



**George Washington Carver Dual
Language School**

Parent Handbook

2024-2025



**GEORGE WASHINGTON
CARVER**
Dual Language School



Carver Pledge

At Carver Dual Language School:

**Respetamos nuestros valores, idiomas, y
herencias diversas.**

**We believe in ourselves and in our ability to
our best.**

**Podemos aprender. Queremos aprender.
Estamos aprendiendo.**

**Because what we do today will make a
difference in our lives.**

¡Todo lo que queremos ser, eso seremos!



What is a Dual Language Program?

Our Two-Way Dual Language model will provide 80% of instruction in Spanish and 20% of instruction in English to all learners and slowly decrease until they reach 50% instruction in both Spanish and English in grades 5-6. Content instruction of social studies, math, and science is given in one or the other language at each grade level, not in both languages.

Vision Statement

At George Washington Carver Dual Language School, all students are expected to be truly bilingual and biliterate in Spanish and English by the time they complete 6th grade. Research shows that students who attend dual language schools generally have higher overall academic performance than students who attend single language schools. Students with dual language skills are more in demand in the work-force and generally earn higher incomes as adults. Dual language students also experience and gain an appreciation of other cultures. ¡Todo lo que queremos ser, eso seremos!

Mission Statement

By providing a comprehensive state of the art dual language program to all students, Carver will assure that students are bilingual and biliterate in English and Spanish and prepared for work and higher education in a global, diverse society.

Program Goals

Students will...

- Perform at or above grade level in all content areas in both English and Spanish
- Develop high levels of proficiency in reading, writing, listening and speaking in both languages for advanced placement courses in high school
- Cultivate a lifelong love for language learning, show an appreciation for cultural diversity, and communicate appropriately in a language, situation, and culture

History and Research

There is extensive research on the positive outcomes for both native Spanish-speaking students and non-Spanish speaking students. Studies have been conducted across the United States and Canada to examine the effectiveness of one-way and two-way immersion programs.

Researchers such as Thomas and Collier (1995, 2002) and Lindholm-Leary (2005) consistently found that well designed programs help students of both language backgrounds achieve at or above grade level scores on standardized tests.

For non-native English speakers, forty years of research has shown:

- English Learners (ELs), or students who are learning English as their second language, were able to catch up to or surpass the achievement levels of their English-only peers who were educated in English-only classrooms.
- ELs who participated in dual language programs outperformed students who received short-term instruction through their native language (i.e. brief instruction in their native language to explain concepts in order to acquire the English language).

Benefits of Bilingualism for All Students

- By the end of the program, the dual language student will be able to read, write, speak, and listen in both English and Spanish.
- Higher scores on standardized tests such as the ACT or SAT. Results from SAT scores show students who studied a foreign language for four or more years outperformed their peers on verbal and math portions of the test (The College Board SAT, 2003).
- Learning another language enhances your knowledge of your native language
- Increased demand for bilingual employees in all career fields.
- Being bilingual can positively impact one's income potential.
- Students will be more apt to travel abroad. Spanish is spoken in 21 countries worldwide.

Learn more by [clicking here](#) or scanning the QR code below.



A longer video can be [found here](#) or scanning this QR code to the right:



Does Dual Language mean that everything is TRANSLATED?

- No, teachers do not translate when they are teaching. Following the language allocation plan on page 8, your child will be immersed in the target language depending on the content taught.
- The use of a bridge between both Spanish and English academic vocabulary is implemented at the end of each unit to tie all the learning together.
- Teachers are constantly checking for student understanding to ensure students are understanding in their second language.
- When a student responds in English during Spanish time, teachers encourage students to rephrase using the target language of instruction. The same happens when a student would respond in Spanish during English time.

Non-Negotiables

- Teachers will maintain a strict separation of language when teaching content in their respective classrooms.
- Teachers will bridge information after units of study. A bridge is comparing and contrasting both languages with the content they are taught.
- Major concepts and vocabulary learned in the target language are bridged into the new language. For example, a concept that is taught in Spanish can then be practiced further or extended in English once a bridge has been completed. The same holds true for a concept taught in English and bridged to Spanish.
- Cognate walls will be used. A cognate is a word that looks and sounds similar in both languages and means the same thing.

