



Multilingual Handbook 2021-2022

Pursuant to Board Policy BP (Local), The Superintendent and administrative staff shall be responsible for developing and enforcing procedures for the operation of the District. These procedures shall constitute the administrative regulations of the District and shall consist of guidelines, handbooks, manuals, forms, and any other documents defining standard operating procedures.

The Superintendent and Deputy Chief of Innovation and Learning formally adopt the administrative procedures set forth in this manual to facilitate the District's compliance with Board Policy and applicable law.

Dr. Matthew Gutierrez
Superintendent of Schools

Date Signed

Andrea Jaramillo
Deputy Chief of Innovation and Learning

Date Signed

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Dr. Matthew Gutierrez

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Introduction

Philosophy

The philosophy of Seguin Independent School District is to add second language skills to a person's linguistic repertoire in an environment where two languages and cultures are equally valued through a dual language model.

Bilingual instruction shall utilize the student's native language as a fountain for teaching academic content that reflects the Texas Essential Knowledge and Skills (TEKS) at high levels, while building English proficiency.

Goals of the Bilingual Program

- Bilingualism/biliteracy
- High Academic Achievement
- Sociocultural competence

Goals of the English for Speakers of Other Languages (ESOL) Program

The goals of the ESOL program are for students to:

- Improve their English proficiency
- Attain high levels of academic achievement in language arts and in content subjects.

State Policy

"It is the policy of the state that every student in the state who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in a bilingual or English as a Second Language program, as required in the Texas Education Code, Chapter 29, Subchapter B."

§89.1205. Required Bilingual Education and English as a Second Language Programs.

(a) Each school district that has an enrollment of 20 or more English learners in any language classification in the same grade level district-wide shall offer a bilingual education program as described in subsection (b) of this section for the English learners in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.

(b) A school district shall provide a bilingual education program by offering dual-language instruction (English and primary language) in prekindergarten through the elementary grades, using one of the four bilingual program models described in §89.1210 of this title (relating to Program Content and Design).

(c) All English learners for whom a district is not required to offer a bilingual education program shall be provided an English as a second language (ESL) program as described in subsection (d) of this section,

regardless of the students' grade levels and primary language, and regardless of the number of such students, except in cases where a district exercises the option described in subsection (g) of this section.

(d) A school district shall provide ESL instruction by offering an ESL program using one of the two models described in §89.1210 of this title.

Source: The provisions of this §89.1205 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective September 17, 2007, 32 TexReg 6311; amended to be effective May 28, 2012, 37 TexReg 3822; amended to be effective July 15, 2018, 43 TexReg 4731.

§89.1210. Program Content and Design: Bilingual Education

(a) Each school district required to offer a bilingual education or English as a second language (ESL) program shall provide each English learner the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee). The school district shall accommodate the instruction, pacing, and materials to ensure that English learners have a full opportunity to master the essential knowledge and skills of the required curriculum, which includes the Texas Essential Knowledge and Skills and English language proficiency standards (ELPS). Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their primary language or in English for each content area.

(1.) A bilingual education program of instruction established by a school district shall be a full-time program of dual-language instruction (English and primary language) that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills under Texas Education Code (TEC), §29.055(a).

(2.) An ESL program of instruction established by a school district shall be a program of intensive instruction in English in which ESL teachers recognize and address language differences in accordance with TEC, §29.055(a).

(b) The bilingual education program and ESL program shall be integral parts of the general educational program required under Chapter 74 of this title (relating to Curriculum Requirements) to include foundation and enrichment areas, ELPS, and college and career readiness standards. In bilingual education programs, school districts shall purchase instructional materials in both program languages with the district's instructional materials allotment or otherwise acquire instructional materials for use in bilingual education classes in accordance with TEC, §31.029(a). Instructional materials for bilingual education programs on the list adopted by the commissioner of education, as provided by TEC, §31.0231, may be used as curriculum tools to enhance the learning process. The school district shall provide for ongoing coordination between the bilingual/ESL program and the general educational program. The bilingual education and ESL programs shall address the affective, linguistic, and cognitive needs of English learners as follows.

