** – Cooperative learning, thematic units, hands-on materials, language-rich environments with scaffolding for comprehension; varied opportunities for reading, writing, listening, and speaking in Spanish and English (e.g. building oracy, small group reading, Project GLAD strategies, *el dictado* structured writing lessons, etc.) (Lara, 2017).
- **Separation of Languages by Teachers & Students** – Teachers teach for extended periods of time in one designated language and encourage both first-language and second-language learners to communicate in the language of instruction to the best of their ability; teachers strategically support cross-linguistic connections with the “Bridge” – occasional, explicit contrastive analysis of Spanish and English vocabulary and grammatical features (Beeman & Urow, 2013).
- **Integration of Students** – Emergent bilingual (EB) students (also known as English learners) and English proficient students learn together for significant portions of the day, using cooperative learning structures (e.g. bilingual pairs, accountable conversations).
- **Duration of Program** – The initial commitment to the program is for 5 years (Grades 1-5), however, it is recommended to continue in the program at the AHJS and AHHS. Students have more positive academic outcomes the longer they stay in dual language programs (Lindholm-Leary, 2019).
- **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
- **Inclusion** – Children with learning differences and/or disabilities are welcome to participate in dual language immersion. Research shows that children of all abilities are capable of bilingualism. Students with diagnosed disabilities perform as well in bilingual programs as their peers with the same special needs in English programs (Kay-Raining Bird, 2016; Peña, 2016). It is highly recommended that families discuss participation in dual language with their child's teacher, administrator, and special education case manager (if applicable) to make an informed decision about immersion education and plan for instructional and linguistic supports and interventions that may be needed.

## Research-Based Program Features

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### **Emergent bilingual (EB) students are integrated with a fairly equal number of native English speakers**

- The integration made possible with TWI education promotes social unity as students and families work together for common purposes. Children become “language experts” for their peers, which greatly increases the amount of authentic second language interactions for all (Thomas & Collier, 2017). This promotes student learning and engagement, and fosters the development of self-confidence and interpersonal skills.

### **Students develop high levels of proficiency in both their first language and a second language**

- Elementary and secondary 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 biliteracy (Howard et al., 2018).

### **Students’ performance will be equal to or above that of their grade-level peers**

- Bilingualism can lead to cognitive advantages in executive functions such as attention and task-switching (Cummins, 2021).
- Students from Spanish-speaking homes in two-way dual language models (EBs) outperform those in transitional bilingual education programs (Marian et al., 2013). Thomas and Collier (2017) indicate that the two-way dual language model is the only program with the potential to close the achievement gap for EB students.
- Students from English-speaking homes in two-way dual language programs have been shown to outperform their monolingually-educated counterparts, including students from diverse backgrounds (Lindholm-Leary, 2016).
- The validation of students’ home languages and cultures increases their academic engagement and performance (Cummins, 2021).

### **Dual language students will develop positive cross-cultural attitudes and gain an increased global awareness**

- Dual language programs promote bilingualism, biliteracy, academic achievement, and multicultural awareness for all students (Howard et al., 2018).
- Student integration can break down stereotypes and develop positive attitudes towards both languages and language groups (de Jong & Howard, 2009).
- Dual language immersion programs have the most potential for truly preparing citizens who can make highly significant contributions to their own and our global societies (Thomas & Collier, 2019).

### **Support of the 90:10:**

- Academic uses of language are 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 biliteracy for both language groups (Howard et al., 2018; Lindholm-Leary, 2022; Thomas & Collier, 2017).

## Common Misconceptions About Dual Language Programs

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- *Students should be integrated into English-only classes for rapid integration into the U.S. mainstream.*  
**False!** Culturally and linguistically responsive practices facilitate successful adaptation into mainstream society, increase family engagement with schools, and support positive student mental health and learning. This includes use of home languages for instruction and family communication, high-quality English language instruction, sociocultural understanding, and celebration of all students' cultures and language varieties (Toppelberg & Collins, 2010; Howard et. al., 2018).
- *Children acquire language quickly, therefore only a short amount of time (1-2 years) is sufficient for EB students to learn English.*  
**False!** 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-speaking peers (Lindholm-Leary, 2019; Cummins, 2021).
- *Increased “time on task” in English language instruction leads to increased English acquisition.*  
**False!** Multiple studies have demonstrated that students in 90/10 dual language programs have similar outcomes in English to students in 50/50 dual language models, and the increased time in Spanish does not negatively impact English development. Additionally, students in 90/10 models have been found to demonstrate better Spanish language skills than students in 50/50 dual language or English only programs. In other words, using more Spanish for instruction allows EBs and English home language speakers to experience increased success in learning a second language, while keeping the first one intact (Howard et al., 2018).
- *Some people don't have a “language learning brain” and not every learner is a “good fit” for immersion education.*  
**False!** Bilingualism does not cause or worsen existing language impairments or learning challenges (Peña, 2016). Students of many backgrounds and abilities experience success in two-way dual language education, if educators and parents understand the program model and provide appropriate second language acquisition and academic support (Genesee & Fortune, 2014). Parents should consult with school staff if they have questions or concerns about their child's participation.