Meet the Office Staff

Mr. Andrew Murphy, Principal



Mr. Andrew Murphy holds a BS in Elementary Education from Graceland University in Lamoni, Iowa, a MS in Teaching English to Speakers of Other Languages from Park University in Parkville, Missouri, and a MS in Educational Leadership from Northwest Missouri State University in Maryville, Missouri. He started as an ELL teacher in 2014 at Carver and has since worked as a 4th grade, 3rd grade, instructional coach, and vice principal before becoming Carver's principal in the summer of 2022.

Mr. Murphy has a passion for multicultural education, which started from the many opportunities he had to travel during his undergraduate time at Graceland University. He completed teaching practicums and student taught in Falmouth, Jamaica, Ndola, Zambia, and in Suva, Fiji. This focus on multicultural education and equity led him to apply for Teach for America, an organization that “works toward the day when every child will receive an excellent and equitable education.” After serving his two years at Carver Dual Language, as an ELL teacher and classroom teacher, he decided to stay and continue working at Carver.

At Carver, Mr. Murphy has been a part of the instructional leadership team and most recently served in a hybrid position of half-time teacher and half-time instructional coach. During these years, he was a part of a teacher-led team that made huge programmatic shifts to the dual language model used at Carver. These changes were nationally recognized as he and the team of teachers at Carver (Amanda Niedzwiecki, Morgan McPartland, Alex Ornelas, and Debbie Alexander) were recognized as national finalists for Teach for America's Sue Lehmann Award in the fall of 2019.

Traveling is a huge passion of Mr. Murphy's. He's been fortunate to combine his love of traveling with his love of education through leading professional development sessions in Spain, Zambia, and throughout the United States on best practices in dual language education and teaching foundational literacy skills. Most recently, he has spent summers in Zambia mentoring teachers for HealthEd Connect's community schools.

“I am so fortunate to be able to serve the students, families, and teachers at Carver. I have found a home at Carver because it's a special place that not only has caring teachers, but effective teachers who have put systems in place to ensure that students are bilingual, biliterate, and bicultural by the end of sixth grade.” In his free time, Mr. Murphy enjoys traveling, reading, playing piano, pickleball, tennis, card games, and spending time with family and friends.

Ms. Helen Pujols, Secretary and School Registrar



I'm a native of the beautiful country Dominican Republic. I have lived in Missouri since 1996.

I'm the secretary at Carver Dual Language with over 10 years of experience as secretary and more than 20 years of experience in customer service. I'm happy to be working in the Kansas City School District. I obtained my master's degree with a major in business management and a minor in human resource. I'm Fluent in English and Spanish. I worked as a volunteer at Habitat for Humanity, helping to build homes because I believe that everyone, everywhere, should have a healthy, affordable place to call home. I love gardening, being outside in the fresh air, and sunshine. It's so satisfying to see something grow.

Mrs. Elsa Macedo, Family and Community Engagement Liaison



I am originally from Michoacán, Mexico, moved to Missouri almost 18 years ago and have made KC my home ever since. I studied at Metropolitan Community College-KC and I am currently back in school to pursue a career in Education. This is my first year in the Kansas City Public School District and I am so excited to be part of the Carver Dual Language team, serving as the Family and Community Engagement Liaison. This new opportunity will allow me to help build strong relationships with Carver students, families, and our community, to best help them meet their needs and assist them in reaching their full potential. Please, do not hesitate to contact me if you have any questions or concerns at any time.

