

Dual Language Program

Parent Handbook



2023-2024

Judson Independent School District

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Superintendent and Assistant Superintendent

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Program Goals

Students will be provided the opportunity to maintain and develop their first language while simultaneously acquiring proficiency in a second language.

Students will demonstrate academic achievement at or above grade level as measured by formal and informal assessments.

Teachers will ensure student success in content knowledge and fluency in both languages.

A partnership between parents, teachers, and administration will create bilingual, biliterate, and bicultural students.

English Learners will meet reclassification criteria.

Judson Independent School District will recruit and retain highly qualified staff and provide sufficient resources to support program success.

Dual Language Vision Statement

The VISION of the Dual Language Program is to develop children into bilingual, biliterate, and bicultural students who are able to think critically and enjoy learning in two languages.



Judson Independent School District does not discriminate on the basis of race, sex, age, religion, color, national origin, or disability in providing education services, activities or programs. It is the intent and policy of this District to conduct its activities in compliance with all Federal and State laws prohibiting discrimination on the basis of race, sex, age, religion, color, national origin, or disability.

General Information:

To be bilingual is to have greater access to the world. The ability to speak, read, and write in both English and Spanish is a particularly valuable skill in Texas. Census projections indicate that across the state, Spanish will be spoken by an increasingly higher percentage of Texans in the coming decades. In fact, it has been predicted that by the year 2030, approximately 40% of all U.S. school-age children will be non-English speaking. Subsequently, Spanish will hold a more prominent place in all aspects of our society, including business, medicine, education, and social work. To be bilingual is to also acquire a greater appreciation for other cultures. Technology and free trade agreements between nations have made our world a much smaller place than it was even fifteen years ago. Great societies throughout the ages have each carried the hallmark of the appreciation of other cultures, and this appreciation has often led to eras of peace and prosperity. To be able to equip Judson ISD students with the tools to be bilingual, whether through a Dual Language or Immersion program, is to invest in their future and the future of our society, and to foster cultural understanding.

Dual Language One-Way Framework

A One-Way Dual Language Program is a bilingual educational program integrating **Emergent Bilingual students in two languages (English & Spanish)**. The purpose of the Judson ISD One-Way Dual Language Program is to develop English proficient students prepared to enter English instruction beginning in the 6th grade. The goal of the One-Way Dual Language Program is to develop fluency and literacy in both English and Spanish for all Emergent Bilingual students participating in the program. In this educational environment, we provide communicative and academic language development through an interactive and cross-cultural setting.

Students are taught by a bilingual certified educator who has full command of both the English and Spanish language. Both languages are incorporated through all content areas following a 50/50 model using instructional practices that encourage high levels of language and literacy proficiency. This approach emphasizes attaining high levels of academic achievement and developing an appreciation for languages and cultures with the outcome of reaching bilingualism and biliteracy.

Dual Language Two-Way Framework

A Two-Way Dual Language Program is a bilingual educational program integrating **both Emergent Bilingual students and English-proficient students in two languages - English and Spanish**. The purpose of this Two-Way Dual Language Program is to develop Emergent Bilingual students into English proficient students prepared to enter English instruction beginning in the 6th grade. The goal of the Two-Way Dual Language Program is to develop fluency and literacy in both English and Spanish for all students participating in the program. Students of two different language groups are purposely mixed in the same educational environment to provide communicative and academic language development through an interactive and cross-cultural setting. Students are taught by bilingual certified teachers across all content areas. This approach emphasizes equality of educational opportunity for both English and non-English-speaking children through an educational process that validates and fully develops both languages and instills a mutual respect for both language learners.

Eligibility to for the Dual Language Program

One-way Eligibility (Student)

A student must first qualify as Emergent Bilingual with Spanish on the Home Language Survey. The Language Proficiency Assessment Committee (LPAC) is responsible for identifying a student as Emergent Bilingual and recommending program placement based on language testing. If the LPAC recommends Dual Language placement, the parent must agree to the placement. Once parents have agreed to placement in the Dual Language Program, the student will continue in the program through the 5th grade. After a student meets criteria to reclassify, he/she will continue in the Dual Language Program as an English proficient student. All LPAC expectations will be followed.

Two-way Eligibility (Student)

A student who qualifies as Emergent Bilingual with Spanish on the Home Language Survey must follow the Language Proficiency Assessment Committee (LPAC) process. The LPAC is responsible for identifying this student as Emergent Bilingual and recommending program placement based on language testing. If the LPAC recommends Dual Language placement, the parent must agree to the placement. Once parents have agreed to placement in the Dual Language Program, the student will continue in the program through the 5th grade. After a student meets criteria to reclassify, he/she will continue in the Dual Language Program as an English proficient student. All LPAC expectations will be followed for English Learners in the program.

An English proficient student (one that never qualified as an English Learner) may qualify to enter into the program in Kindergarten. Parent must attend one parent information meeting, fill out an application and return it before the deadline. An English proficient student can participate in Judson ISD's Dual Language Two-Way program after Kindergarten **only** if they are transferring in from another district's Dual Language Program. To qualify for entrance:

1. Incoming students must provide documentation to show participation in a Dual Language Program from the previous school district (ex: report card).
2. There must be available space within the cohort/class the student wishes to enter. Space becomes available only if a class size falls below a student-teacher ratio of 23:1.
3. A 2-week trial enrollment period will take place to ensure best placement

One-Way Dual Language Components K-2nd Grade

Language Development Block

Students will have opportunities to develop their **English** or **Spanish** language skills through listening, speaking, reading, and writing in a whole group setting. This is a structured time to focus on these foundational language skills for a deeper understanding.

