

# Dual Language Program Guidelines for Parents



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## Parent Participation Guidelines

Parents can contribute their time and talent to the program by, assisting with homework, volunteering at the school or at school events, serving on committees and site councils, planning special cultural events, working on fundraising events, applying for grants, translating materials, chaperoning field trips, or volunteering for specific classroom activities or teacher needs. Parents who volunteer in the classroom are expected to follow the language separation policy and use the appropriate language of instruction. Additionally, all volunteers must complete the BCPS volunteer screening process conducted through the BCPS Website Center.

Continued high levels of parent involvement are critical to the success of the DLP in BCPS. As in all BCPS programs, DLP principals create an environment that encourages the active involvement of parents and family members to help their children be successful in school. There are ongoing opportunities for parents from all linguistic and cultural backgrounds to participate in the ongoing development of the program. All parents can benefit from involvement with the program, as they learn how they can better assist in their child's and their own linguistic skills and gain new multicultural perspectives. The Dual Language Program (DLP) should have a representative in the school's Parent Teacher Association (PTA).

## Student Participation Guidelines

Upon entering Kindergarten, we recommend students meet the criteria on the guidelines unless they are Active LY's these students will no longer be required to meet an entry criterion if their L1 is the target language (Spanish or French). Students succeed in the Dual Language program when they are speakers of the target language or ELLS' (native language).

Incoming Kindergarten students at Dual Language schools will have the opportunity to participate in the program regardless of ethnicity and/or language spoken at home. Students from families of the target language will be given the opportunity to enroll in the program at any grade level if a seat becomes available. However, due to the rigor of the program, students from families of native English speakers will be given the opportunity to participate only at the kindergarten and first grade levels unless transferring from another school or district in which the student was actively participating in a Dual Language program.

It is suggested that students start participating in the program in Kindergarten. Students who participate in the program will continue at the next grade level the following year.

In 1<sup>st</sup> grade, students entering the program should come from the waiting list **FIRST**. If a list is not available, an interest form should be sent home to incoming 1<sup>st</sup> graders. The child can be an ELL or Native English speaker as long as the student is on grade level (**in either language**). If more Interest forms are received than seats available, a lottery will be held with Bilingual/ESOL district personnel present.

From 2<sup>nd</sup> grade through 5<sup>th</sup> grade, any new incoming (*did not participate in Kindergarten or First grade*) student to the Dual Language program **MUST** be a native target language speaker (Spanish in most cases or French). If a vacancy should become available at any time throughout the year, it should be filled with students from the waiting list. The student must be an **ELL or Target Language speaker**. If there are no students on a waiting list, the school should send out Interest Forms to **All ELL or Target Language speakers** who are performing on grade level. If more Interest Forms are received than seats available, a lottery will be held with Bilingual/ESOL district personnel present.

Exceptions include Family moves out of county or an area within the county where a Dual Language school is not available. When removing a student, a committee meeting will be held with parent(s), teacher(s), administrator(s), and a Dual Language/Bilingual ESOL district personnel to determine if student should be removed.

## Enrollment

**A. Notification:** All applicants will be notified in writing within two weeks of the lottery drawing to inform them of acceptance or their placement on the waiting list.

**B. Orientation:** Parents of students accepted into the program will receive additional information about the program at their school's open house or meet and greet. Teachers will describe the program model and providing question/answer sessions.

**C. Enrollment:** Accepted students must submit an enrollment/registration form and signed Parent Compact within two weeks following their orientation meeting. Standard district forms will be used for registration and emergency contact information.

**D. Students with Special Needs:** Students with special learning needs such as autism, speech, or physical handicapping conditions will be afforded equal access to participate. Upon enrollment, students will receive the same level of service and support provided in all Broward County Public Schools.

**F. Gifted/High Achievers:** In order to provide high-quality instruction, we recommend one of the two partner teachers be gifted endorsed or certified.

### Late Entrance and Transfers

- From a non-DL school to a DL school in BCPS: Students enrolled in a traditional English mainstream program can be admitted to a DL school in Kindergarten or first grade based on available space, program waiting list, or seat availability. Students may enroll in later grades if they can demonstrate a proficiency in the target language (Spanish or French).
- From other Districts to a DL school in BCPS: **When space is available**, the main consideration for admission shall be an appropriate level of second-language proficiency. The school principal will determine whether students can be accepted as "late entrance" or "transfer" students after a DL classroom teacher assesses the student's proficiency.

### Continued Enrollment in Dual Language Program

- Once enrolled in Dual Language, students remain enrolled automatically unless withdrawn is by the parents, school, or the District.
- Withdrawal of a student will be done in consultation with parents, the teachers and school administration, and may involve other stakeholders such as an ELL committee.
- 6<sup>th</sup> & 8<sup>th</sup> grade candidates will be administered a target language proficiency screener 70% or above score will be required to be eligible to participate in the program

### Resources

To support participating elementary schools with the implementation of the program the District will provide the following:

- Instructional textbooks needed for implementation.
- Curriculum Maps
- Professional Development during the Summer Academy.
- Ongoing teacher support via, TEAMS, Bookings, and/or face-to-face
- Two Instructional Facilitators to support and model lessons
- Technical assistance to develop instructional materials as needed.

