



## **Cleburne ISD Two-Way Dual Language Frequently Asked Questions**

### **What is the purpose of the CISD Dual Language Program?**

The purpose of the Dual Language Program is to provide instruction in both English and Spanish preparing our Spanish-speaking English Learners (EL) to immerse in English instruction while modeling the Spanish language for our English students. The program is an enrichment model allowing all participants the opportunity to acquire a new language from native speaking peers. The program is intended to develop fluency and literacy in English and Spanish. The dual language core content curriculum, math, language arts, science, and social studies, remains the same as the CISD curriculum in monolingual classes. Only the language of instruction changes throughout the daily delivery of the content.

### **Who can apply to this program?**

Incoming Kindergarteners may apply for this program. In Cleburne ISD we strive to service the students of our district first. We do accept applications from out of district transfers. Following the lottery for our in-district students, the names of students who are considered out of district will be drawn and added to the waitlist in the order their application was received.

### **How are learners selected to participate in the program?**

If the learner is a native Spanish speaker and is identified as an English Learner, he is allowed to participate as the Texas Education Code dictates. If the student is a native English speaker, the students will be selected to participate by lottery. *Note: The District works to maintain a balance between the number of native Spanish and English speakers to reserve the integrity of the instructional approach and the program while maintaining compliance with state standards.*



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### **Will priority be given to the children of CISD employees?**

Beginning with the 2019-2020 school year, CISD employees who apply to the program prior to the application deadline will be given priority in the program. These students will not be required to go through the lottery system and will be automatically accepted.

### **If my student has a sibling in the program, will my other students be given priority as it pertains to selection?**

In order to honor the commitment of current dual language parents, siblings of current two-way dual language participants will be given priority and will not go through the lottery system. Sibling transfers for older siblings not in dual language will also be considered a priority (if space is available) in order to keep the family together.

### **Is transportation provided for my child to participate in the Dual Language Program?**

Transportation will be provided for English Language Learners for whom the program is required by Texas Administrative Code, only if enrolled in the Dual Language (DL) Program that is not provided at their home campus. Native-English speakers who choose to participate in the DL program may apply for transportation beginning in 2020. Transportation applications will be filled out separately through the Transportation Department.

### **Do you accept applicants who do not live in the Cleburne ISD school zone?**

Yes, we do accept these applications. However, priority will be given to our students who live in the Cleburne ISD school district. Following the lottery for our in-district students, the names of students who are considered out of district will be drawn and added to the waitlist in the order their application was received.

### **I am new to Cleburne ISD and missed the application window, may I apply?**



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Yes, you may apply. However, your name will be added to the waitlist in the order received after the students who were not drawn in the lottery during the application window. Those who applied during the application window will be given priority.

### **If my student is placed on the waitlist, what is the procedure for notification?**

Students who are placed on the waitlist for Two-Way DL will be notified by the Friday prior to the first day of school if there are any additional spaces available. Note: In placing new learners into the program, the district must adhere to the Dual Language Immersion guidelines. Students will not be added to the program following the Kindergarten year. CISD will maintain the current waitlist through the Kindergarten year but not beyond.

### **If my child has been enrolled in another Dual Language Immersion Program in another district or state, will my child be allowed to enroll?**

Yes, if the student has been participating in a Dual Language Program, with the proper paperwork from the sending school, the student will be allowed to participate with placement approved by the District DL staff as space is available.

### **Is Cleburne ISD committed to the continuation of the Dual Language Program?**

Yes, Cleburne ISD is required to develop bilingual programming for our Spanish-speaking population. The District has chosen the Dual Language Immersion model because of our belief that a two-way dual language program expands the benefit of multilingual learning beyond English Learners (ELs) to reach other populations. We believe Cleburne ISD's Two-Way Dual Language Program at Irving Elementary is mutually beneficial to all student groups, and is therefore the best program design for our students. In addition, 6th grade dual language will open at Smith Middle School in the fall of 2020. Students with prior dual language instruction will be allowed to enroll in this course selection.

### **What plans are there to continue Spanish in middle school for those students who complete the dual language program in elementary school?**

*Updated 12/3/2019*



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Dual language will be added at Smith Middle School beginning in the fall of 2020 for current one-way dual language students. The purpose of these options would be to continue to build on the skills students have acquired in both languages to prevent any language regression as well as to provide high school credit for Spanish in middle school. 6th grade will offer a Spanish language course and one other content area in Spanish to follow the 50/50 model in elementary grades. At the end of the 6th grade year, students will be given a Spanish placement exam to ensure the appropriate placement in high school level Spanish courses with the possibility of Spanish IV AP in 8th grade.

### **How will I know if my child is making progress in English and Spanish?**

Learners in the Dual Language Program will be assessed in their mastery of the curriculum. This content mastery will be reported to parents via progress reports and report cards. The state assessment, STAAR, will also be administered in grades 3-5 in the language most appropriate for individual student needs. In addition to classroom assessments that measure content knowledge, dual language students will receive a progress report for their second language following the district assessment windows at the beginning and end of year. Every dual language student 1st-5th will be given a Spanish Reading/Literacy Assessment at the beginning and end of the year to monitor growth in the second language. Kinder will assess second language at the middle and end of the year testing periods. These scores, along with student scores on an English Reading/Literacy Assessment will be reported to parents upon completion of the test administration.

### **What supports are available if my child struggles in the program?**

Tiered intervention supports are available to all students. Following the national Response to Intervention (RtI) model, the student's first level of support is the classroom teacher. Regardless of the language of instruction, teachers will provide additional instructional interventions to promote academic success. This support may increase or decrease based on the student's response to the intervention. If the student experiences success, interventions may be continued, or the child may move to a monitored status. If the child continues to have difficulty, additional classroom



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interventions, or specialized services may be provided, increasing the tiered support. Interventions beyond those provided by the classroom teacher will focus on the native language, with the exception of English Language Learners who may also receive intervention in English as well, as mandated by law.

### **How do dual language student achievement levels compare to their peers who are receiving English-only instruction?**

When comparing data from monolingual and current bilingual classrooms, student results are very similar in nature, and in some cases, students receiving bilingual instruction outperform the monolingual students. Teachers will continue to work as grade level teams to analyze student performance on common assessments. The area of data and assessment will be focus areas for us as we move forward, helping us to more clearly define student and program strengths, and target areas for improvement.

### **What resources are available to support my child's teacher in delivering a quality instructional program?**

All teachers undergo content and pedagogy training throughout the school year. This training serves to build their confidence with the subject matter they teach and assist the teachers in developing their repertoire of instructional best practices with second language learners. Dual language teachers work collaboratively with guidance from the CISD Dual Language & Curriculum Coordinators, to identify resources which align with current monolingual resources, and translate materials as appropriate.

### **What does the instructional setting look like for students enrolled in DL in elementary grades?**

Learners receive instruction in an English classroom and Spanish classroom with one teacher delivering instruction in English and the other in Spanish throughout the day as the program allows. Students will learn in both languages every day in a 50/50 model and across all content areas in the course of two weeks. In addition, learners receive additional support and intervention as needed for Gifted and Talented and Special

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Services. Teachers are trained in second language acquisition strategies, use of small group instruction, and project based learning.

### **If I have questions regarding the program, to whom should I direct my inquiries?**

If your student is currently enrolled in the program and your question is in regards to teaching and learning, please contact your learner's educator or principal. If you have questions regarding the Dual Language program or the selection process, please contact Christy Burton, Director of World Languages at [cburton@c-isd.com](mailto:cburton@c-isd.com) or 817-202-1106.