Program Model and Content/Language Allocation

In the 80/20 Model, eighty percent of the day is taught in Spanish. As students move up in grade, the amount of Spanish instruction gradually decreases. By fifth grade, equal amounts of instructional time are provided in each language.

| Grade | Spanish | English |
|----------------------------|--|---|
| Kindergarten and 1st Grade | <ul style="list-style-type: none"> Spanish Language Arts (SLA) Math Science integrated with SLA 80% | <ul style="list-style-type: none"> Social Studies integrated with English Language Arts (ELA) 20% |
| 2nd Grade | <ul style="list-style-type: none"> Spanish Language Arts (SLA) Math Social Studies integrated with SLA 70% | <ul style="list-style-type: none"> Science integrated with English Language Arts (ELA) 30% |
| 3rd Grade | <ul style="list-style-type: none"> Science & Social Studies integrated with SLA Math 60% | <ul style="list-style-type: none"> Science & Social Studies integrated with ELA 40% |
| 4th Grade | <ul style="list-style-type: none"> Science integrated with SLA 50% | <ul style="list-style-type: none"> Social Studies integrated with ELA Math 50% |
| 5th/6th Grade | <ul style="list-style-type: none"> Social Studies integrated with SLA Math 50% | <ul style="list-style-type: none"> Social Studies integrated with ELA Science 50% |
| ENCORE (Elective classes) | <ul style="list-style-type: none"> Art Library | <ul style="list-style-type: none"> Physical Education Music iSpark (STEM) |

What about 7th-12th grade?

Dual language doesn't end in 6th grade! Students at Carver have automatic entrance into Paseo Academy of Fine and Performing Arts for their dual language program. Students can continue to take a core content class in Spanish and take a Spanish literacy course. Their Spanish literacy course in high school gives them free college credit! This means that they graduate high school with 12 college credits!



Signature School Requirements

Signature School Demit Policy

Once a student has been admitted to a KCPS Signature School the student is subject to the KCPS Code of Conduct as well as the Demit Policy for KCPS Signature Schools. A student will be admitted for one academic year and may be placed on probation. The demit provisions and behaviors for demission are outlined below along with the process of notification of demission.

Pre-K/3 and Pre-K/4

In order to maintain the health and safety of all students, admission to KCPS Signature Elementary Schools requires students to be toilet trained. In addition, students who bite another person breaking the skin of the victim will require an immediate parent conference. A plan will be in place to deter biting. If a second infraction occurs, the student will be demitted.

All Other Demit Provisions

In order to continue enrollment at a signature school after acceptance students must:

- Maintain a 2.5 cumulative GPA.
- Have three or fewer discipline referrals for class III or IV that do not require mandatory removal of student
- Maintain a 90% or above attendance rate.

Student files will be reviewed at the end of the first nine-weeks grading period. Students who fail to meet the above criteria will be invited to a parent/guardian conference with the Multi-tiered Student Support System (MTSS) or Problem Solving Team (PST) team to construct a plan for the student's success and support. School leadership, student, and parent will sign an agreement/contract for success plan. At the end of the semester, a mandatory parent/guardian meeting will happen to review the plan which may include probation. The final team meeting will happen at the end of the third grading period. If the student does not meet the requirements, the student **may** be demitted at the end of the academic school year. Demission will be determined by the MTSS/PST Team. Communication with families will need to be in their home language.

10 Day Suspensions and Alternative Placements

Upon completion of the hearing/alternative placement, with the District Discipline Officer and School Administrator, if it is determined that the student will return to the neighborhood school, a **mandatory** conference with the neighborhood school principal must take place prior to enrollment of the student.

Demit Notification

Student and parent/guardian will be notified **by June 1** of the current school year of the intent to demit for the upcoming school year as well as home school placement by certified mail.

Prior to parent notifications recommendation to demit will be reviewed and approved by the supporting Assistant Superintendent.

Probation and Demit Process

It is important for your student to maintain the Signature School requirements for Kansas City Public Schools otherwise you will be notified of your child being put on probation for the second semester of the 2024-2025 school year. If the requirements are still not met at the end of the second semester, your student will be demitted from Carver Dual Language at the end of that school year. Your student will then be enrolled in their neighborhood school for the upcoming school year.

As part of admission to a Signature School, students are required to maintain minimum requirements to remain in a Signature school.