## Monitoring Requirements

The Bilingual/ESOL Department will monitor all Dual Language Programs. Since ELLs participate in this program model, the department will also monitor for compliance with the District ELL Plan and the META Consent Decree.

The Bilingual/ESOL Department will provide technical assistance and supplemental instructional materials when the need arises, based on the monitoring of classroom activities.

## Curriculum and Instruction Monitoring, Assessment and Support

The Dual Language Program's success can be demonstrated by student progress towards meeting program goals. The DLP teachers will use the Florida B.E.S.T Standards and the partner language Spanish Correlations, content, and proficiency standards to define learning expectations and standards aligned assessments to measure student growth, improve planning and teaching, and increase overall program effectiveness.

BCPS's Accountability System will include assessments that will appropriately measure the success of the DLP. These assessments will include both summative and formative measures and will measure the progress of students in both languages. Standardized tests, benchmark testing, writing samples, oral language proficiency assessments and curriculum-based assessments will make up the multiple measures required for the DLP.

DLP teachers will submit assessment data according to the District-wide Assessment Calendar.

Students, teachers, families, and the District receive information about the progress of the students in the Dual Language program. All data will be disaggregated by program for analysis and trend data will be collected to mark the progress of the students over the student's participation in the program. The following chart outlines the assessments that may be used in the program to measure academic progress in both languages, partner language development, and cross-cultural attitudes and proficiencies.

<b>Program Goals</b>	<b>Standards</b>	<b>Assessments</b>
<b>Academic Achievement</b>	<b>B.E.S.T. K-1<sup>st</sup></b>	AP1, AP2 & AP3
	<b>Benchmark Adelante Core Curriculum K-5th</b>	Unit assessments
	<b>FL BEST NGSS 2-5<sup>th</sup></b>	ELA, Math, Writing Assessments in both languages; Curriculum-based assessments (i.e., end of unit tests, quizzes, and performance-based tasks)
	<b>5 - 6<sup>th</sup></b>	Prueba de Ubicación - español para hispanoparlantes
	<b>8 – 9<sup>th</sup></b>	Prueba de Ubicación del español para MS/HS
<b>Target Language Proficiency</b>	<b>AP1, AP2, AP3</b>	Progress Monitoring Assessments
	<b>Istation ISIP</b>	ISIP - Imagination Station Spanish Online Program

## **Elementary School “Biliteracy Award” (Granted at the End of 5<sup>th</sup>)**

## **Middle School “Biliteracy Award” (Granted at the End of 8<sup>th</sup>)**

## **High School “Seal of Biliteracy” (Granted upon graduation)**

This award is designed to measure attainment of age-appropriate biliteracy for students who have been in the Elementary Dual Language program. The intent of the elementary school “Biliteracy Award” (BA) is to encourage students along the path of bilingualism, to place value on the continued use of two languages, and the attainment of the Seal of Biliteracy upon graduation from a State High School.

The criteria is:

- Age appropriate oral/listening proficiency in both languages
- Attainment of age-appropriate proficiency in English (ACCESS scores Overall at “Proficient” or higher level for ELLs)
- Florida State Assessment score of 3 or above in – English Language Arts or higher (L1 English Only students)
- Ability to write coherently and with a purpose in both languages (based on a rubric)
- Positive attitudes towards bilingualism and understanding that bilingualism has benefits (demonstrated through an essay or oral presentation)
- End of the year assessment provided by the District
- Students wishing to enter the Dual Language program in sixth grade, without prior participation, will be required to pass the “Prueba de Ubicación para Hispanoparlantes” screener.

### **Non-Negotiables**

To ensure the expected academic achievement it is necessary to adhere to the following non-negotiable expectations for the program.

- A minimum of 1½ to 2½ hours of daily instruction in the target language.
- The team or co-teaching model to ensure the strategic separation of the languages on the part of the instructors - no translation.
- Kindergarten-ninth grade (the district is working towards expansion through twelfth grade).
- Programmatic, curricular, and instructional decisions based on research.
- All efforts will be made to serve an equal number of native English speakers as well as ELLs in Dual Language schools.
- All participating schools will adhere to the time and content framework.
- Dual Language teachers will attend the required professional development and will participate in periodic curriculum training.

### **Communication**

The Dual Language Program values diversity, cultivates respect, and thrives on collaboration among students, staff, parents, and the community as an essential component for the success of the program. Once a student is enrolled in the Dual Language Program the school should communicate via informational meetings, brochures/pamphlets, parent-teacher conferences, open house, etc. The program facilitates ongoing communication and collaboration and encourages the involvement and support of all stakeholders.

