

La Vernia ISD

Dual Language/Spanish Immersion (DLE/SIP) Program Guidelines 2017-2018



Revised, Considered, and Formerly Adopted Fall, 2017 by:

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LVISD Dual Language/Spanish Immersion Program:

The dual language program is an educational approach in which students learn two languages in an instructional setting that integrates subject content presented in both English and Spanish. The LVISD two-way program integrates native-English speakers and native-Spanish speakers in one classroom with the language of instruction based on the 90/10 model, with Spanish as the primary language of instruction. LVISD also offers a Spanish Immersion class with native-English speakers only, which also follows the 90/10 Spanish to English instructional model. By developing bilingual and bi-literate students, we are better preparing them for the multi-lingual and multicultural world in which we live and giving them a stronger appreciation of other cultures in our society.

Program Goals:

- Provide an opportunity for students to develop full oral, reading, and writing proficiency in two languages.
- Achieve academic performance at or above grade level.
- Develop positive cross-cultural understanding and appreciation.

Program Overview:

- **Language & Content Strategies** – Cooperative learning, hands-on materials, visual displays, language-rich environments, varied opportunities for reading, writing, and speaking in both English and Spanish are utilized.
- **Separation of Languages** – Based on our program model chart, teachers teach for extended periods of time in one designated language and encourage all students to communicate in the language of instruction to the best of their ability.
- **Integration of Students** – Both native-Spanish speakers and native-English speakers work and learn together throughout the day. Students in the Spanish immersion classes will also have the opportunity to work with students in the two-way class periodically.
- **Duration of the Program** – Parents are asked to commit to their child remaining in the program through 5th grade.
- **Family & Community Involvement** – Parent and community support is essential for a successful program; parent support meetings are necessary to ensure ongoing communication between school and home.

Supporting Research:

Students who are proficient in a foreign language outperform control groups in core areas and on standardized tests, often significantly. (Armstrong & Rogers, 1997; Saunders, 1998; Kretschmer & Kretschmer, 1998; Gomez, 2006).

Both native-English speakers and native-Spanish speakers can benefit equally from dual language programs. As they become linguistically and academically strong in English, they transfer those skills to conversational and academic Spanish. In addition, students who have been taught in dual language programs, whether English-dominant or Spanish-dominant, generally outperform their monolingual peers. (Estrada, Gomez, and Ruiz-Escalante, 2009).

Early foreign language study gives children unique insight into other cultures and builds their competency in ways no other discipline is able to. (Curtain & Dahlberg, 2004)

Dual language programs promote bilingualism, bi-literacy, academic achievement, and multicultural awareness for all students. (National Dual Language Consortium, 2010)

Program Benefits:

There are benefits that will be gained by students who participate in a dual language program. Because children hear their first language at home and generally speak that language with other children, they benefit from instruction in a second language. The DLE/SIP classrooms in LVISD provide children with Spanish instruction by a teacher who also speaks Spanish and that makes sure that children understand what the teacher is saying; therefore, each student has the opportunity to achieve his/her own potential.

English is clearly an important language for success. Children in the DLE/SIP classrooms in LVISD will receive daily instruction in Spanish and as children become more able to understand and speak Spanish, more of the content becomes rigorous. The concepts and skills learned in Spanish will transfer to English. Knowledge that children acquire through learning to read and completing assignments in mathematics, science, and other subject areas in Spanish transfers to English. If a student is also enrolled in a special education program, the teachers collaborate so that instruction is provided according to the student's Individualized Education Program (IEP). the Admission, Review and Dismissal (ARD) Committee in conjunction with the Language Proficiency Assessment Committee (LPAC) in the case of ELLs, will determine appropriate instruction.