(1.) **Affective.**

(A) English learners in a bilingual program shall be provided instruction using second language acquisition methods in their primary language to introduce basic concepts of the school environment, and content instruction both in their primary language and in English, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds in accordance with TEC, §29.055(b).

(B) English learners in an ESL program shall be provided instruction using second language acquisition methods in English to introduce basic concepts of the school environment, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall be designed to incorporate the students' primary languages and learning experiences and shall incorporate the cultural aspects of the students' backgrounds in accordance with TEC, §29.055(b).

(2.) Linguistic.

(A) English learners in a bilingual program shall be provided intensive instruction in the skills of listening, speaking, reading, and writing both in their primary language and in English, provided through the ELPS. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

(B) English learners in an ESL program shall be provided intensive instruction to develop proficiency in listening, speaking, reading, and writing in the English language, provided through the ELPS. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

(3) Cognitive.

(A) English learners in a bilingual program shall be provided instruction in language arts, mathematics, science, and social studies both in their primary language and in English, using second language acquisition methods in either their primary language, in English, or in both, depending on the specific program model(s) implemented by the district. The content area instruction in both languages shall be structured to ensure that the student master the required essential knowledge and skills and higher-order thinking skills in all subjects.

(B) English learners in an ESL program shall be provided instruction in English in language arts, mathematics, science, and social studies using second language acquisition methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

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Bilingual/ESOL Program Description

Bilingual Early-Exit

Transitional bilingual/early exit is a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061 (b) (1), for the assigned grade level and content areas. The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

**Program offered at Patlan, Rodriguez & Koennecke Elementary in grade 5 during the 2021-2022 school year.*

Dual Language One- Way

Dual language one-way is a bilingual/biliteracy program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061. The goal of one-way dual language is for program participants to attain, maintain, and continue full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

** Program offered at Rodriguez & Koennecke Elementary in grade 4, Ball Early Childhood Center in grades PK3 & PK4, and Patlan Elementary in grades 1st-4th during the 2021-2022 school year.*

Dual Language Two-Way

Dual language two-way is a bilingual/biliteracy program model in which students identified as English learners are integrated with students proficient in English. These students receive both English and another language as they prepare to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061, for the assigned grade level and content area. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061, for the assigned grade level and content area. The goal of two-way dual language is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in English and another language with at least of the instruction delivered in the non-English program language for the duration of the program.

**Program offered at Rodriguez & Koennecke Elementary in grades K-3rd and at Patlan Elementary in Kinder during the 2021-2022 school year.*

English as a Second Language (ESL) –Content Based (PK-5) & Pull Out (6-12)

An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061 (c), through English language arts and reading. The goal of ESL pull out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English

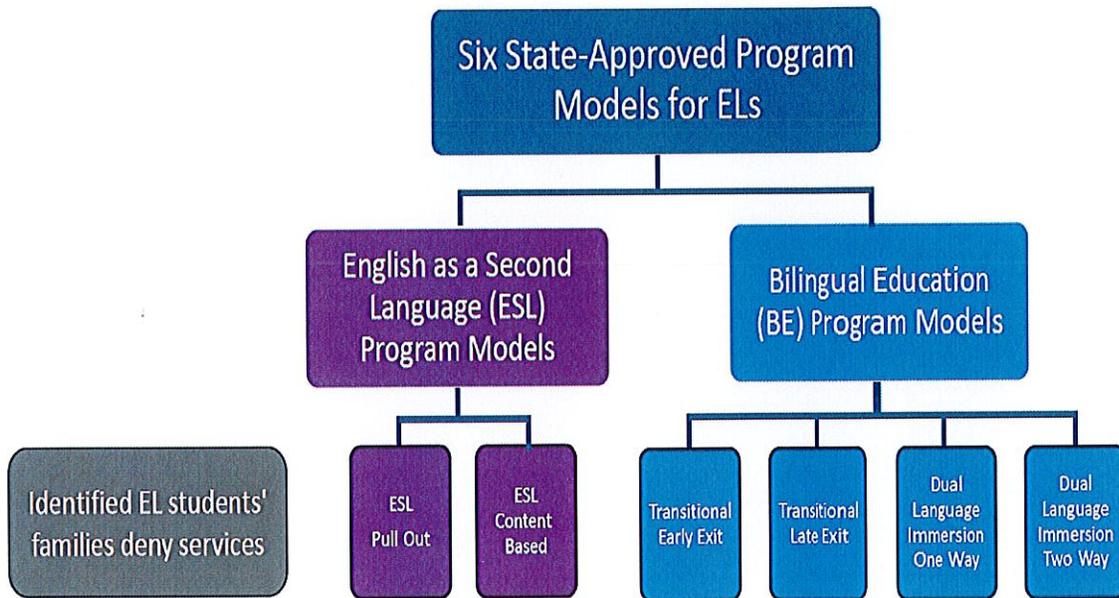
language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull out or inclusionary delivery model.

