

Office of Chief Academic Officer
Board meeting of December 7, 2020

November 30, 2020

Office of Chief Academic Officer
Dr. Rolando "Rudy" Trevino

SUBJECT: Dual Language Policy

ACTION: Discussion and possible action to approve Dual Language Board Policy AE(LOCAL) and EHBE(LOCAL)

This policy outlines the components and implementation of the Pharr- San Juan – Alamo Independent School District's Dual Language Program.

Submitted by: Joe Garza, Executive Officer for Elementary Schools
Olivia Martinez, Dual Language Director

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Dr. Rolando "Rudy" Trevino
Chief Academic Officer

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY OR ADMINISTRATIVE PROCEDURE.

RECOMMENDED: That the Board of Education approve the Dual Language Board Policy AE(LOCAL) and EHBE(LOCAL) effective December 8, 2020.

MEMORANDUM

December 3, 2020

TO: Dr. Rudy Trevino, Chief Academic Officer 

FROM: Olivia Martinez, Dual Language Program Director
Joe Garza, Executive Officer for Elementary Schools

SUBJECT: **Dual Language Board Policy Approval**

Requesting Board approval for the Dual Language Program board policy. This policy outlines the components and implementation of the Pharr- San Juan – Alamo Independent School District’s Dual Language Program.

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XC: Dr. Jorge Arredondo, Superintendent of Schools

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

- Vision** Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.
- Mission** As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.
- As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, **biliteracy** and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success
- Strategic Covenants** The Board also guides the Superintendent with the following strategic covenants:
- Dual Language** The District is committed to ensuring all students develop mastery of the English and Spanish languages using proven dual language methods. For those students who enter our system not fluent in English, the District will ensure bilingual teachers are available to provide one-way or two-way dual language instruction so students can improve in other subject areas while still learning English. The Board believes that students who develop fluency in multiple languages are better prepared for success, and the District offers one-way and two-way dual language instruction throughout the District to promote student fluency in multiple languages.
- Curriculum** The District shall offer equitable access to an effective, sequential dual language curriculum, preschool through grade 12, that is aligned with the Texas Essential Knowledge and Skills, and that meets the socio-emotional needs of students. The Superintendent (or designee) shall refer to evidence-based research to strengthen the 50/50 One-Way and 50/50 Two-Way models that close the achievement gap for English Learners.
- Seal of Biliteracy** The Board of Trustees also recognizes the value of alignment to the district and state seal of biliteracy, encourages excellence as a goal for all students, and wishes to publicly recognize students for exemplary

achievements. The district shall present the Seals of Biliteracy to each graduating high school student who has attained the required high school dual language credits.

**Parental
Engagement**

Parents/guardians are essential partners in the District, the Superintendent (or designee) shall involve them in establishing an advisory structure, along with district and school personnel, to provide input on program implementation.

Certification

The Superintendent (or designee) shall ensure that teachers and paraprofessionals implementing a dual language program, hold the required credentials and certifications as required by the state.

**Professional
Development**

The Superintendent (or designee) shall provide professional development and collaboration time as necessary to ensure that administrators, teachers, and paraprofessionals have the knowledge and skills they need to implement an effective dual language program.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Dual Language Board Policy

CELEBRATIONS!!!