- _____ Potty Trained (Pre-K)
- _____ Less than 2 instances of biting a student (Pre-K)
- _____ Maintain a 2.5 cumulative GPA
- _____ Have three or fewer discipline referrals for class III or IV that do not require mandatory removal of student
- _____ Maintain a 90% or above attendance rate

References from pages 1 and 2

- Collier, V.P. (1995). Acquiring a second language for school. *Directions in Language and Education*, 1 (4). Washington, DC: National Clearinghouse for English Language Acquisition.
- Collier, V.P., & Thomas, W.P. (2002). Reforming education policies for English learners means better schools for all. *The State Education Standard*, 3 (1), 30-36. Alexandria, VA: National Association of State Boards of Education.
- Collier, V.P., & Thomas, W.P. (2005). The beauty of dual language education. *TABE Journal*, 8 (1), 1-6.
- Lindholm-Leary, Kathryn. (2005). Review of Research and Best Practices on Effective Features of Dual Language Education Programs.
- SAT Board. (2003). *College bound seniors: a profile of SAT program test takers*.
https://secure-media.collegeboard.org/digitalServices/pdf/research/cb-seniors-2003-TOTALGRP_PRD.pdf Retrieved July 10, 2023,
from https://secure-media.collegeboard.org/digitalServices/pdf/research/cb-seniors-2003-TOTALGRP_PRD.pdf

Staff Directory

| Grade | Room # | Teacher | Phone Ext | E-mail |
|------------------------------|--------|---------------------------|--------------|-------------------------------------|
| <i>Certified Staff</i> | | | | |
| Principal | 101E | Andrew Murphy | 4935 | amurphy@kcpublicschools.org |
| Vice Principal | 101F | | 4941 | |
| Counselor | 105 | Liliana Mariaca | 4963 | lmariaca@kcpublicschools.org |
| Nurse | 101I | Juanita Chavez | 4933 | jchavez@kcpublicschools.org |
| Instructional Coach | 101A | Amanda Niedzwiecki | 4947 | aniedzwi@kcpublicschools.org |
| Special Education Teacher | 104 | Tamara Davis | 4962 | tdavis@kcpublicschools.org |
| Math/Reading Interventionist | 118A | Nancy Paola Ramirez | 4938 | nramirez@kcpublicschools.org |
| K | 107 | Tania Valenzuela | 4974 | tvalenzuelasida@kcpublicschools.org |
| K | 109 | Montserrat Garcia Vallejo | 4973 | mgarciavallejo@kcpublicschools.org |
| K | 112 | Carolina Costa Candal | 4972 | ccostacandal@kcpublicschools.org |
| K | 113 | Paulina Banta | 4964 | |
| 1 | 111 | Martha Martin | 4969 | mmartin@kcpublicschools.org |
| 1 | 108 | Guadalupe Vargas | 4970 | gvargas@kcpublicschools.org |
| 1 | 106 | Luis Jaimes | 4971 | |
| 1 | 138 | Rosa Alvarez | 4927 | ralvarez2@kcpublicschools.org |
| 2 | 120 | Rosalia Villegas | 4968 | rvillagas@kcpublicschools.org |
| 2 | 119 | Lauren Kulesza | 4951 | lkulesza@kcpublicschools.org |
| 2 | 122 | Maria Torres | 4952 | mtorres@kcpublicschools.org |
| 3 | 121 | Patricia Wingate | 4967 | pwingate@kcpublicschools.org |
| 3 | 124 | Javier Del Valle Perez | 4953 | jdelvalleperez@kcpublicschools.org |
| 3 | 123 | Elena Figueroa | 4966 | efigueroa@kcpublicschools.org |
| 4 | 131 | Ruth Rodriguez | 4954 | rrodriguez1@kcpublicschools.org |
| 4 | 132 | Emma Boatman | 4965 | eboatman@kcpublicschools.org |
| 5-6 | 136 | Barbara Sanchez | 4957 | bsanchezpuga@kcpublicschools.org |
| 5-6 | 135 | Malorie Deeken | 4956 | mdeeken@kcpublicschools.org |
| 5-6 | 134 | Patricia Cabral | 4960 | pcabral@kcpublicschools.org |
| 5-6 | 133 | Sadie Osborn | 4955 | sosborn@kcpublicschools.org |
| ELL Teacher (Gr 5- 6) | 129 | Tammy Hazelton | 4932 | thazelton@kcpublicschools.org |
| ELL Teacher (Gr 3-4) | 129 | Erin Doom | 4932 | estrack@kcpublicschools.org |
| ELL Teacher (Gr. 2) | 129 | Erika Vega | 4932 | evega@kcpublicschools.org |
| Art | 140 | Diana Herrera | 4949 | dherrerasanchez@kcpublicschools.org |
| Gym | 141 | Zaina Juracek | 4958 | zjuracek@kcpublicschools.org |
| Music | 142 | Jamie Wellman | 4959 | jwellman@kcpublicschools.org |
| iSpark | 219 | Chelsea Corbin | 4942 | ccorbin@kcpublicschools.org |
| Library | 118 | Janette Merkel | 4945 | jmerkel@kcpublicschools.org |
| Band - W, Th, F | 137 | Brandon Hord | 4961 | bhord@kcpublicschools.org |
| Orchestra - M, T | 137 | William Page | 4961 | |
| Occupational Therapist | 118B | | | |
| Speech | 118B | | | |
| Psychologist | 101D | Cheryl Price | 4936 | cprice@kcpublicschools.org |
| PYLONS (Gifted & Talented) | N/A | Carmen Hubbard | 816-348-3137 | chubbard@kcpublicschools.org |
| <i>Classified Staff</i> | | | | |
| Secretary | 101 | Helen Pujols | 4925 | hpujols@kcpublicschools.org |
| LINC | 103 | Lisa Stephenson | 4948 | lstephenson@kclinc.org |
| Parent Liaison | 101 | Elsa Macedo | 4962 | emacedo@kcpublicschools.org |