### **Sharing News and Information**

- Newsletter
- Room Parents and email lists
- Class websites
- School websites

**Grading**

Teachers must follow the grading guidelines as outlined in Policy 6000.1 for students in a Dual Language Program. All grades shall be based on student performance in the mastery of the grade level standards for each subject in the target language of instruction.

**Lottery**

Should the number of students meeting program criteria exceed the number of seats available a lottery selection will take place to determine the individuals who will be placed in the class/es. Students who are not chosen will be placed on a waiting list.

Separate lotteries will be held to balance the numbers of Spanish & English speaking and bilingual students. Native or dominant languages will be determined by the Home Language Survey submitted with each student's application. The lottery selection will be completed by mid-July.

Priority will be given to applicants who were enrolled in a Dual Language Program at another school within the district, have or have had a sibling in the program.



The lottery process will be carried out as follows:

Students will be divided into two groups: native target language speakers and native English or non-native target language speakers from the attendance area. This group may include students that are descents of target language speakers who are primarily English speakers and students whose native language is other than English. Preference is for 50% of the students to be native target language speakers and 50% English speakers.

The following steps must be implemented when selecting students for the program:

1. Distribute *Parental Choice* letter and *Interest Form* to **all** parents of incoming **Kindergarten** students.
2. All *Interest Forms* are to be returned to the school. This is an **opt-in** program therefore *Interest Forms* requesting participation in the program must be included in the student's cumulative (CUM) folder.
3. *Interest Forms* for students, whose parents choose to participate/not to participate in the program, **must be returned by the due date established by the school** and kept in the student's CUM folder.
4. Students whose parents choose to participate in the Dual Language program will take an entry criteria test. Schools may use the following entry criteria for Kindergarten:

Letter Names	Letter Sounds
26/52 (English)	13/26 (English)
27/54 (Spanish)	13/27 (Spanish)

5. If the number of *Interest Forms* responses **exceeds** the number of available spaces a lottery process should be established. Students selected during the lottery process will participate in the program.
6. The lottery shall be conducted by the last Tuesday of July. It is strongly recommended for schools to identify a team to oversee the lottery process. The team should include an administrator designee and a staff member from the Bilingual/ESOL Department.
7. Those students who were part of the lottery process and were not accepted will be placed on a waiting list. Once there is space available, students will be accepted in the order the application was received. The lottery process and final lottery results are documented and kept for reference.
8. If a student who is accepted in the program has a twin sibling, both children will be accepted into the program. Future siblings will be guaranteed a seat if the sibling meets minimum entrance criteria.
9. Schools will notify parents in writing of acceptance/non-acceptance into the program.

**At the elementary level, once a student enters the program, they are to remain in the program from Kindergarten through Fifth grade.**

### **Best Practices**

As in all BCPS programs, the DLP provides opportunities to use the best practices of instruction. Teachers incorporate strategies that integrate language and content across disciplines and provide comprehensible and differentiated instruction as needed. Lessons include both content and language objectives, following the program's policy of **language separation**. Teachers stay in one language during a given lesson, rather than switching between English and Spanish. Lessons focus on student comprehension, competency, and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills. Language is integrated into content instruction (content-based language instruction) in ways that enrich the learning experience. Immersion instruction is carefully designed, integrating language and content (math, Social Studies, Science, etc.), addressing second-language learner needs and encourage the transfer of skills, strategies, and knowledge across languages. This curriculum integration will address the Language Arts Florida State Standards, content, and World Language Standards (Communication, Comparisons, Communities, Cultures, and Connections). The Communication standard is organized into three modes: interpretive, interpersonal, and presentational.

The DLP supports a practice of **interdisciplinary instruction** to motivate students by mirroring the real world. Interdisciplinary instruction is a teaching strategy that combines curriculum and academic standards from more than one content area. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and the use of numbers are enabling skills within thinking processes. Research shows that interdisciplinary, global education fosters intellectual curiosity, critical thinking, a love of learning, and multicultural understanding within an expanded worldview (Gulledge 2010).

Additionally, the program also implements and reinforces **responsive teaching**. Responsive teaching is a way of thinking about teaching and learning grounded in a teachers' understanding of and connection with each student. A cycle of on-going assessment, intentional planning, strategic implementation, and evidence-based reflection drives purposeful instruction, which leads to maximum individual growth toward high-level learning goals. The responsive teacher designs and manages a learning environment that encourages positive relationships and collaboration, fosters risk taking and independence, builds shared responsibility for learning and celebrating successes. Strategies include active learning, cooperative groups, project and task-based activities, and opportunities for meaningful language use during content instruction. DLP teachers differentiate instruction according to student needs, learning styles, and intellectual capabilities. They promote the development of students' academic skills, depth of understanding of content and language, and higher-order thinking.

### **Technology Integration**

Technology is integrated into the Dual Language classroom with the use of tools to make English and the target language more accessible. It is used to enrich the curriculum and gain access to authentic language resources. Technology is conducive to small group work and differentiation, promotes student engagement in challenging tasks, and supports learning both in and out of the classroom.