Program Entry Criteria:

1. Native-English Speakers
 - a. Application Process with possible lottery system: (*SEE* Enrollment Process)
2. Native-Spanish Speakers
 - a. Qualify as an English Language Learner, based on state requirements
 - b. Qualify as Spanish Proficiency, based on language proficiency test

Enrollment Process:

By law, the purpose of the Dual Language program is to provide English Language Learners (ELL) with language support services in order to be successful in school. LVISD language support services include dual language as a program model which will provide the legally required program for ELL students. Placement for ELL students in an appropriate program is

guaranteed by law and unlimited. The law also allows for non-ELL students to participate in the DLE/SIP program as enrichment with the goal of becoming bilingual and bi-literate. Students must be 4 years old on or before September 1st to qualify for Pre-K. Students who are 5 years old on or before September 1st are not eligible to attend Pre-K.

In the spring prior to their Pre-Kindergarten year, students will be offered the opportunity to enroll in the Pre-K DLE/SIP classes. LVISD-enrolled students will continue through 5th grade with the same cohort.

Native-English speakers (Non-ELLs) who did not participate in the lottery for the Pre-K cohort may apply for the lottery prior to Kindergarten. If no space is available upon Kindergarten enrollment, the student(s) will be placed on a waiting list in anticipation of additional slots becoming available. Native-English speakers (Non-ELLs) who wish to enter the program based on Spanish proficiency must meet the same Spanish language criteria in order to be qualified as Spanish speakers. The requirements for qualification as a Non-ELL, “Spanish speaker” are outlined in the following section.

Selection of Native-English Speakers:

1. Each Spring, a DLE/SIP Parent Information Meeting will be held. Any parent or guardian interested in placing their native-English speaking student in the DLE/SIP program **must** attend an information meeting (at least one if multiple are offered to accommodate parent schedules) and timely complete an application. Applications will be available at the parent meeting. Applicants will be placed in the lottery if necessary.
2. Should the number of applications exceed the available slots, a lottery will be held to select students. In order to maintain program fidelity, the number of lottery placements will be determined after placing enrolled ELLs and students determined to be “Spanish speakers” based upon initial language testing.
3. Preference will be given to students who are siblings of DLE/SIP students (previous and current). Each year that LVISD offers both DLE and SIP classes, up to 10 slots will be reserved for siblings of prior or current DLE/SIP students. If numbers support only a DLE cohort, up to 5 slots will be reserved for siblings of prior or current DLE/SIP students. Should there be more siblings than the reserved slots, a separate sibling lottery will be held. Siblings not selected in the sibling lottery will then be placed in the general lottery. **While it is recommended, parents of siblings are not required to attend the general parent information meeting; however, they are responsible for speaking with the Coordinator of Special Programs and submitting an application prior to the designated application deadline in the Spring.**
4. Parents with multiple students (twins, triplets, etc.) who wish to participate in the program will be entered in the general lottery as a single-drawing selection *unless* the parent requests that they be separated as two separate entries. Parents who choose to enter students into the

lottery separately should be prepared for the possibility of only one child being selected for the program.

5. Preference may be given to applications of Pre-K and Kinder students of bilingual-certified staff members serving in a bilingual instructional capacity in LVISD.
6. Students not initially selected will be placed on a waiting list.
7. Per federal guidelines, foster students and students qualifying for McKinney-Vento services will be given priority on the waiting list.
8. The waiting list for pre-kindergarten will carry over to kindergarten. Students will maintain their original ranking on the waiting list. No native-English speakers (Non-ELLs) on the waiting list will be entered into the program after the first grading period (9 weeks) of the kindergarten year, unless student meets criteria to qualify as a “Spanish speaker” **and** space allows. *Unique situations will be handled at the discretion of the district in order to serve the best interests of the student(s).*
9. Parents will receive notification from campus of their child’s placement in the program or their position on the waiting list following the lottery according to set timeline given at the parent information session(s).
10. For those students who are placed in the program, parents must sign and return the commitment form prior to the stated deadline in order to secure their placement. If the form is not returned on time, the student’s spot will be forfeited.
11. Selection in the lottery guarantees a position in either the DLE or SIP class. LVISD will not take parent requests for one class over the other. Parents and students will be notified of their teacher at “Meet the Teacher” in August, along with all other students.