## Placing Students in the Dual Language Program

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### INITIAL PLACEMENT in Dual Language Classrooms:

Entering Pre-K & Kindergarten: Students classified as Emergent Bilingual (EB) according to the state Oral Language Proficiency Test (OLPT) will be automatically admitted to dual language PK or K classrooms (one-way or two-way). Students classified as English proficient who are proficient in Spanish according to the OLPT may apply for admission to the one-way dual language program (see pp. 12-13).

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

### Lottery System

1. At registration, information is distributed about Dual Language (DL) informational meetings. Parents of English-proficient 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 EB students.
3. English-proficient 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 5<sup>th</sup> grade.

**Parent commitment forms** will be explained at a parent information meeting and signed by parents.

### Admittance to Dual Language Program after the close of the lottery:

The AHISD language program lottery closes officially for wait-list students after the conclusion of the second week of school. If the class size in a Dual Language or Spanish Immersion classroom decreases below minimum enrollment, then students may be assessed for Spanish proficiency to determine the appropriateness of admittance into a language class. Parents will need to submit a formal request for testing and students will be admitted on a first-come, first-served basis. Upon placement in the class, parents will complete a program commitment form.

Assessment instruments include/ but are not limited to:

- Universal Screeners
- Reading and math grade level assessments
- Woodcock Munoz Language Survey (minimum Spanish level: Continuing Development)

- Writing Samples

## Language Allocations

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### AHISD Elementary Dual Language Program Language Allocations by Content Areas



Grade	Content Instruction in Spanish	Content Instruction in English
PK & K	<b>90% Spanish</b> All Subjects Spanish	<b>10% English</b> Structured ELD Time
1st	<b>90% Spanish</b> All Subjects Spanish	<b>10% English</b> Structured ELD Time
2nd	<b>80% Spanish</b> All Subjects Spanish	<b>20% English</b> Structured ELD Time
3rd	<b>70% Spanish</b> Spanish Language Arts Math Science	<b>30% English</b> English Language Arts (Structured ELD Time) Math Bridge to English Social Studies
4th	<b>60% Spanish</b> Spanish Language Arts Math Bridge to Spanish Science Social Studies	<b>40% English</b> English Language Arts (Structured ELD Time) Math Science Bridge to English
5th	<b>50% Spanish</b> Spanish Language Arts Math Bridge to Spanish Science	<b>50% English</b> Language Arts Bridge to English Math Science Bridge to English Social Studies



# Language Allocations



## AHISD Elementary Dual Language Program Language Allocations for Assessments



Grade	Language of Screeners for English Home Language Speakers	Language of Screeners for Spanish Home Language Speakers
<b>K</b>	<b>MClass Reading:</b> Beginning of Year (BOY): English Middle of Year (MOY): Spanish End of Year (EOY): Spanish (dyslexia screener in English) <b>MAP Math:</b> English	<b>MClass Reading:</b> BOY: Spanish MOY: Spanish EOY: Spanish <b>MAP Math:</b> Spanish
<b>1st</b>	<b>MClass Reading:</b> BOY: English MOY: Spanish (dyslexia screener in English) EOY: Spanish & English <b>MAP Math:</b> English	<b>MClass Reading:</b> BOY: Spanish MOY: Spanish EOY: Spanish & English <b>MAP Math:</b> Spanish
<b>2nd</b>	<b>MClass Reading:</b> BOY: Spanish MOY: Spanish EOY: Spanish & English <b>MAP Math:</b> English	<b>MClass Reading:</b> BOY: Spanish MOY: Spanish EOY: Spanish & English <b>MAP Math:</b> Spanish
<b>3rd</b>	<b>MAP Reading:</b> English <b>MAP Math:</b> English <b>STAAR:</b> English <b>EOY:</b> Avant Spanish	<b>MAP Reading:</b> Language of assessment * <b>MAP Math:</b> Language of assessment <b>STAAR:</b> Language of assessment <b>EOY:</b> Avant Spanish
<b>4th</b>	<b>MAP Reading:</b> English <b>MAP Math:</b> English <b>STAAR:</b> English	<b>MAP Reading:</b> Language of assessment <b>MAP Math:</b> Language of assessment <b>STAAR:</b> Language of assessment
<b>5th</b>	<b>MAP Reading:</b> English <b>MAP Math:</b> English <b>STAAR:</b> English <b>EOY:</b> Avant Spanish	<b>MAP Reading:</b> Language of assessment <b>MAP Math:</b> Language of assessment <b>STAAR:</b> Language of assessment <b>EOY:</b> Avant Spanish