**Program offered at each elementary school, including Ball Early Childhood in grades PK-5. The program is also offered in all secondary campuses in grades 6-12.*

Source: The provisions of this §89.1210 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective May 28, 2012, 37 TexReg 3822; amended to be effective July 15, 2018, 43 TexReg 4731.



English Learner Program Models in Texas



Dual Language Models

One-Way DL or Two-Way DL

The population of students served in the classroom helps to determine the model of instruction



One-Way DL

**LINGUISTICALLY
HOMOGENEOUS** group of
students.

All students in the
classroom are identified as
ELs.

Two-Way DL

**APPROXIMATELY EQUAL
NUMBER OF ELs and
Monolingual English Speakers.**
Students identified as ELs are
integrated with students
proficient in English.

Elementary Bilingual Program

Bilingual Education is an integral part of the total school program at Seguin ISD. Such programs use instructional approaches designed to meet the special needs of **all** identified English Learners. Seguin ISD offers ELs in PK-5th grade bilingual education through the **One-Way and Two-Way Dual Language Program Models**.

Goals of the Bilingual Program

- Bilingualism/biliteracy (High linguistic proficiency in two languages)
- High Academic Achievement (High academic proficiency across the content areas in both languages.)
- Sociocultural competence (Positive cross-cultural attitudes; biculturalism)

Critical Elementary Model Components

- **Language of the Day Activities (PK-5th grade)**
 - Promotes bilingualism across the campus
 - Develops vocabulary in both languages
- **Content Area Word Walls (PK-5th grade)**
 - Spanish- red; English- blue for Language Arts, Math, Science and Social Studies
 - Word walls must be relevant and should include visuals to make content comprehensible
 - Content vocabulary (Bridging Anchor charts) should be visible, and updated for each unit
 - Cognates should be present when appropriate
 - Bridging Anchor charts should be student created.
- **Structured Language (PK-5th grade)**
 - Use of language scaffolds such as sentence and paragraph stems in listening, speaking, reading and writing.
 - Expect students to produce complete sentences orally and in writing in both languages
- **Connect /collaborate with students to build and develop sociocultural competence**
 - Integration of students' experiences
 - Culturally responsive instruction
 - Active participation from students
- **Bilingual Pairs (PK-5th grade)**
 - Students are paired with a partner based on language proficiency and content knowledge (high/med, and med/low pairings)
 - Students support each other's language and content learning
 - Should be utilized during math and literacy centers/stations.

Biliteracy Philosophy

We believe in developing reading, writing, listening, and speaking skills in both languages concurrently (Simultaneous biliteracy). Student develop biliteracy in an environment that utilizes the gradual release of responsibility model (I do, we do, you do) in both languages daily.

Dual Language Classroom and teacher expectations

- Items in the classroom are labeled in both languages.
 - English: blue/ Spanish: red
- Student work is displayed in classrooms and halls in both languages.
- All lessons need to be challenging, highly interactive, and authentic.
 - Rigor and relevant
- Teachers will use Sheltered Instruction strategies in all content area instruction.
- Teachers must adhere to the Language of Instruction (LOI) and encourage students to use the LOI.
- Teachers must adhere to Language of the Day (LOD) which will be used in social settings
 - i.e. recess, lunch, during transitions.
- Daily routines (greetings, daily news, clean up time, line-up time)
- Teachers assess individually and in groups for accountability.

Dual Language Principal Expectations

- Monitor consistent implementation of the DLE model both campus-wide and classroom level.
- Values and promotes both languages throughout campus following the Language of the day (LOD).
 - All school staff follow the LOD across the campus.
 - Signage in both languages across the campus.
- Secures classroom instructional materials in both languages.
- Oversees the development of the Dual Language library.
- Communicates with parents
 - Parent information disseminated in both languages.
 - Conducts regular parent meetings to keep parents informed.

