

Handbook of

K-8

DUAL

LANGUAGE

PROGRAM



OSBORN

School District #8

Integrity • Equity • Joy • Growth • Relationships

Table of Contents:

Dual Language Program Vision and Mission.....	2
History of the Dual Language Program.....	2
Program Goals.....	3
What is a Dual Language Program?.....	3
What is the 50/50 Model of Two Way Immersion (TWI)?.....	4
Osborn Instructional Model.....	4
Why the Dual Language Program?.....	5
Enrollment.....	6
English Language Learners.....	6
Curriculum, Instruction and Assessment.....	7
❖ Delivery of Instruction.....	7
❖ Assessments.....	8
❖ Arizona Seal of Biliteracy.....	9
❖ Report Cards.....	9
Expectations of the Dual Language Program.....	10
FAQ.....	11
Contact.....	13
Parent Agreement.....	14

Dual Language Mission and Vision Statement

Mission:

Our **MISSION**: We offer a Dual Language Program so that...

- Children learn to communicate with new words
- Children learn the importance of two languages to their future
- Children learn to love their community

Vision:

Our **VISION** is to become a community of Bilingual, Bi-literate, and Bi-cultural learners.

History, Accolades and Recognition of Educators of the Dual Language Program

The Osborn School District's Dual Language Program has been successfully helping children become bilingual, bicultural, and biliterate since 1998. In the Fall of 1998 two of our schools, Longview Elementary School and Encanto Elementary School, were the first schools in our district to embark on this amazing program. Through a teacher recruitment partnership with ESL/BLE teachers from ASU, 3 educators were chosen to begin this new endeavor. The vision of the program was to provide students with a 50/50 model: all subject areas taught in both languages with no repetition of content. English speakers were encouraged to learn Spanish, as Spanish speakers learned English. Alongside providing academic opportunities in both languages, our program's mission and vision includes providing students cross-cultural understandings through a variety of educational and extracurricular activities and this is what makes Osborn's Dual Language Program so unique. Since 1998, our program has grown to now, all schools in our district offer a Dual Language Program for families.

The success of our program has been highlighted in district and state levels as well as through the recognition that many of our teachers receive. Several teachers from the Dual Language Program have been awarded very prestigious awards and accolades which include: **National Board Certified Educator, Osborn Teacher of the Year, Esperanza Latino Teacher Award, and Arizona Teacher of the Year**. In addition to these awards, in 2010, the Dual Language program was awarded the **A+ Exemplary Program Award** by the **Arizona Educational Foundation**.

Program Goals

A 50/50 model promotes language proficiency through listening, speaking and writing in both English and Spanish daily.

The goals of the Dual Language Program are:

1. Opportunity to become bilingual and biliterate
2. Academic achievement as measured by State and District assessments
3. Develop a strong social-cultural awareness
4. Access to an equitable education
5. Learn all content areas in both English and Spanish

What is a Dual Language Program?

The Dual Language Program at Osborn School District offers instruction in both Spanish and English. This program gives English and native Spanish speaking students the opportunity to become Bilingual, Bi-literate and Bi-cultural. Students in the program show success in academic achievement. Osborn's Dual Language Program is an "additive bilingualism" program (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2018) that allows students to gain another language while keeping their home language intact.

Students in the Dual Language Program spend equal time learning the entire grade level curriculum in both languages. In the program:

- Students learn all subjects (science, social studies, math, and language arts) in English and Spanish
- Students learn to speak, listen, read, and write in English and Spanish
- Students receive targeted instruction in English and Spanish language skills and vocabulary
- Students learn patience, sensitivity, and understanding of what it means to learn a second language
- Students develop skills in facilitating conversations and understanding lessons taught in English and Spanish through cooperative group learning
- Students develop positive cross-cultural understanding and relationships

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2018). [*Guiding principles for dual language education*](#). Washington, D.C.: Center for Applied Linguistics.

What is the 50/50 Model of Two Way Immersion?

In a 50/50 model program the partner language and English are used equally throughout the program. Students receive instruction half of the day in Spanish and the other half in English in all content areas. Teachers maintain separation of language with no translation and repetition of content. The skills taught are geared to provide cross-linguistic transfer to support learning in all content areas.

Osborn Instructional Model

Elementary

Kindergarten through Sixth grade 50/50 model (in-person)

- Self-contained model: One teacher delivers half day of instruction in English and half day in Spanish.
- Two teacher model: English and Spanish teachers share two classes and students switch in the middle of the day.
- All content areas are taught daily in English and Spanish.
- Students attend special area classes weekly (Art, Music, P.E., Library).
- Students receive social-emotional learning in English and Spanish.
- Students receive small group instruction in English and Spanish.