\* Language of assessment is determined by the Language Proficiency Assessment Committee (LPAC)

## Alamo Heights Junior School Program Offerings

Grade	Time	Spanish Instruction Subject Areas	Time	English Instruction Subject Areas
6th	Three academic periods	Reading Adv/GT Social Studies Adv/GT Science Adv/GT	Three or more academic periods	English, Math, Elective Classes (Teachers certified in ESL as needed)
7th	Three academic periods	Spanish II Advanced * Texas History Adv/GT Science Adv/GT	Three or more academic periods	English Language Arts & Reading (ELAR), Math, Elective Classes (Teachers certified in ESL as needed)
8th	Two academic periods	Spanish III Advanced * U.S. History Adv/GT	Four or more academic periods	Science, ELAR, Math, Elective Classes (Teachers certified in ESL as needed)

\* *Fulfills high school world language credit requirements*

## Alamo Heights High School Program Offerings

Spanish Instruction Subject Areas	Global Seal of Biliteracy Requirements	English Instruction Subject Areas
<ul style="list-style-type: none"> <li>● Spanish IV On-Level</li> <li>● Spanish IV AP Language &amp; Culture</li> <li>● Spanish IV DC **</li> <li>● Spanish V AP Literature &amp; Culture</li> <li>● Spanish VI Immersion</li> <li>● <i>Additional elective seminars may be offered in Spanish. See the <a href="#">AHHS Academic Planning Guide for current offerings and prerequisite requirements.</a></i></li> </ul>	<p><b>Functional Fluency certification:</b> Spanish IV AP Language &amp; Culture- Students must earn a 3 or 4 - OR - Assessment of Performance towards Proficiency in Languages (AAPPL) score of Intermediate 4 or higher in all 4 testing categories (Speaking, Listening, Writing, &amp; Reading)</p> <p><b>Working Fluency certification:</b> Spanish IV AP Language and Culture- Students must earn a 5 - OR - AAPPL Advanced 1 or higher in all 4 testing categories (Speaking, Listening, Writing, &amp; Reading)</p>	<p><b>All other subject areas</b> (Teachers certified in ESL as needed)</p>

AP = Advanced Placement

DC = Dual Credit \*\**Option to earn 4 college hours*

# Parent Commitment Form



## Alamo Heights Independent School District

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

### SPANISH IMMERSION AND DUAL LANGUAGE PROGRAM English-Proficient 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 Emergent Bilingual student enrollment.*

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

Parent/Guardian's Signature \_\_\_\_\_ Parent/Guardian's Signature \_\_\_\_\_  
*(All parent/guardian 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



# Alamo Heights Independent School District

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## ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT Application for Admission to AHISD K Dual Language Program

**School Year:** \_\_\_\_\_

**Child's Name**

\_\_\_\_\_

Last	First	Middle	Date of Birth
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**Parent/Guardian Name** \_\_\_\_\_

**Current Legal Address**

\_\_\_\_\_

Number	Street	(Apt. #)	Zip Code
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**Email address** \_\_\_\_\_ **Cell Phone** \_\_\_\_\_

By signing below, I understand that:

- A. Since my child is participating as a non-EB (emergent bilingual) student in the District's bilingual program in pre-kindergarten or kindergarten, he/she will not automatically be admitted into the Two-Way 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 One-Way Dual Language program, he/she needs to demonstrate a proficiency level of 3-5 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

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## 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)]

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