1. Distinguished Performance Award by the National Association of ESEA State Program Administrators

1. García Elementary – 100% DL participation
2. Chávez Elementary – 100% DL participation



2. Blue Ribbon Schools

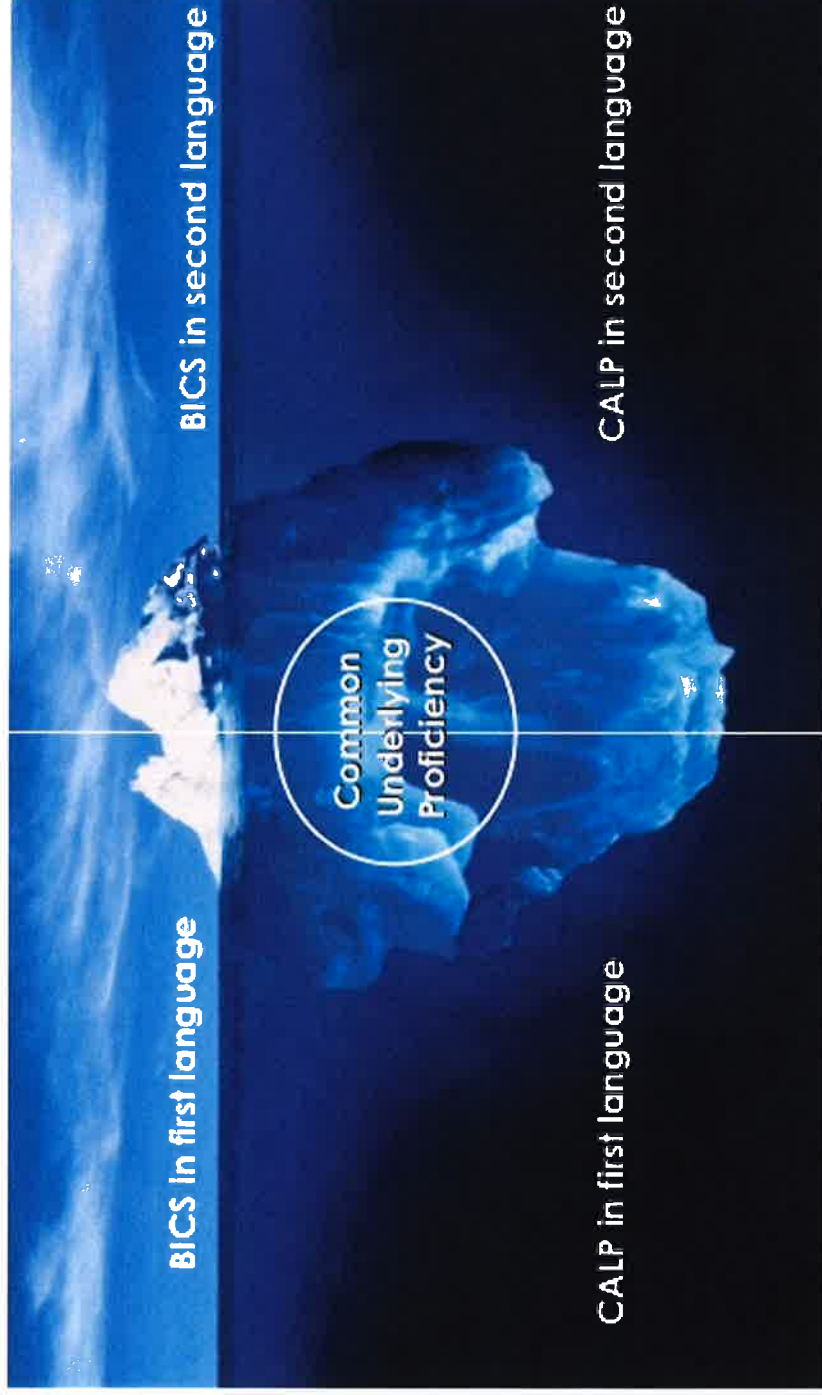
1. Anaya Elementary – 100% DL participation
2. Chávez Elementary – 100% DL participation
3. Kelly-Pharr Elementary – 100% DL participation



Iceberg Analogy



COLLEGE³
READY. CONNECTED. COMPLETE.



**BICS= Basic
Interpersonal
Communication Skills**

**CALP= Cognitive
Academic Language
Proficiency**

Dual Language Goals



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- PSJA DL students will develop high levels of bilingualism and biliteracy
- PSJA DL students will attain high academic achievement in Spanish and English
- PSJA DL students will develop sociocultural competence

PSJA ISD Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Benefits of Bilingualism



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DID YOU KNOW THAT...

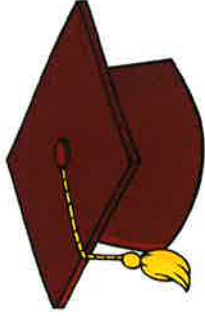
- There are over 7,000 languages spoken in the world today.
- Speaking more than one language increases your cognitive abilities such as problem-solving, creativity, and memory.
- One third of all the corporations in the U.S. are either owned or based abroad. Knowing a second language broadens employment opportunities.
- Who is proficient in at least 2 languages? 56% of Europeans, 35% of Canadians, 66% of the world's population, and only 17% of Americans.

