



Port Chester-Rye Union Free School District

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The Power of Language Bringing Us Together

Spanish/English Dual Language Academy

Grades K-5

FREQUENTLY ASKED QUESTIONS:

[What is the Dual Language Program?](#)

[What are the goals of the program?](#)

[How are the classrooms structured?](#)

[What is the instructional design?](#)

[What is the process for enrolling in the program?](#)

[What opportunities exist for parent involvement?](#)

[Why choose Dual Language?](#)

What do the parents say about the program?

What do the students say about the program?

THE PLANNING COMMITTEE

What is the Dual Language Academy?

The PAS Dual Language Academy is a Spanish-English two way bilingual immersion program that began in September 2009. This program provides a structure for children from differing linguistic and cultural backgrounds to learn together. Students learn all subject matter in both languages. In kindergarten the students learn to read and write in their native language and begin exposure to the second language based on a 90/10 model – 90% of the time in Native Language and 10% of the time in the second language.

What are the goals of the program?

There are three goals: academic excellence at or above grade level; high levels of language proficiency in English and Spanish; and positive cross-cultural attitudes. The expectation is for the students to be bilingual, bilateral and bicultural.

How are the classrooms structured?

Each integrated class will be comprised of approximately 25 students – half of which will be native English-speakers and half Spanish-speakers. There are two teachers per grade. They work closely together in a co-teaching model – planning and coordinating their instruction. A teacher proficient in Spanish will teach in one classroom and another proficient in English will teach in the other classroom. All students will be instructed by both teachers. The language of instruction will change but

the content will **not** be repeated. Students are integrated for all subject matter except for the formalized language arts program in the native language.

If the enrollment of the Spanish speaking students does not

[Back to FAQ List](#)

What is the instructional design?

Second language acquisition occurs in a natural way – while the students socialize and learn from one another.

Students will be held to the same academic, curricular standards as other Norwalk students. The formalized language arts program will be taught in a whole and small group setting in the **native** language. Students explore literature and reach for high levels of comprehension. It is anticipated, based on research and existing practices in dual language programs, that the formalized language arts instruction in the **second** language will begin in the second semester of second grade, at the earliest. All other academic areas will progress fluidly based on existing scope and sequences.

Teachers will emphasize a hands-on, cooperative, and natural approach to learning. They will plan and execute integrated lessons with a strong basis in second language acquisition to provide all students with opportunities for success. Small-group work and mini-lessons in second language acquisition will also be incorporated.

A thematic approach to learning provides a framework to link the alternating languages. Students also have the opportunity to work in cooperative groups, in small groups and individually.

The writing process approach (planning, drafting, revising, editing and publishing) is developed during language arts instruction. The final product may be published in book form, displayed in the room or school, or performed for others.

Math instruction is delivered through a hands-on approach. Math manipulatives are used in a cooperative setting.

A positive image will be emphasized for out program students. They will have opportunities to interact with the children in the rest of the school.

Initially, children will be permitted to respond to the teacher in whatever language they choose. The goal is to work towards complete participation in the target language. Students are assigned "buddies" in the second language – thus each child is in the position of being a language facilitator.

The children's progress will be monitored by the classroom teachers, the resource staff, and the project coordinator. An outside evaluator will assess the success of the program on an annual basis.

[Back to FAQ List](#)

What is the process for enrolling in the program?

The Dual Language Academy is open to Park Avenue School families who are interested in applying. A selection process will be implemented. Preference will be given only to siblings of students already enrolled in the program and who still live in the Park Avenue School district, and to eligible bilingual program students who by law are entitled to the program.

[Back to FAQ List](#)

Why choose the Dual Language Academy for your child?

- Students who participate in accelerated programs such as the Dual Language Academy outperform their monolingual peers.
- Future employment opportunities within the global marketplace are enhanced.
- The best time to learn a second language is from birth to ten years old.
- Bilingual students demonstrate greater mental flexibility, creativity and problem-solving skills.

- Our students will have greater access to worldwide communication.
- This program enhances self-esteem and intercultural understanding.

[Back to FAQ List](#)

What do the parents say about the program?

"This program will produce many great leaders and professionals. The program has fostered a different way of looking at things through the mixture of different cultures and, therefore, increases the learning potential."

"The nicest thing is that the children help each other and they aren't separated by language. They are all equal."

"My child explains everything to me in two languages. Now he can communicate with his grandparents. We are very happy with the program."

[Back to FAQ List](#)

What do the students say about the program?

"I speak a lot in Spanish and I am learning English."

"I like playing with my friends and having new language."

"Activities in English and Spanish are fun for me!"

"You should become bilingual like us!"

[Back to FAQ List](#)

THE PLANNING COMMITTEE:

In the 2008-2009 school year, a broad-based committee of volunteers representing administrators, educators, parents and Board of Education trustees was convened to explore the possibility of implementing a Spanish/English dual language program at Park Avenue School as an alternative and innovative bilingual education program. It was recommended that a program be implemented at Park Avenue School the following school year and continue through the fifth grade, phasing out the transitional bilingual program over a period of six years. In the fall of 2009, the district received a grant in the amount of \$90,845 from the New York State Office of Bilingual Education for Planning and Program Development of a Two Way Bilingual Program and subsequently was awarded an additional \$500,000 to implement the program in grades K-5.

Dual language (Enrichment)

	Fall	Winter	Spring
Kinder	90/10	50/50	40/60
First			
Second			
Third			

Fourth			