Middle School

Seventh and Eighth grade 70/30 model (in-person)

- Self-contained model: One teacher delivers instruction in English and Spanish every other week.
- Spanish Language Arts are taught in Spanish.
- English Language Arts, Social Studies, Math, Science and Electives are taught in English.
- Students receive small group instruction in English and Spanish.

Why a Dual Language Program?

Dual Language for *All Students*:

- Become more culturally aware
- Vehicle to college and career readiness
- Students in the program score higher of state exams
- Better equipped for a globalized competitive market
- Bilingualism leads to many cognitive benefits such as higher self-esteem, increased motivation and attention span

Dual Language for *English Dominant* Students:

- Develop a second language at an early age
- Cultural awareness
- Reading in English will help them read in Spanish
- Ability to communicate with people that they wouldn't have been able to communicate with

Dual Language for *Spanish Dominant* Students:

- Maintain a sense of identity and heritage while learning English
- Students can talk to family members who only speak Spanish
- Students who have speaking and listening skills in Spanish, learn how to read in Spanish as well.
- Enhances their native language
- Connection to heritage – many families lose their heritage language in just one generation. Dual Language promotes pride in heritage languages and increases cultural awareness.
- Reading in Spanish will help them read in English

Center for Applied Linguistics: <http://www.cal.org/twi/directory/index.html>

Enrollment for 2021-22 SY

Eligibility: Our program accepts all students regardless of residency. Contact your school front office to inquire about enrollment information.

Students whose primary language is not English have the option of enrolling in our Dual Language 50/50 model program. This is one of the legally approved models for ALL of our English Language Learner (ELL) students from the state.

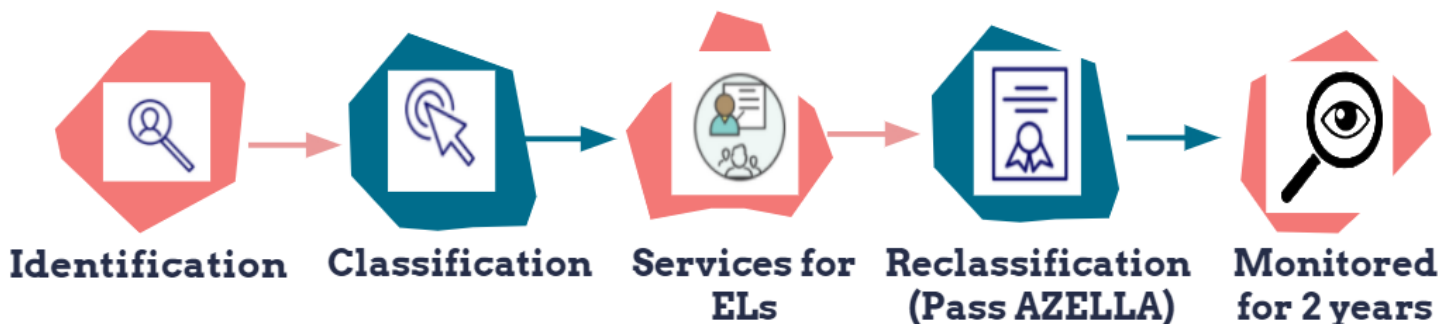
Admission: Students can be admitted into the K-8 Dual Language Program by:

- Enrolling into the program in Kindergarten, First and Second grade, or
- Transferring from another Dual Language Program (documentation needed), or
- Taking the Osborn Spanish Proficiency Screener (administered Third grade and above), or
- Being identified as an English Language Learner (ELL).

English Learners in 50/50 Model

In Arizona, English Language Learners who do not test proficient on the Arizona English Language Learner Assessment (AZELLA) have the option to enroll in the 50-50 Dual Language Immersion Model provided by the district. The state requires at least 90 minutes per day/450 minutes per week (elementary) or 75 minutes per day/375 minutes per week (secondary) of English language instruction within the **integrated** setting. Plus, 30 minutes per day/150 minutes per week (elementary) or 25 minutes per day/125 minutes per week (secondary) of **targeted English Language Development (ELD)** time for all EL students provided by a certified ELD Specialist. **No Bilingual Waiver is needed!**

English Learner Path



Curriculum, Instruction & Assessment

Osborn School District uses Benchmark Advance and Benchmark Adelanta for English and Spanish language arts, Engage New York for the math curriculum and Amplify for science instruction in English and Spanish. Supplemental online materials include Lexia (English), Istation (Spanish) for reading and Zearn, IXL and ST Math for math instruction.