(Northwestern University Global Language Initiatives, November 2020)

PSJA ISD Vision

- Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

PSJA ISD Dual Language Program



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High School 50/50

2 courses in Spanish:

Spanish Language Course – AP Spanish Literature and Culture Exam (10th/11th)

Spanish Content Course



AP

3,534 DL students

Middle School 50/50

2 courses in Spanish:

Spanish Language Course – AP Spanish Language and Culture Exam (8th grade -696 tested)

Spanish Content Course



AP

2,797 DL students

Elementary School 50/50

PK-1st Literacy Development in First Language

2nd – 5th Literacy Development in First and Second Language

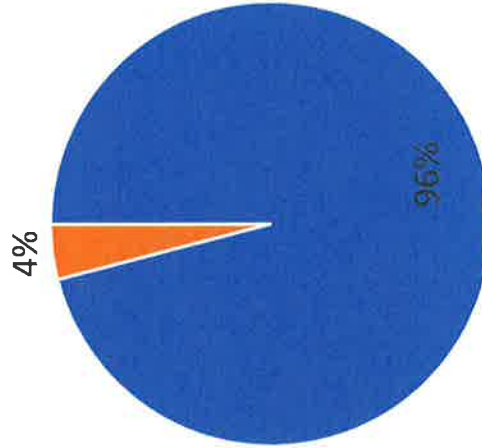
8,874 DL students

PSJA ISD Parental Approval Surveys/Parental Denials

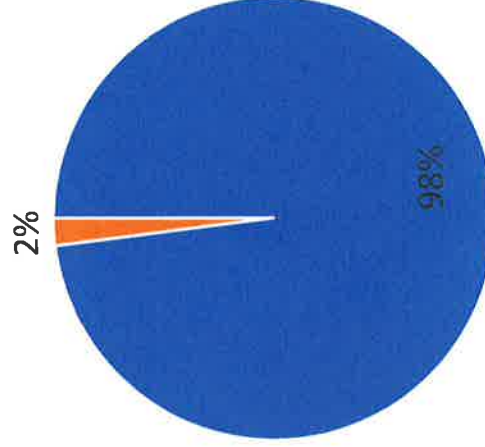


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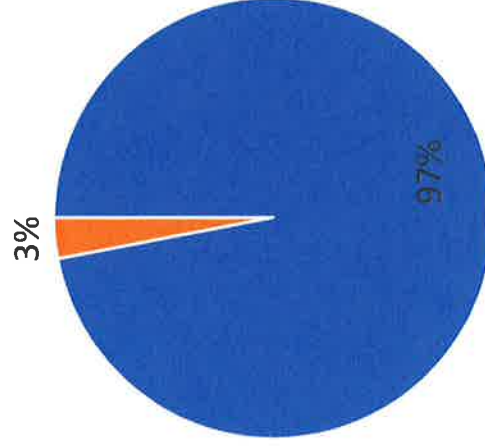
Elementary School



Middle School



High School



■ Parental Approval ■ Parental Denial

■ Parental Approval ■ Parental Denial

■ Parental Approval ■ Parental Denial

Dual Language Board Policy



Policy Outline for AE (LOCAL):

- PSJA Vision and Mission
- Strategic Covenants
- Dual Language Programs

The District is committed to ensuring all students develop mastery of the English and Spanish languages using proven dual language methods. For those students who enter our system not fluent in English, the District will ensure bilingual teachers are available to provide one-way or two-way dual language instruction so students can improve in other subject areas while still learning English. **The Board believes that students who develop fluency in multiple languages are better prepared for success**, and the District offers one-way and two-way dual language instruction throughout the District to promote student fluency in multiple languages.