Placement of Native-Spanish Speakers:

1. Spanish-speaking students **identified** as English Language Learners (ELLs) by the Language Proficiency Assessment Committee (LPAC) will participate in the dual language program, according to Texas Education Code, Chapter 29, Subchapter B Sec. 29.063.
2. Spanish-speaking students who are not identified as English Language Learners (ELLs), but who demonstrate Spanish proficiency, may be placed in the program if space allows in order to maintain program fidelity.
 - a. Spanish proficiency will be considered as a minimum of 3.5 CALP on the Woodcock-Muñoz Oral Proficiency Test (OLPT) in order to enter at the Pre-K or Kindergarten level. In order to enter the program in grades 1st through 3rd, students must meet end-of-year expectations as follows:

1st & 2nd Grade Students:	
Test	Minimum Score
Woodcock-Muñoz	4.0 in each tested category

EDL	1 st : Independent 18 2 nd : Independent 28
DRA	1 st : Independent 18 2 nd : Independent 28
Math	80% on end of year assessment given in Spanish
Social Studies	80% on end of year assessment given in Spanish
SLAR	80% on end of year assessment given in Spanish

3rd Grade Students:	
Test	Minimum Score
Woodcock-Muñoz	4.5 in each tested category
EDL	3rd: Independent 38-40
DRA	3rd: Independent 38-40
Math	80% on end of year assessment given in Spanish
Social Studies	80% on end of year assessment given in Spanish
SLAR	80% on end of year assessment given in Spanish

- b. Students wishing to enter the program in 3rd through 5th grades must be transferring from another dual language program. LVISD will honor transfers from other, similar dual language programs at every grade level if space allows.
- c. Students wishing to enter the program through placement testing must meet minimum scores in **all** areas. No re-assessment will be available.
- d. Subjective input based upon bilingual teacher evaluation of the students' language proficiency will be considered as a factor in determining placement.
- e. Current LVISD students desiring placement testing must request testing by contacting the Coordinator of Special Programs prior to June 1st. Students new to LVISD must request testing prior to August 1st. Parents will be contacted by the campus to schedule assessment. The Coordinator of Special Programs, school administration, and the teacher(s) who conducted testing will review results to determine placement. Parents will be notified of placement or lack thereof prior to August 1st, or as soon as is practicable under the circumstances, for current LVISD students.

- f. Notification for all new LVISD students will occur as soon as is practicable, but no later than the first day of instruction.

Program Commitment:

Parents of all DLE/SIP students must sign a commitment form stating that they will attend Parent Academy meetings and commit to their child’s participation in the program through 5th grade. Noncompliance of program commitment requirements could jeopardize a child’s continuation in the DLE/SIP programs. The DLE/SIP Review Committee will meet to discuss individual cases in which commitment requirements have not been met.

Parents will be notified of all scheduled meetings at the beginning of each year, or as soon as is practicable, so they can plan accordingly.

Tuition (for Pre-Kindergarten Only):

Tuition is due by the 5th day of each month. Payment (in the form of cash, check or money order) is considered late if it is not received by the campus or by the district office by the end of business on the 15th of each month. A fee of \$25 may be assessed for late payments and/or returned checks. Payments should be made to La Vernia ISD and can be submitted to the campus or the district office in person or via USPS.

- Native English Speakers (Non-ELLs): \$500 per month (September through May)
- Spanish-Proficient Speakers (Non-ELLs): \$500 per month (September through May)
- Active military: \$250 per month (September through May)
- Tuition may be reduced or waived for those who qualify based on federal guidelines.

