



# DUAL LANGUAGE PROGRAM

## VISION AND PHILOSOPHY

### VISION

The Dual Language Programs in Highline Public Schools (HPS) will graduate community members who will use their bilingualism, biliteracy, academic knowledge and critical consciousness necessary to disrupt inequitable systems of power in society, and experience success in the future they choose. Highline Public Schools believes that ALL students should have access to a K-12 Dual Language education as well as the systematic support needed to achieve the four pillars of Dual Language education:

- Bilingualism and Biliteracy
- High Academic Achievement for every student in BOTH languages
- Sociocultural Competence
- Critical Consciousness

### PHILOSOPHY



#### Dual Language Instructional Model

HPS believes that language is learned and taught best through integrating literacy with content, with an equity of time and focus in all language domains: writing, reading, listening, speaking, and metalinguistic awareness. Standards based instruction is taught through units of inquiry based on answering essential questions. Performance tasks are grounded in authentic rigorous learning experiences that incorporate meaningful connections with a student's funds of knowledge and community.

#### Content and Language Learning

Dual Language students understand how to apply content standards in both languages at every grade level. Students are explicitly taught language development skills which are regularly integrated into daily lessons through specific language learning goals, GLAD, and other language acquisition instructional strategies in both English and the target language. Dual Language teachers employ instructional strategies that are grounded in Dual Language researched best practices, and engage students in content and language learning by using culturally responsive practices.

#### Dual Language Scaffolds and Supports

Dual Language teachers utilize standards-based planning, differentiated instruction, and multilingual data analysis to provide each student with the individual scaffolds they need to achieve their academic goals. Scaffolds and supports for students are connected to the standards based core content and occur through core classroom instruction using inclusionary practices such as co-teaching, GLAD strategies, UDL, and push-in support, with an equity of time and focus in all language domains, to the greatest extent possible. All special program supports (ELL, Special Education, Title/LAP, etc) are offered equitably in English and the target language. Students with IEPs have a plan of support in both English and the target language.

#### Collaborative Relationship with Dual Language and Multilingual Families

HPS believes that our multilingual families are valued partners in the education of their children. We are committed to communicating to families in their home language whenever possible, and to building meaningful and collaborative relationships with our multilingual families. All families entering HPS should be consulted on the opportunities and benefits of a Dual Language education. All Dual Language families should have regular opportunities to learn about the Dual Language model and how they can best support their student's success in a Dual Language education.

#### An Empowering K-12 Dual Language Model

The HPS Dual Language program is a comprehensive K-12 program where students will ultimately graduate with a Seal of Biliteracy. The Elementary (K-5) Dual Language program is a 50/50 model where students receive half of their core instruction in English and half in the target language with minimal transitions. The secondary DL program (grades 6-12) is structured to provide a minimum of two year-long courses in the target language. All students are included and represented in culturally responsive instruction where students see themselves reflected in the books they read and the curriculum they study. Students are continuously empowered through instruction that promotes the development of sociocultural competence and critical consciousness (e.g., identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies), which is consistently provided in both languages at all grade levels, so that students recognize themselves as valued members of their school and community prepared to disrupt inequitable systems of power in society, and experience success in the future they choose.



# MULTILINGUAL PROGRAM

## VISION AND PHILOSOPHY

### VISION

The Multilingual Programs in Highline Public Schools (HPS) will graduate community members who will use their multilingualism, academic knowledge, and critical consciousness to disrupt inequitable systems of power in society, and experience success in the future of their choosing. Highline Public Schools believes that ALL students and their multilingual assets should be celebrated and provided the systemic support needed to achieve:

- Multilingualism and supporting literacy in every language
- High Academic Achievement
- Sociocultural Competence
- Critical Consciousness

### PHILOSOPHY

#### Multilingual Program Instructional Model

HPS believes that language is learned and taught best through content, with an equity of time and focus in all language domains: writing, reading, listening, speaking, and metalinguistic awareness. Standards based instruction is taught through interdisciplinary units of inquiry based on answering essential questions. Performance tasks are grounded in authentic rigorous learning experiences that incorporate meaningful connections with a student's funds of knowledge and community.

#### Content and Language Learning

Multilingual students are explicitly taught language development skills which are regularly integrated into daily lessons through specific language learning goals, OCDE Project GLAD<sup>®</sup>, and other language acquisition instructional strategies. Highline teachers employ instructional strategies that are grounded in multilingual language learning best practices, and engage students in content and language learning by using culturally responsive practices.

#### Multilingual Scaffolds and Supports

Teachers utilize standards-based planning, differentiated instruction, and careful assessment analysis to provide each student with the individual scaffolds they need to achieve their academic goals. Teachers also regularly promote student's translanguaging skills to enhance instruction and comprehension. Scaffolds and support for students are connected to standards based core content and occur through core classroom instruction using inclusionary practices such as co-teaching, GLAD strategies, UDL, and push-in support, with an equity of time and focus in all language domains, to the greatest extent possible. Students with IEPs have a plan of support that takes into account their language proficiency and incorporates the use of their home language to help meet their IEP goals.

#### Collaborative Relationship with Multilingual Families

HPS believes that our Multilingual families are valued partners in the education of their children. We are committed to communicating to families in their home language whenever possible, and to building meaningful and collaborative relationships with our Multilingual families.

#### An Empowering K-12 Education for Multilingual Learners

In HPS all multilingual students are included and represented in culturally responsive instruction where students see themselves reflected in the books they read, and the curriculum they study. Students are continuously empowered through instruction that promotes the development of sociocultural competence and critical consciousness (e.g. identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies), which is consistently provided at all grade levels, so that students recognize themselves as valued members of their school, local, and global community prepared to disrupt inequitable systems of power in society, and experience success in the future they choose.