Elementary Bilingual Language Allocation [Elementary Instructional Minutes Guide](#)

Grade Level	Spanish	Bridge	English
PK 90/10	90% Positive Action Language Arts Science Social Studies Math	None needed: One Way	10% ELAR 15 minutes Math 15 minutes
Kindergarten 90/10 300 Mins	90% Positive Action: 15 mins Language Arts } Science } 135 mins Social Studies } Math: 75 mins RTI: 45 mins	Occurs at the end of every unit/module Spanish to English • Math	10% ELAR 15 minutes Math 15 minutes
First Grade 80/20 300 mins	80% Positive Action: 15 mins Language Arts } Science } 105 mins Math: 75 mins RTI: 45 mins		20% Language Arts } Social Studies } 45 mins Math-15 mins
Second Grade 70/30 300 mins	70% Language Arts 75 mins Math: 90 mins RTI: 45 mins		30% Language Arts } Social Studies } 75 mins Science } Positive Action-15
Third Grade 60/40 255 mins RTI: 45 mins (LOI)	60% Positive Action: 15 mins Math: 90 Mins. Language Art } 55 mins Social Studies }	Spanish to English (end of every unit): • Math • Social Studies (Optional) English to Spanish (end of every unit): • Science (optional)	40% ELAR: 55 mins Science: 40 mins
Fourth Grade 50/50 255 mins Rtl: 45 mins (in LOI)	50% Positive Action: 15 mins Language Art } 60 mins Social Studies } Science: 40 mins Math: 10 mins (Bridging extension)	Spanish to English (end of every unit): • Social Studies • Science English to Spanish (end of every unit): • Math (with additional extension activity)	50% ELAR: 50 mins Math: 80 mins

Begins in the 2022-2023 School Year

<p>Fifth Grade 50/50</p> <p>2021-2022- Early Exit Model</p>	<p>50%</p> <p>Positive Action: 15 mins</p> <p>Language Art } 60 mins Social Studies }</p> <p>Science: 40 mins</p> <p>Math: 10 mins (Bridging extension)</p>	<p>Spanish to English (end of every unit):</p> <ul style="list-style-type: none"> • Science • Social Studies <p>English to Spanish (end of every unit):</p> <ul style="list-style-type: none"> • Math (with additional extension activity) 	<p>50%</p> <p>ELAR: 50 mins</p> <p>Math: 80 mins</p>
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Sample of a KINDER Biliteracy Schedule

8:00-8:15	Calendar (This would be your fifteen minutes of math in English)
8:15-8:30	Positive Action (15 mins) SPANISH
8:30-8:45	Phonics (Estrellita)/Foundational skills (15 mins)
8:45-9:00	Liink #1 (15 mins)
9:00-10:00	Guided Reading/Literacy centers (60 mins) <ul style="list-style-type: none"> • Science Connections • Writing • Word Work
10:00-10:15	Liink #2 (15 mins)
10:15-10:55	Reading/Writing lessons (40 mins) <ul style="list-style-type: none"> • Shared reading • Read Aloud • Writing
10:55-11:25	Lunch
11:25-11:45	Science/Social Studies Connections (20 mins) <ul style="list-style-type: none"> • Experiments • Science Journal • SS projects
11:45-12:30	RTi (45 mins)
12:30-12:45	Liink #3 (15 mins)
12:45-1:45	Math and Guided Math (60 mins)
1:45-2:00	Liink #4 (15 mins)
2:00-2:15	Wrap up Math (15)
2:15-3:05	Specials (50 mins)
3:05-3:20	Language Arts- ENGLISH read aloud
3:20-3:30	Dismissal

Classroom Ecological Design Tool

Teacher Name: _____

Date: _____

This tool allows teachers to reflect on the critical elements of the classroom environment and informally evaluate the integration of language throughout the classroom learning stations/centers.