Curriculum

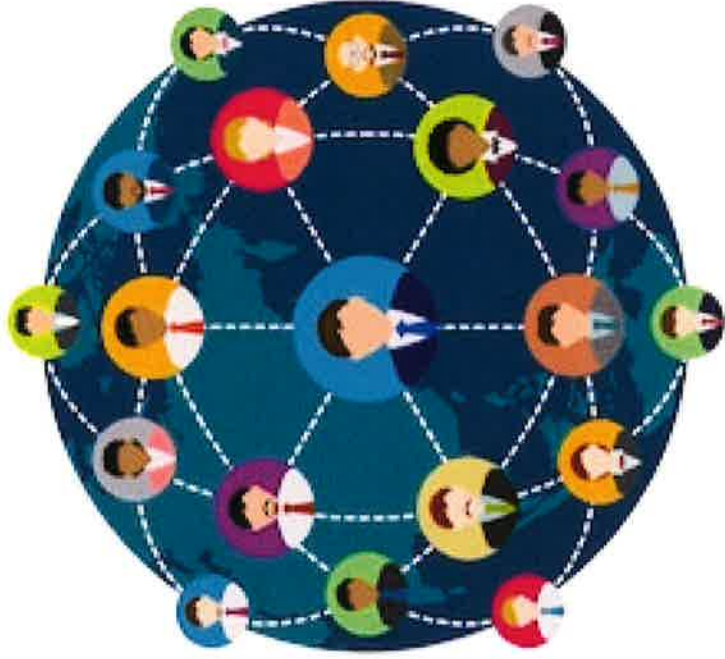
The District shall offer **equitable access to an effective, sequential dual language curriculum**, preschool through grade 12, that is aligned with the Texas Essential Knowledge and Skills, and **that meets the socio-emotional needs of students**. The Superintendent (or designee) shall refer to evidence-based research to strengthen the 50/50 One-Way and 50/50 Two-Way models that close the achievement gap for English Learners.

- Seal of Bilingual
- Parental Engagement
- Teacher Certification
- Professional Development

Dual Language Board Policy



- Policy Outline for EHBE (LOCAL):**
 - LPAC
 - Training
 - Dual Language Immersion Program**
 - The District shall implement for students enrolled in prekindergarten-grade 12 a dual language immersion program (DLIP) to develop students **who achieve high academic standards** and are **bilingual, biliterate, and bicultural.**
 - Eligibility**
 - Support**
 - Equitable Access**
 - The District is committed to providing **equitable access to services for English learners.**
 - Expectations for Participants**



*The limits of my
language means the
limits of my world.*
-Ludwig Wittgenstein

SPECIAL PROGRAMS
BILINGUAL EDUCATION/ESL

EHBE
(LOCAL)

Language Proficiency Assessment Committees

The professional staff members of the LPAC(s) shall be assigned those duties by the Superintendent. Selection of parent members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/ESL programs.

Training

The District shall provide orientation and training for all members of the LPAC(s), which shall include a discussion of the committee’s duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL]

Dual Language Immersion Program

The District shall implement for students enrolled in prekindergarten-grade 12 a dual language immersion program (DLIP) to develop students who achieve high academic standards and are bilingual, biliterate, and bicultural.

Eligibility

In accordance with law, access to the program shall not be based on race, creed, color, religious affiliation, age, or disability. [See EHBE(LEGAL)]

All District campuses shall offer DLIP classes and courses.

The District shall use a Texas Education Agency-approved language proficiency test of all students in the program, including both language groups, to establish baseline data in academic language.

A student whose native language is English shall not be allowed to enter the program after kindergarten unless the student scores at grade level equivalency on a standardized Spanish language arts achievement test.

Support

The Board and administration shall support the DLIP by hiring and retaining quality staff, funding appropriate professional development, and providing program facilities and instructional resources.

Equitable Access

The District is committed to providing equitable access to services for English learners.

Expectations for Participants

The District shall expect each student enrolled in the DLIP to:

- 1. Commit to the program throughout their enrollment; and

SPECIAL PROGRAMS

EHBE

2. Maintain a high record of attendance.

The District shall expect each parent of a student enrolled in the DLIP to:

1. Support the continued development of the native language at home;
2. Support his or her child's academic, linguistic, and socio-cultural development;
3. Attend dual language parent meetings; and
4. Advocate for and support the dual language program.