Delivery of Instruction

Teachers will use a combination of whole group instruction, small group guided instruction and individual instruction to meet the needs of the students in both languages. Language allocation follows a 50/50 model in all content areas.

LANGUAGE AND CONTENT ALLOCATION

Grade	Spanish (50%)	English (50%)
Kinder	Language Arts (Reading & Writing) Science/Social Studies Math	Language Arts (Reading & Writing) Science/Social Studies Math
First	Language Arts (Reading & Writing) Science/Social Studies Math	Language Arts (Reading & Writing) Science/Social Studies Math
Second	Language Arts (Reading & Writing) Science/Social Studies Math	Language Arts (Reading & Writing) Science/Social Studies Math
Third	Language Arts (Reading & Writing) Science/Social Studies Math	Language Arts (Reading & Writing) Science/Social Studies Math
Fourth	Language Arts (Reading & Writing) Science/Social Studies Math	Language Arts (Reading & Writing) Science/Social Studies Math
Fifth	Language Arts (Reading & Writing) Science/Social Studies Math	Language Arts (Reading & Writing) Science/Social Studies Math
Sixth	Language Arts (Reading & Writing) Science/Social Studies Math	Language Arts (Reading & Writing) Science/Social Studies Math

Assessments

Osborn’s Dual Language Program implements assessments in both English and Spanish. The purpose of assessments is to ensure students are making adequate progress, monitor program effectiveness and to guide instruction in both languages.

Students will be continually assessed throughout the school year in both English and Spanish according to the State and Osborn School District assessment calendar. Below are the assessments that your child will take throughout the school year:

- Benchmark Reading and Writing Assessments (English and Spanish)
- FastBridge earlyReading and CBMs in the Fall, Winter and Spring (English and Spanish)
- Oral Reading Assessment (ORA) (English and Spanish)
- Engage New York Math Module Assessments in (English and Spanish)
 - Mid-Module Assessment
 - End of Unit Assessment
- AAPPL Spanish Competency Test for Sixth and Eighth graders (potential to earn high School credit and the Seal of Biliteracy upon high school graduation)

