Dual Language Program Informational Meeting 2019
Agenda

- Welcome
- Introductions
- Dual Language Program Overview
- Enrollment Procedures
- Classroom observations procedures
- Parent Commitment
- Questions and Answers
Dual Language Overview

• Dual Language education is an effective approach to developing language proficiency and literacy in English and Spanish.

• Two-way immersion, one model of Bilingual education, integrates native English speakers (Non-EL non English Learners) and native Spanish Speakers (EL English Learners) for academic content instruction through both English and Spanish beginning in Elementary.

• The Dual language program at Boerne ISD promotes bilingualism and biliteracy, grade level academic achievement and cross cultural competence in all students.

• Students maintain their native language while adding another language, and they develop pride in their own culture while developing an understanding of others.
Dual Language Program Overview

• As mandated by the Texas Commissioner’s rules classes must now be comprised of 60% native Spanish Speakers (EL) students and 40% native English Speakers (Non-EL) students.

• The building of classes is dependent on the number of Spanish dominant (EL-English Learners) students enrolled in that grade level.

• English Learner students are identified by mandated state assessments.
The Two-way Immersion Dual Language Program in Boerne ISD is an enriched educational program that provides instruction for native Spanish speakers and native English speakers in both languages.

Using the 90/10 program model, students in the early grades will receive the majority of their academic instruction in Spanish.
Dual Language non-negotiables

• 90% of instruction in the target language

• Strict separation of language for instruction (no translation)

• Commitment from parents in grades K-5th grade
Language distribution by grade level

![Bar chart showing language distribution by grade level. The chart compares the number of students learning English and Spanish across different grade levels. The grade levels are K, 1, 2, 3, 4, and 5. The data shows a decreasing trend from grade K to 3, with a constant distribution of 50-50 for grades 4 and 5.](image-url)
What does research say about Dual Language?

What the research says – The Graph

1. Two-Way Dual Language Ed. including Content ESL
2. One-Way Dual Language Ed. including Content ESL
3. Transitional Bilingual Ed., including ESL taught through academic content
4. Transitional Bilingual Ed., including ESL taught through academic content (no L1)
5. ESL taught through academic content (no L1) taught traditionally
6. ESL Pullout – (no L1) taught traditionally
# Stages* of Second Language Acquisition

*Note: A second language learner does not stay in a particular stage. Given the setting, vocabulary, and prior knowledge of the subject matter, a student's English linguistic proficiency will naturally flow from one stage to another.

<table>
<thead>
<tr>
<th>Preproduction</th>
<th>Early Production</th>
<th>Speech Emergence</th>
<th>Intermediate Fluency</th>
<th>Continued Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 hours to 6 months 500 receptive word</td>
<td>An additional 6 months 1000 receptive/active words</td>
<td>An additional 1 year 3000 active words</td>
<td>An additional 1 year 6000 active words</td>
<td>5 to 7 (10) years Content Area Vocabulary</td>
</tr>
</tbody>
</table>

Teacher can expect student to:
* Point to item/picture/person  
* Perform an act  
* Gesture and nod  
* Say yes or no  
* Internalize new language

Teacher can expect student to:
* Answer with yes or no  
* Answer questions with one word  
* Use two+ words  
* Use repetitive language patterns  
* Begin to verbalize while still internalizing English

Teacher can expect student to:
* Use 3+ words and short phrases  
* Use beginning dialog  
* Use full simple sentences

Teacher can expect student to:
* Use complex statements  
* State opinions  
* Speak at length  
* Ask for clarification  
* Share original thoughts

Teacher can expect student to:
* Participate fully in the grade level classroom activities with support for comprehension and use of academic language  
* Need support in filling gaps in cultural and/or background knowledge

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**Suggested Activities**
* Visual aids and gestures  
* Oral and written key word emphasis  
* Oral production is not forced  
* Journal writing using pictures, native language, or basic English