Communication: Talking Points & Appointments



There are several ways you can communicate with the school and your child's teacher:

You can contact the school to talk to Ms. Elsa Macedo, our Family and Community Engagement Liaison at (816) 418- 4962 or Ms. Helen Pujols our secretary and registrar at (816) 418-4925 for any questions you may have about the school day or if you'd like to schedule an appointment to talk to the principal or vice principal. Please also call the front office or Ms. Pujols and/or Ms. Macedo if you plan to provide other means of transportation, i.e. your child normally rides the bus but you plan to pick them up instead that particular day.

The phone call should be made before 3:30 pm on the day of the change in mode of transportation so as to inform the teacher in a timely manner before dismissal.

We utilize a communication tool called Talking Points that allows us to text you important information. Therefore, it is important to ensure that you have the most up-to-date contact information in our system. The QR Code to the right [or clicking here](#) will help you set up the Talking Points App and access it in order to communicate directly with your child's teacher and the school:



Infinite Campus



Our information system is called Infinite Campus Parent Portal. This is where you can check your student's grades and attendance. You will also be using Infinite Campus to verify enrollment information each year so it is important to have the most up-to-date information. The QR Code to the left [or clicking here](#) will help you access more information on how to access and use Infinite Campus along with a guide in both English and Spanish:



Social Media

You can find us on social media. Please check us out! We have pictures and videos of all the amazing things that our students are learning. Below is the QR code that will take you to [our Carver About page](#) which has all of the social media handles:



Parent Teacher Organization (PTO)

We have a great PTO that meets quarterly to plan fun engaging events for students and their families. We are always looking for volunteers to help our PTO provide the best possible experience for our students. Please contact Elsa Macedo if you are interested in volunteering or being a part of the PTA.



Student Admittance Policy

We accept any student for kindergarten and during the first two weeks of first grade, regardless of language proficiency or background.

Any student who wishes to attend Carver Dual Language past the second week of first grade or in grades two through sixth must take a language proficiency test in Spanish. Depending on the overall score, the student may qualify for a spot in the dual language program.