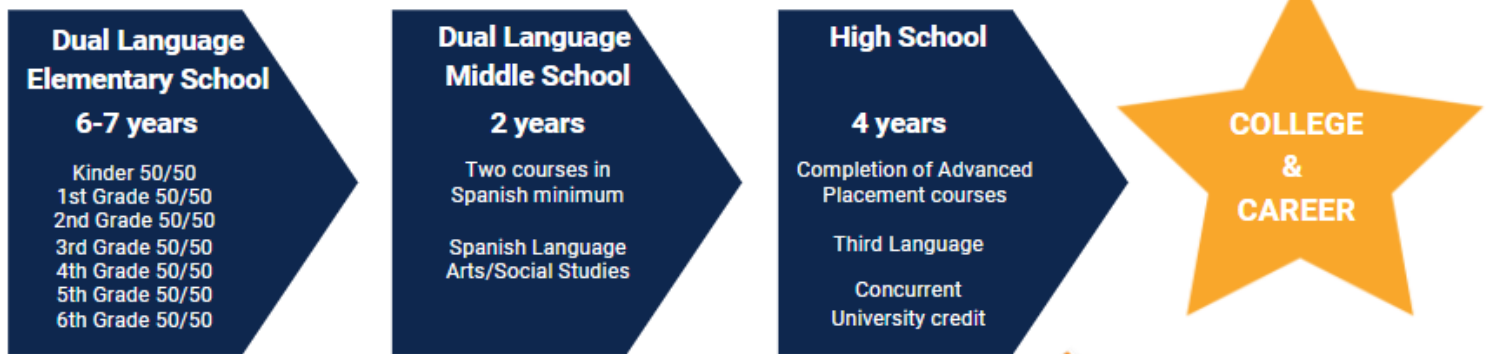
OSBORN DUAL LANGUAGE ASSESSMENT PLAN

Grades	Assessment	Purpose	Formative/ Summative	Language	Date
K-1	earlyReading Screeners (FastBridge) Spanish Recommended Screeners: <ul style="list-style-type: none"> • Letter Names • Letter Sounds • Syllables 	<ul style="list-style-type: none"> • Monitor growth over time • Obtain baseline data • Determine strengths and needs • Inform small group intervention 	F/S	English/ Spanish	Fall, Winter, Spring
2-6	CBMReading (FastBridge)	<ul style="list-style-type: none"> • Monitor growth over time • Obtain baseline data • Determine strengths and needs • Inform small group intervention 	F/S	English/ Spanish	Fall, Winter, Spring
K-6	Oral Reading Assessment (ORAs) OPTIONAL	<ul style="list-style-type: none"> • Monitor growth over time • Determine individual student’s instructional reading level • Identify students needing interventions/enrichment 	F/S	English/ Spanish	Fall, Winter, Spring
K-8	iStation en español	<ul style="list-style-type: none"> • Monitor student growth over time • Identify students needing interventions/enrichment • Inform small group learning 	F/S	Spanish	August-May (Monthly ISIP Assessments)
2-6	Benchmark Unit Tests (Units 2, 3, 5, 6, 7)	<ul style="list-style-type: none"> • Determine mastery of grade level state standards • Measure student performance aligned to state standards • Measure student mastery of district curriculum 	F/S	English	Follow DL assessment calendar
2-6	Benchmark Pre/Post Interim Assessment	<ul style="list-style-type: none"> • Measure growth over time on mastery of grade level standards • Obtain baseline data • Measure student mastery at individual levels 	F/S	Spanish	August & May
K-6	Science	<ul style="list-style-type: none"> • Determine mastery of grade level state standards. • Measure student mastery of district curriculum 	S	English/ Spanish	Alternating modules/Performance Task
K-6	Math	<ul style="list-style-type: none"> • Determine mastery of grade level state standards. • Measure student mastery of district curriculum 	S	English/ Spanish	End of modules

Arizona Seal of Biliteracy

The Arizona State Seal of Biliteracy program recognizes high school students who achieve proficiency in English plus at least one additional language. The seal is placed on the diploma and noted on the transcript. Students demonstrate proficiency in a second language through an assessment method and must demonstrate language proficiency. Students must attain the required score on a language assessment as adopted by the State Board of Education. For more information, please visit the Arizona Department of Education website at <https://www.azed.gov/standards-practices/seal-biliteracy> or click [here](#).

PATHWAY FOR SPANISH IMMERSION DUAL LANGUAGE PROGRAMS



The **Arizona Seal of Biliteracy** is intended to recognize students who graduate from high school and who have attained a high level of proficiency in one or more languages in addition to English. The seal is placed on the student's diploma and noted on the transcript. It encourages students to pursue biliteracy, honors the skills students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. For more information please visit the [Arizona Department of Education](#).



Report cards

Report cards are issued three times per year in the Osborn School District. Students in the Dual Language Program will receive report cards that reflect their English and Spanish progress at the end of each trimester.

Program Expectations

Attendance:

The Dual Language Program is a rigorous and fast pace program. It is imperative that your child maintains regular attendance and is on time during an in-person setting and/or distance learning. With your support in maintaining your child's attendance and punctuality we can ensure that each student is able to reach their academic goals.

Our program K-8 attendance policy is in accordance with the Osborn School District policy which is In pursuant to Arizona State Law (15-802.A, 15-803.E) that a student is habitually truant when they have ***five*** or more unexcused absences or ***18 excessive absences*** (excused OR unexcused) <https://www.azleg.gov/ars/15/00803.htm>. If your child exceeds the permitted amount of absences, their open enrollment status, continuation in the Dual Language Program, and most importantly, their grade-level achievement will be affected. Our teachers are dedicated and efficient with all minutes of our school day so we appreciate your cooperation and support!

How can I support my child's success in the DL program?

Study and/or read with your child at least 15-20 minutes per night (even if there is no homework).

Suggested activities:

- Engage in lots of conversations – in both your native language as well as other languages you know.
- Label common household items in your native language and target language.
- Watch cartoons or appropriate programs on TV that are broadcasted in the second language.
- Watch movies that your child knows in their first language with audio in the second language to support the second language development.
- Play games with your child in which they must use their second language.
- Listen to music and/or audiobooks in the second language.
- Participate with your child in the cultural events at school offered by the DL program.
- Don't forget to attend in-person/virtual school related meetings.

Frequently Asked Questions:

- **I don't speak the language - how can I support my child?**

Working with your child in your home language will benefit them in their second language. A child can use the skills they have in their native language to support their second language. There are also many other ways you can support your child at home. Our district has a plethora of online resources and access to educational programs in both English and Spanish. Your child's teacher will have more information dedicated to your child's unique level. We recommend that as the academic year begins you participate in meet the teacher night, curriculum night and throughout the school year stay in touch with your child's teacher through various platforms of communication. Homework is also available to help support your child's language acquisition which we encourage parents to go over with their child to see what they are learning in class.