**Suggested Activities**
* Language experience  
* Role playing/Charades  
* Journal writing  
* Picture reports  
* Reading and writing conferences with support from teachers and peers

**Suggested Activities**
* Writing process and conferences  
* Journals (content and personal)  
* Creating charts, graphs, tables  
* Book talks with peers  
* Writing basic paragraphs  
* Stating predictions

**Suggested Activities**
* Paraphrasing  
* Outlining/webbing/mapping  
* Oral discussions/debates  
* Compare/contrast  
* Journals  
* Reading a variety of genres  
* Group panels  
* Analyzing/interpreting data

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*All previously mentioned activities, and grade level expectations, with adaptations and support as needed.*


PRESENTATIONS: Stages of Second Language Acquisition - Chart
Benefits of a Dual Language Program Based on Research

**Educational Benefits of Dual Language Participation:**

Development of literacy in two languages has cognitive advantages:

- Increases mental flexibility, divergent thinking, and mathematical problem solving.
- Perform equally or better than their peers in English-only classrooms.
- Acquire advanced levels of functional second language proficiency.
- Have increased job options and preparation for the labor market and the need for bilingual workers.
- Attain increased skills for bridging across multiple cultural worlds.
Boerne ISD Dual Language Campuses 2019-20

- **Curington** Elementary (CES)  
  Kinder-5th grade
- **Fabra** Elementary (FES)  
  Kinder -5th grade
- **Herff** Elementary (HES)  
  Kinder
- **Kendall** Elementary (KES)  
  Kinder-5th grade
What our Dual Language Program will look like beginning 2019-2020

Curington (CES) Elementary
- Pre-Kinder – 5th grade
  Current CES DL student in grades 1-5 zoned for HES will stay at CES (grandfather rule)
  Los estudiantes que actualmente participan en el programa dual en CES que han sido Re-zonificados a HES tendrán la opción de quedarse en CES.

Fabra (FES) Elementary
- Kinder – 5th grade

Herff (HES) Elementary
- Pre-Kinder – Kinder (19-20)
  Pre-Kinder – 1st grade (20-21)
  Pre-Kinder – 2nd grade (21-22)
  Pre-Kinder – 3rd grade (22-23)
  Pre-Kinder – 4th grade (23-24)
  Pre-Kinder – 5th grade (24-25)

Kendall (KES) Elementary
- Kinder – 5th grade
  Current CCES DL student in grades 1-5 zoned for HES will stay at KES.
  (grandfather rule)

Incoming CCES Kinder DL students will attend HES. If the student has an older sibling grandfathered to attend KES they may apply for transfer to KES based on availability of seats.

Grandfather Rules: Any student enrolled in the Dual Language program at CES or KES during the 18-19 school year.

DL Program Cluster for the following campuses: CCES/FORES/VRES

Published on 3/18/19
Parents are an integral part of the Dual Language Program.

The success of students in any program depends partly on parental support.
Enrollment Procedures

✔ Complete the Kinder Registration online or packet and turn in to your home campus.

✔ Attend a Dual language Program Parent Informational meeting.

✔ Observe a Boerne ISD Dual Language classroom.

✔ Complete and turn in to your DL campus a Parent Agreement form, once the process has been met.
Enrollment Procedures

Parent Checklist Form

Boerne ISD Dual Language Program
Parent Checklist

Name of Parent/Guardian

Name of Student Entering Kindergarten

Home Campus for 2019-20

There is a sibling currently participating in the DL program at

Participating student name: ___________________________ Grade: ___________________________

Dual Language is an education program model in which students are taught literacy and content in two languages, Spanish and English, with the goal of helping the students become bilingual, bi-literate, and bicultural.

The Boerne ISD Dual Language Program Two Way Model - native Spanish speakers (Spanish dominant students) and native English speakers (English dominant students). The Dual Language Program Two Way is the bilingual program that is required to be offered to native Spanish speakers qualifying as English Learner (EL). All Spanish dominant (EL) students will be placed in the Dual Language Program Two Way, unless parents deny services.