When students apply the following steps will be used:

1. The secretary will schedule an appointment with the screener. The secretary will have a schedule of approved times for scheduling those appointments
2. After screening, the guardian will be notified of results and next steps including start date.
3. A request for records will be sent by the secretary to the previous school.
4. A file will be started by the secretary with date, relevant paperwork, name, and age of student, etc.
5. If a student is accepted, the secretary will contact the guardian to set up a time to meet with the principal and/or vice principal.
6. If the student is accepted, the parent will be given a handbook, calendars, supply list, teacher name, and bus information.

Any student who enters after the initial start of the school year must set up a meeting with the principal or vice principal to discuss expectations about the program. This must be done before the student starts attending classes.

Math Fact Fluency Resources and Strategies

[Read these six reasons](#) why math fact fluency is important. Students need to be able to recall math facts in a quick and efficient way! Please have your child start learning their math facts and practice at home with flashcards!



Kindergarten: Addition Facts using numbers 1-9

1st Grade: Addition and Subtraction Facts using numbers 1-20







2nd Grade: Addition and Subtraction Facts using numbers 1-99

3rd & 4th Grade: Multiplication Facts

5th & 6th Grade: Division Facts

Dual Language Resources and Strategies

The following links and QR codes will provide resources and strategies for you to use at home with your child to practice.

| | |
|---|---|
| <p>Watch this 12 minute video explaining things that you can do at home with your child to help them learn a new language. This presentation was done during COVID-19, but the strategies still apply today! Click here to see the PowerPoint presentation used during the video.</p> |  |
| <p>Click here for a 15 minute video in English that gives parents lots of additional links to stories and apps that will help your child learn their second language!</p> |  |
| <p>Here are questions that other parents have posed about dual language education. This website will give you answers to questions you may have!</p> |  |
| <p>This website has resources in Spanish and English about how parents can help their children in schools.</p> |  |
| <p>Practical advice for parents on raising multilingual children can be found here.</p> |  |
| <p>Utilize all of the free apps that are out there like DuoLingo or any of these other apps that help children learn a second language!</p> |  |

Reading and Homework at Home

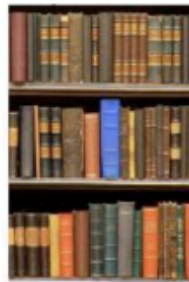
Why Can't I Skip My 20 Minutes of Reading Tonight?

**Student "A" reads
20 minutes
each day
3600 minutes in a
school year
1,800,000 words**



90th percentile

**Student "B" reads
5 minutes
each day
900 minutes in a
school year
282,000 words**



50th percentile

**Student "C" reads
1 minute
each day
180 minutes in a
school year
8,000 words**



10th percentile

By the end of 6th grade, Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

Carver students are expected to read 20 minutes each night of a book of their own choice. This book can be in English or in Spanish. If your child is not coming home with a book each night, please communicate with your child's teacher. In kindergarten, someone else should be reading to them each night for 20 minutes until they can decode on their own. **Students may have additional homework assignments, depending on their grade level. Teachers will communicate this to parents, so you can help keep students accountable with their extra practice.**

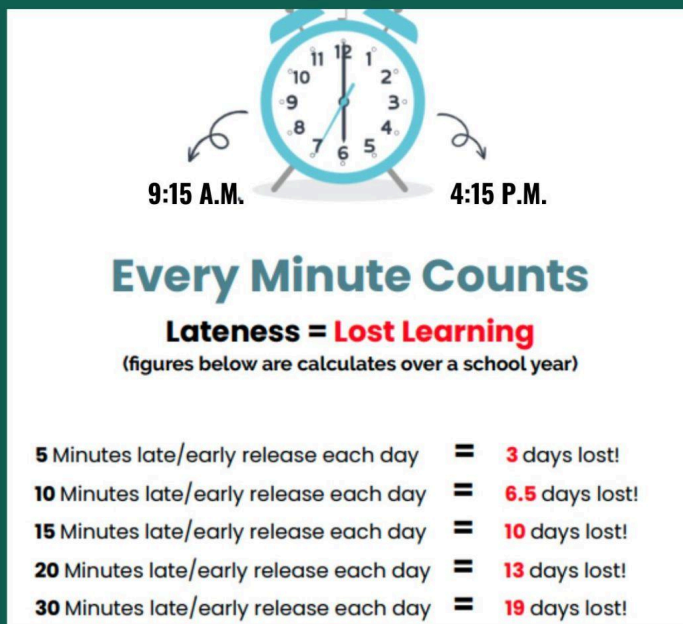
Importance of Attendance

Students can not learn if they are not here at school! On top of the 90% rule for signature schools and the possibility of being demitted from Carver, school attendance is crucial in your child's development.