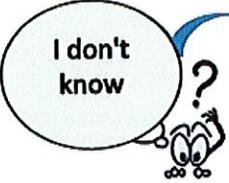
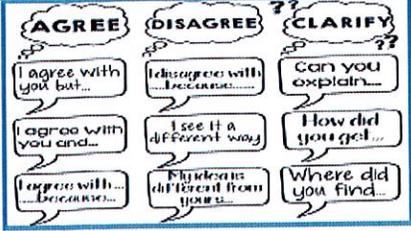
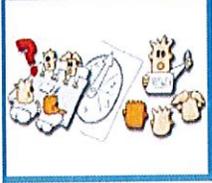
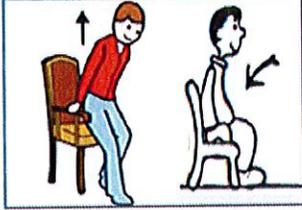
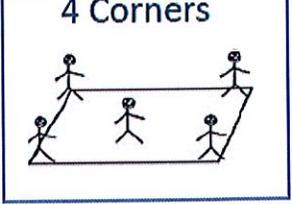
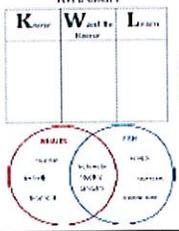
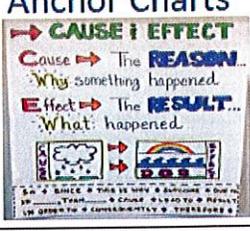
Rate using: E=Evident

NE=Not evident

NS=Needs support

Classroom Environment	E	NE	NS
Evidence of centers/stations arranged appropriately considering noisy areas away from quiet areas to facilitate social communication by students.			
Evidence of familiar print that is representative of the places, objects, and materials children encounter every day.			
Evidence of labeling with words and pictures everywhere in the classroom to make connections to written language; in both languages (English in blue and Spanish in red.)			
Evidence of established routines to promote modeling and shared responsibility through daily charts and frequent expressions of rules and expectations.			
Evidence of schedule to promote structured activities.			
Evidence of a variety of materials to promote communication and exploration.			
Evidence of an environment that celebrates cultural and language differences among all students served.			
Evidence of multiculturalism and diversity in books, materials, and artifacts.			
Evidence of differentiation for all learners, honoring each child's uniqueness.			
Evidence of a learning environment that accommodates learners with diverse needs.			
Evidence of purposeful planning of activities designed to facilitate interaction, independence, group work, cooperative learning, and self-help skills.			
Evidence of a positive environment through display of students' work and student-created anchor charts.			
Evidence of lessons designed to promote exploration and discovery that stimulate communication and higher order thinking skills.			
TOTAL:			

7 STEPS

<p>STEP 1</p>	<p>Teach students what to say when they don't know what to say.</p>	 <p>May I please have some more information? Would you please repeat the question? Where could I find more information? May I please have some time to think? May I ask a friend for help?</p>																														
<p>STEP 2</p>	<p>Have students speak in complete sentences.</p>	<p>How did you know your solution was reasonable? I knew my solution was reasonable because _____</p> 																														
<p>STEP 3</p>	<p>Randomize and rotate when calling on students.</p>	 <table border="1" data-bbox="813 716 1031 919"> <thead> <tr> <th>TABLE #</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>STUDENT 1</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Table # _____ Student # _____</p>  	TABLE #	1	2	3	4	5	STUDENT 1			X			2						3						4					
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<p>STEP 4</p>	<p>Use total response signals.</p>	  																														
<p>STEP 5</p>	<p>Use visuals and vocabulary strategies that support your objectives.</p>	  																														
<p>STEP 6</p>	<p>Have students participate in structured conversations.</p>	 <p>STRUCTURED INTERACTION</p>  <p>Question Signal Stem Share Address</p> <p>USING SENTENCE STEMS: STEPS</p> <ol style="list-style-type: none"> 1. Introduce 2. Model 3. Practice 4. Implement 																														
<p>STEP 7</p>	<p>Have students participate in structured reading and writing activities.</p>	<p>DIALOGUE JOURNAL</p>  <p>DRAW & WRITE Science journals, using sentence stems</p>  <p>READ, WRITE, PAIR, SHARE (write using sentence stems)</p> <p>SQP2RS (Squeepers) Survey Question Predict Read Respond Summarize</p>																														