

*Schuyler Community Schools*



Dual Language Immersion  
Program

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## Purpose of This Guide

This guide serves as a handbook for the dual language program at Schuyler Community Schools. The processes, plans and procedures outlined in this book will be followed for the dual language programs across the district. School rules, plans, policies and other procedures are found in the student handbooks for each school.

## What is Dual Language?

Dual Language signifies that instruction is taking place in both English and another language. Students are receiving and responding to complete instruction in both languages. Only one language is used for instruction at a time. For example, social studies instruction may be in Spanish. During the social studies instruction, teachers and students will solely use Spanish. If the dual language model calls for instruction in both languages, one day will be Spanish while the next day will be English. Lessons continue to progress, however. There is a model that calls for all instruction in math to be in English while all Instruction in Science and social studies to be in Spanish.

- One-way dual language means that one language is represented by the students, ie. all students are native Spanish speakers.
- Two-way dual language means that there are both native Spanish speakers and native English speakers.

English as a Second Language (ESL) instruction is instruction that is generally in English and is focused on teaching students vocabulary, both general and content specific. While content may be addressed, it is not to the same level as a content specific class. ESL instruction has been instrumental and successful in Schuyler Community Schools, however, research into dual language programs has shown why we continue to have some struggles. ESL programs work from a deficit model; students are behind because they do not know English, then stay behind because they haven't learned content at the same rate as their peers. Students in dual language programs learn content in both their native language and English allowing them to learn English while keeping up in the understanding of the content.

Dual language education is a long-term additive bilingual and cross-cultural program model that consistently uses two languages for content instruction, learning, and communication, where students develop high levels of bilingual, biliterate, and cross-cultural competencies.

- Soltero, 2016

## Dual Language Committee Members

|                  |                                   |
|------------------|-----------------------------------|
| Dr. Dave Gibbons | Director of Teaching and Learning |
| Heather Bebout   | Principal                         |
| Barbara Raya     | Teacher                           |
| Mynor Hernandez  | School Board                      |
| Veronica Acosta  | Parent                            |
| Kim Parsons      | Parent                            |

## Schuyler Community Schools Mission Statement

Schuyler Community Schools, in partnership with parents, students and the community is committed to educating students to become skilled, knowledgeable and responsible citizens in a global society.

## Mission of Our School

The Mission of the Schuyler Community Schools dual language program is to educate students in a multicultural environment in order to attain biliteracy and bilingualism to develop students' maximum academic proficiency.

## Goals of the Program

There are three goals (pillars) of our dual language program.

## The 3 Pillars of Dual Language



- 1) Bilingualism/biliteracy
  - a) Bilingualism and biliteracy are the first goal in dual language. Because students are learning content via two languages, they must be able to speak, write, read, listen, and use each of the two program languages as a support for the other. This goes beyond what a student might achieve in a traditional foreign language course. Students in dual language programs have a loftier goal – bilingualism AND biliteracy!
- 2) High academic achievement in *both* program languages
  - a) The second goal of dual language programs is to ensure high academic achievement for each student, in both program languages. This is extremely important because students in dual language programs must excel in mathematics, science, social studies, language arts, physical education, music, and art, in both languages of instruction. Often, dual language educators are mistaken in thinking that only content areas must be offered in both program languages. However, only when we also offer specials classes (music, art, PE), interventions, and special education support in both languages are we truly following best practice.
- 3) Sociocultural competence
  - a) Sociocultural competence is often the forgotten pillar of dual language. But, it is the one goal that the other two pillars rest on. Students in dual language programs should be able to see the similarities and differences in each other, but rather than identifying the differences as obstacles to overcome, they should be viewed as opportunities to connect. This pillar goes beyond having one diversity night each school year when all parents bring a dish representing their native country. Sociocultural competence is about equity and social justice!