- **Will two languages confuse my child or "slow down" his/her progress?**

There is no research to indicate that learning in two languages will confuse students or slow down academic progress. There is, however, significant research to indicate that students who learn two languages experience cognitive and linguistic advantages when compared to their peers in English-only classrooms.

- **What if my child seems frustrated by listening to Spanish?**

Your child might feel a bit tired or frustrated during the first few months in the program. Try to be encouraging and ask for positive feedback about what they like most in school each day.

- **Do Dual Language students learn the same curriculum as the regular English program?**

Yes. The standards and curriculum in the Dual Language program are the same as for all students in the Osborn School District. The only difference is the language of instruction. Teachers are specially trained and the curriculum is designed to maximize transfer of skills between the two languages.

- **Does it matter if no one at home speaks Spanish?**

No. It is important to encourage high levels of language development in the language of the home. Read to your child daily, talk to your child, and encourage them to talk to you in your home language. Continue literacy experiences you would naturally encourage. Research indicates that strong language skills in the native language transfer to new languages that are introduced.

- **Will students have homework in both languages?**

Yes, students will have the opportunity to practice academic skills learned in both English and Spanish independently with minimal parental support. The homework for each content area should be in the language of instruction. Parents are expected to supervise the completion of all

assignments and support their child so that homework is returned in a timely manner. Please contact your child's teacher for additional information.

- **How long will it take my child to learn a second language?**

This question has many variables. Academically, it takes most language learners 5-7 years to become fluent in a second language. For more resources on how children cognitively develop their language skills please reach out to Monica Artea (Osborn School District's Curriculum Specialist of Language Acquisition and Biliteracy) marte@osbornsd.org.

- **What if my child is struggling?**

As research indicates, language learning follows a trajectory with challenges that are anticipated and planned for with our language allocation plan. While each student's learning is unique, students who participate throughout our program (available K-8) are very grateful to have participated with all of the benefits of learning a 2nd language. If, as a parent, you have any concerns about the progress your child is making we encourage them to contact their child's teacher.

We want your child to succeed in our program. A meeting can be set up to discuss what interventions can be implemented to ensure your child reaches their goals and is successful in the program. We highly encourage you to stay active in your child's education and consult with your child's teacher and leadership team for further support. The gift of being bilingual is something that will be for a lifetime and reap many benefits.

- **Will my child still have Specials?**

Yes! Every child in Osborn participates in special area classes.

- **What is the transition plan for High School?**

Students have the opportunity to participate in Social Studies classes at Osborn Middle School. Then, they may take Spanish courses in high school; students can earn college credits for some of these courses. Students can apply and earn the Seal of Biliteracy upon high school graduation.



For additional information, please contact:

Felipe Carranza
Encanto School Principal
(602) 707-2310

Karen Grose
Longview School Principal
(602) 707-2010

Jeff Martin
Clarendon School Principal
(602) 707-2201

Lisa Norwood
Solano School Principal
(602) 707-2610

Carol Hayes
Osborn Middle School
(602) 707-2410

Monica Artea
Language Acquisition and Biliteracy Specialist
(602) 707-2019

Parent Acknowledgment

I understand that I have made the choice for my child to attend the Osborn K-8 Dual Language Program. I have been informed that the journey towards bilingualism, biliteracy, and multiculturalism is a rigorous, long-term commitment and Osborn is committed to providing a K-8 Dual Language experience for my child.

As a parent of a Dual Language student, I understand that:

- My child will receive 50% of instruction in English and 50% of instruction in Spanish in Elementary.
- Dual Language Program is a rigorous program and attendance is a key component for my child's success in the program. I will ensure that my child attends school on time every day unless he/she is ill or we have a family emergency. If my child arrives late or he/she is picked up early, he/she is missing instruction that might be difficult to make up on another day.
- I will help my child develop literacy and content knowledge in English and Spanish by using resources at home made available to me by my child's teachers.
- Once enrolled in the Dual Language Program, if my child is struggling academically, I agree to discuss interventions with his/her teachers. If my child continues to struggle, I can request that my child may be exited from the program.

In addition, I agree to:

- Attend Meet the Teacher night
- Attend Dual Language parent orientation
- Attend Fall and Spring parent/teacher conferences
- Attend at least one school event
- Support and encourage my child as he/she studies two languages.

I have received and read the K-8 Osborn Dual Language Program handbook.

Parent Signature: _____ Date: ____/____/____

Print Parent Name _____

Child's Name _____

School _____ Grade level _____ Teacher _____