Withdrawal from Program:

Research supports that language acquisition happens over a period of years. As such, parents and students admitted into the program make a long-term commitment to remain in the program through 5th grade in order to achieve the maximum benefits of the program. All parents requesting to withdraw their child from the program must follow the formalized process (see below) in order to ensure parents are making an informed decision for their child(ren). In order to ensure equity in services, no student’s placement will be changed without completing the following sequence of events:

1. Parent conference with teacher;
2. Parent conference with campus administrator; AND
3. Parent conference with Special Programs Coordinator.

There will be a period of time between each conference to allow for parent concerns to be addressed as well as for parents to consider any new information they may have learned as a result of the conference. Premature removal from any school program and/or program services may result in a child lagging behind his/her peers, specifically in English Language Arts. Once a

(Non-ELL) student is withdrawn, he/she will not be able to re-enter the program at any time. Additionally, if LVISD receives a records request related to dual language/Spanish immersion placement, a copy of the withdrawal request will be sent in addition to other school records.

Noncompliance of program expectations could jeopardize a child’s continuation in the DLE/SIP programs. Administrative review will determine removal in individual cases in which program expectations are not being honored or when program participation is not in the best interest of the student.

Dual Language Curriculum and Resources:

Students in the Dual Language program follow the same curriculum standards established by the State of Texas and use the TEKS Resource System and Texas Pre-Kindergarten Guidelines. The following outlines the percentage of time spent in Spanish and English for the core curriculum. Specials and enrichment activities are conducted in English.

Grade	Spanish Instruction	English Instruction
Pre-K	90%	10%
Kinder	80%	20%
First	70%	30%
Second	60%	40%
Third	50%	50%
Fourth	50%	50%
Fifth	50%	50%

Monitoring Academic Progress

The language of assessment will generally follow the language of instruction. However, students may be assessed in either English and Spanish to determine academic progress in the content areas. In order to monitor progress and adjust instructional intervention/enrichment programs, assessments will be administered in the appropriate language of instruction throughout the course of the school year.

Parents will receive progress reports and report cards consistent with LVISD policies and timelines.

Intervention and Enrichment

Students who qualify for the LVISD Gifted and Talented program will receive GT enrichment services in English. LVISD currently serves GT students through GT-certified, bilingual classroom teachers in addition to pull-out services. Students are responsible for content they may have missed during GT pull-out services.

Students who qualify for intervention services will receive research-based interventions in the language most appropriate as determined by student data and through the collaboration of the DLE/SIP Student Review Team. The DLE/SIP Student Review Team is made up of the student's classroom teacher, interventionists, and campus administration. Students may take universal screeners in one or both languages as part of the identification process for intervention.

La Vernia ISD
Dual Language Enrichment (DLE)/Spanish Immersion Program (SIP)
PARENT/GUARDIAN COMMITMENT

I UNDERSTAND:

- It is the required bilingual program for Spanish-dominant, English Language Learner (ELLs) children and is an enrichment program for English-dominant, Non-ELL children.
- In order to receive maximum benefits from dual language instruction, children should remain in the DLE/SIP throughout the elementary grades.
- There may be a delay in acquisition of English reading and writing. Research has shown that this delay disappears after a few years of instruction.
- My child’s progress will be monitored continuously. If my child is not succeeding academically in the program, the teachers and school administrators may recommend his/her participation in a program and/or intervention that will facilitate his/her academic success.
- I fully understand and agree to my child receiving no less than 50% of his/her content area instruction in Spanish.

I COMMIT TO:

- Supporting my child’s participation in the program throughout the elementary grades.
- Attending grade-level parent support meetings.
- Helping my child be successful in the program by:
 - Listening to my child read in **both** languages and asking questions about what was read,
 - Working on vocabulary with my child,
 - Encouraging strong, cross-cultural friendships,
 - Networking with families of students who are native speakers of Spanish, and
 - Providing real-world experiences in Spanish, when possible.

I give permission for my child _____ to participate in the DLE/SIP in La Vernia ISD.

Parent/Guardian Signature

Date

Email

Daytime Phone Number