## Program Model

| School Year | Building | Grade                 | Teacher           |
|-------------|----------|-----------------------|-------------------|
| 2018-19     | SES      | Kindergarten          | Bilingual Teacher |
| 2018-19     | SES      | 1 <sup>st</sup> Grade | English Speaker   |
| 2019-20     | SES      | Kindergarten          | Bilingual Teacher |
| 2019-20     | SES      | 1 <sup>st</sup> Grade | English Speaker   |
| 2019-20     | SES      | 2 <sup>nd</sup> Grade | Bilingual Teacher |
| 2020-21     | SES      | Kindergarten          | Bilingual Teacher |
| 2020-21     | SES      | 1 <sup>st</sup> Grade | English Speaker   |
| 2020-21     | 4-R      | 2 <sup>nd</sup> Grade | Bilingual Teacher |
| 2020-21     | 4-R      | 3 <sup>rd</sup> Grade | English Speaker   |
| 2021-22     | SES      | Kindergarten          | Bilingual Teacher |
| 2020-21     | SES      | 1 <sup>st</sup> Grade | English Speaker   |
| 2020-21     | 4-R      | 2 <sup>nd</sup> Grade | Bilingual Teacher |
| 2020-21     | 4-R      | 3 <sup>rd</sup> Grade | English Speaker   |
| 2019-20     | 4-R      | 4 <sup>th</sup> Grade | Bilingual Teacher |
| 2021-22     | SES      | Kindergarten          | Bilingual Teacher |
| 2021-22     | SES      | 1 <sup>st</sup> Grade | English Speaker   |
| 2021-22     | 4-R      | 2 <sup>nd</sup> Grade | Bilingual Teacher |
| 2021-22     | 4-R      | 3 <sup>rd</sup> Grade | English Speaker   |
| 2021-22     | 4-R      | 4 <sup>th</sup> Grade | Bilingual Speaker |
| 2021-22     | 4-R      | 5 <sup>th</sup> Grade | English Teacher   |

- Literacy and content instruction will be provided in two languages (English and Spanish) for all Dual Language students in grades K-5. Instruction is delivered in one language at a time without translation.
- The language of initial literacy is the language or languages in which students first learn to read and write in the primary grades (K-2).
- Native English speakers and native speakers of the partner language are integrated for instruction 100% of the day.
- Teachers use flexible grouping and differentiation to meet the needs of native speakers and language learners.
- The Dual Language Program is ever evolving. The program will be continually evaluated and altered in accordance with available research.

### **Parent/Guardian Meetings**

Multiple parent/guardian meetings will be held in the spring for enrollment in the next school year. The meetings will be held at various times to accommodate parents and guardians and will be held in both Spanish and English. Attendance at this meeting is mandatory and students will not be able to enroll in the dual language program if a parent/guardian is not at this enrollment meeting. The only way to get application forms will be at the parent meeting.

### **Expectations**

- Dual Language Contract signed every year
  - Continue in the Dual Language Program through 5th grade.
  - Good attendance
  - Read with your child for at least 15 minutes each evening in English and/or Spanish, even if just listening to them read or asking questions.
  - Volunteer during the school year. (The target number of volunteer hours per family is 10 hours per year).
- Things to keep in mind:
  - Children progress at their own rates
  - It can take up to four years for students to develop academic vocabulary in their second language.
  - Research shows that students in Dual Language typically outperform their peers; a bilingual brain enhances creativity and problem solving skills.
- What to expect:
  - Students develop all four language domains in both language; speaking, listening, reading and writing.
  - Lessons are not repeated or translated.
  - Dual Language students are held to equal expectations in English and Spanish.

## **Student Enrollment**

- Enrollment is open for any incoming kindergartener who lives within the Schuyler Community Schools boundaries.
- Parents/Guardians will receive the dual language school application at the mandatory parent meeting.
- A deadline for applications will be set prior to the mandatory parent meeting. Applications received after that deadline will not be considered.
- The goal for student enrollment will be to have an even number of students who have English as their predominant language and who have Spanish as their predominant language.
- There will also be an attempt made stay as close to the district wide percentage of race and ethnicity as possible. For example: If the district percentage is 80% Hispanic and 20% Caucasian, we will try to have 80% Hispanic and 20% Caucasian students in the dual language program.
- Parents must commit to keeping their child in the program through 5th grade.
- We will enroll sixteen students in Kindergarten each year.

## **Transportation**

- A bus will be available to transport students to 4R from Schuyler Elementary School at no cost to the student beginning with 2nd and 3rd grade students the 3rd year of the program.