Skills covered during this time include:

- Phonemes
- Onset & Rime
- Syllable
- Sentence Segmentation
- Alliteration
- Rhyming

Language Arts & Reading

Spanish Language Arts – Whole Group Instruction skills that MUST be covered during this time include:

- Phonological Awareness
- Explicit Phonics Instruction
- Reading fluency and oral reading skills
- Vocabulary instruction
- Reading comprehension strategies
- Strategies mentioned under Best Practices

English Language Arts - Whole Group Instruction skills that MUST be covered during this time include:

- Phonological Awareness
- Explicit Phonics Instruction
- Vocabulary development
- Listening, Speaking, Reading, and Writing
- Reading fluency and oral reading skills
- Reading comprehension strategies

Small Group Targeted Instruction & Bilingual Learning Stations Some skills covered during this time may include:

- **Small Group Targeted Instruction will be provided in both English and Spanish depending on the student need. The focus for small group instruction is to close the learning gap in student's L₁ before intervention is done in L₂. Teachers must use IDEL/mClass Data to make this decision.**
- **Bilingual learning stations** are based on student needs and may include activities in English and Spanish.

Math

Math instruction will be delivered in both English and Spanish. **Some skills covered during this time may include:**

- Whole group instruction
- **Small Group Targeted Instruction will be provided in both English and Spanish depending on the student need.**
- **Bilingual learning stations** are based on student needs and may include activities in English and Spanish, such as:
 - **Problem Solving**
 - **Place Value**
 - **Addition & Subtraction Computation**
 - **Number Patterns**
 - **Coins, Shapes, Measurement**
 - **Data Analysis**

Science & Social Studies

Science and Social Studies instruction will be delivered in both English and Spanish.

Grades & Reports

Report card grades will follow district grading guidelines

- Report card will reflect student mastery of the content, not language
- Students will assess through Texas English Language Proficiency Assessment System (TELPAS) each spring until reclassified as English Proficient
- Parents will receive progress reports through the Language Proficiency Assessment Committee (LPAC)

Two-Way Dual Language Components 3rd – 5th Grade

Language Development Block

Students will have opportunities to develop their **English** or **Spanish** language skills through listening, speaking, reading, and writing in a whole group setting. This is a structured time to focus on these foundational language skills for a deeper understanding.

Language Arts & Reading

Taught by a bilingual certified teacher who manages language acquisition and instructs all Language Arts and Reading in both English and Spanish.

Spanish Language Arts – Whole Group Instruction Some skills covered during this time may include:

- Reading Comprehension
- Vocabulary instruction
- Writing*

English Language Arts - Whole Group Instruction Some skills covered during this time may include:

- Reading Comprehension
- Vocabulary instruction
- Writing*

Small Group Targeted Instruction - At 4th and 5th grade, Small Group writing instruction may occur in either English or Spanish to continue developing students' reading and writing abilities across both languages.

- Phonics/ Word Work
- Comprehension
- Vocabulary
- Writing

***In 4th grade (only), formal Whole Group writing instruction will be conducted in English.**

Social Studies

Taught by a bilingual certified teacher using Preview, View, Review Model in English and Spanish

Math

Taught by a Bilingual certified teacher, Math instruction will be delivered in both English and Spanish.

Bilingual learning stations are based on student needs and may include activities in English and Spanish, such as:

Science

Taught by a Bilingual certified teacher using Preview, View, Review Model in English and Spanish.

- **Problem Solving**
- **Place Value**
- **Fractions**
- **Addition & Subtraction Computation**
- **Algebraic Reasoning**
- **Geometry & Measurement**
- **Data Analysis**
- **Personal Financial Literacy**

If the teacher is ESL certified, Science instruction will occur in English ensuring use of Sheltered Instruction strategies.

Grades & Reports

Report card grades will follow district grading guidelines and will reflect language(s) of instruction

- The ELAR and SLAR report card grade will be a combination of both languages and reflect an even split except in the event of an odd number, where the native language represents the highest number of grades (example: 5 ELA and 4 SLA grades for a native English speaker)
- Math, Science, and Social Studies grades will reflect the language of instruction
- In Gradebook, both the bilingual and ESL teacher will have access to all grade level students enrolled in the Dual Language setting, but the content area teacher inserts the grade in Skyward
- District CAs for grades 3-5 should be given in both languages to aid in testing decisions
- Parents will receive quarterly and end-of-year reports indicating reading and language acquisition

*Content language may vary based on grade level and teacher strengths as well as proficiency of the child.

Judson ISD Dual Language Best Practices

English Sound Walls

Sound walls are designed to help students connect the phonemic awareness skills to print. This process allows students to navigate a sound wall independently. They can hear the sound, feel it on their mouth and locate the spelling. A sound wall is created from the student point of view rather than the teacher's. This instructional tool creates opportunities for students to learn many words by transferring the knowledge of sound-grapheme correspondence to many words, rather than just one, as is often the case with word walls.

Metalinguistic Connections

Instructional strategy involving both languages of the program using metalinguistic connections. Using strategies such as:

- ***Preview-View-Review***
- ***El Dictado***
- ***Bridging (making meta & cross-linguistic connections)***
- ***Vocabulary***

Structured Language

Use of language scaffolds such as sentence and paragraph stems in listening, speaking, reading, and writing

Expect students to produce complete sentences orally and writing in both L₁ and L₂

Both academic and procedural vocabulary should be included

QSSSA

Content and Language Objectives

Content and language objectives should be posted and stated before, during, and after lesson

Content objectives include the verbs of the TEKS

Language objectives should describe how students will demonstrate learning through language domains (L, S, R, W)

Both academic and procedural vocabulary should be included in objectives and students should anchor to the objectives

Bilingual Pairs

Students are paired with a partner based on language proficiency and content knowledge (high/med and med/low pairings)

Students support each other's language and content learning

Partners change throughout the day and may be paired with other students based on language and subject matter knowledge