The following are steps to take if you are interested in enrolling your child an English dominant student (Non-EL) in a Dual Language Program:

A DISD Central Office administrator must initial beside each of the following tasks once each task is completed.

1. Attend one of the following Dual Language Parent Information meetings at Boerne ISD Central Office Administration Building Training Room C-135, 235 W. Johns Road, Boerne
   Wednesday, March 20th, 6:00 - 7:00 p.m.
   Thursday, March 21st, 6:00 - 7:00 p.m.

2. Visit and observe a Boerne ISD Dual Language classroom at Curlewton, Fabra, or Kendall Elementary

3. Understand that the selection of English dominant students (Non-EL) may be determined by a district lottery. You will be notified of your child's status by the end of May. Parents of students on the waiting list will be notified of their child's status by the end of the first week in August.

4. Sign a Dual Language Program Parent Commitment/Agreement form.

5. Submit a complete Boerne ISD Kindergarten application and registration packet to the home campus registrar (if entering Kindergarten).

6. Verification and Signature of Completion (Return this document to the requested Dual Language campus and acquire the signature from Campus administration.)

All steps must be completed by April 22, 2019 and form(s) returned to Home Campus.
Enrollment Procedures

• Parent Agreement Form

Date: May ___, 2019
Student Name: __________________________
DL Campus: ____________________________

I COMMIT TO:
• Providing encouragement and support for bi-literacy and bilingualism for my child.
• Supporting daily attendance and punctuality both for arrival and departure for academic success.
• Continuing enrollment of my child in the Dual Language Program until the end of 5th grade for elementary and 8th grade for middle school, noting that long-term participation of 5-7 years is required for the program’s benefits to be fully realized.

I UNDERSTAND:
• The Boerne ISD Dual Language Program is a Two-way program with a 50/50 instructional model. It is the required bilingual program for Spanish-dominant children and an enrichment program for English-dominant children.
• There may be a delay in acquisition of English reading and writing. Experience has shown that this delay disappears after a few years of instruction.
• My child’s progress will be continuously monitored. The classroom teacher throughout the school year will perform formal and informal assessments of student progress.
• I will provide transportation if my child attends the Dual Language Program at a campus other than my assigned home campus.
• I understand that siblings not in the Dual Language program do not have the opportunity to transfer.
• The zoning of the Dual Language Program campus clusters can be changed by the district.
• The language distribution of the instructional framework is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Instructional breakdown by Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>50% Spanish 50% English</td>
</tr>
<tr>
<td>1st</td>
<td>50% Spanish 50% English</td>
</tr>
<tr>
<td>2nd</td>
<td>50% Spanish 50% English</td>
</tr>
<tr>
<td>3rd</td>
<td>50% Spanish 50% English</td>
</tr>
<tr>
<td>4th</td>
<td>50% Spanish 50% English</td>
</tr>
<tr>
<td>5th</td>
<td>50% Spanish 50% English</td>
</tr>
</tbody>
</table>
| 6th   | 1 course in Spanish
| 7th   | 1 course in Spanish
| 8th   | 1 course in Spanish

Please sign and return this letter to _____________ Elementary, by April 22, 2019.
I give permission for my child ___________________________ to participate in the Dual Language Program.
Enrollment Procedures

The selection of English dominant Students (Non-EL) may be determined by a lottery. You will be notified if there will be a need for a lottery.
After the presentation you will have an opportunity to schedule a classroom observation at the campus your student will be attending or one that is convenient for you.

**During the brief classroom observation we ask the following:**

- Please bring your ID and check in at the front desk of the school.
- Our priority is student confidentiality and limited interruption to instruction for the students and the teacher, therefore we ask that the observation be limited to 15 minutes.
- Observational periods are not to be used for program questions as this takes away daily instructional time from our current students.
- If you have questions, email or call the DL Program Coordinator.
Deadline for the Application process

Monday
April 22, 2019