Throughout the year, you will receive notices of your child's attendance. This will be done through a percentage. For example, your student's attendance percentage may be 90%. This may mean that they have missed up to 20 days of school by the end of the year or they have been late or picked up early for more than 20 days.

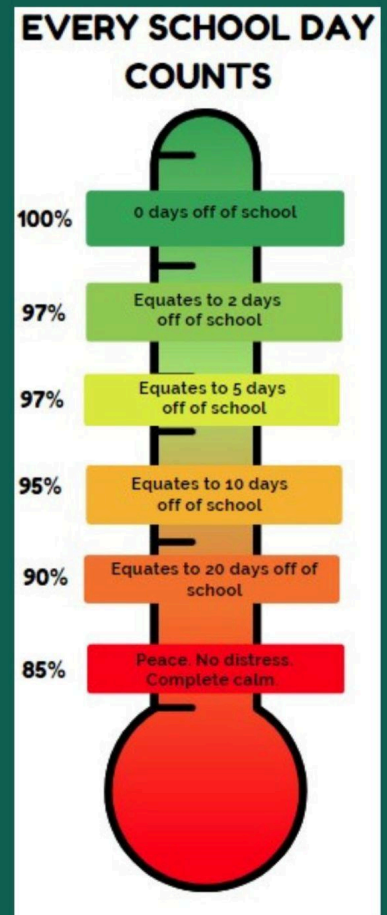
Even if you show that the absence was verified through providing a doctor's note or calling to let us know you were out of town, verified absences still count against your child's attendance percentage.

We will be doing incentives and field trips throughout the year for students who have 99% or 100% attendance!



THE IMPORTANCE OF ATTENDANCE

Our attendance team has observed a rise in the number of students being picked up early on a consistent basis. We would like to emphasize to families the importance of every minute. When parents frequently pick up their children early or drop them off late, these minutes accumulate into days.



Frequently Asked Questions

1. Can my child receive specialized services while enrolled in the Dual Language Program?
 - a. Yes, if your child qualifies for individualized services through qualification of an IEP.
2. How can I help my child if I don't speak Spanish?
 - a. Homework should be a review of what is taught during the school day. If your child cannot remember what to do or is unable to complete the homework with your assistance, please contact your child's teacher or send a note with your child to school.
 - b. Please help your child at home in the language you're most comfortable using. Your job as a parent is to continue to build and foster concepts and vocabulary in Spanish. Once a concept is learned in one language, it is easy to add the vocabulary work in the new language. Also, reading every night will help. Talk to your child about what they are learning at school. This helps to develop conceptual knowledge.
3. If my child wants to practice the new language beyond homework sent home, what can we do?
 - a. If you own a tablet, smart phone, or computer, there are lots of apps available for learning basic Spanish or English.
 - b. Listen to songs or books on tape in the other language. The public libraries have a very nice selection of books. Switching cartoons and movies into Spanish is a great way to build vocabulary and language skills.
4. Will my child learn the same curriculum as the students in monolingual classrooms?
 - a. Yes, all standards will be taught in the Missouri Learning Standards (see content allocation chart to see which subjects are taught by language for each grade).
 - b. Teachers will use many strategies to help the students understand vocabulary and concepts.
 - i. Total Physical Response (TPR) putting meaningful gestures to words or concepts.
 - ii. Use of songs.
 - iii. Color coded words: green for Spanish words and blue for English words.
5. Can my child enter the program at any grade?
 - a. If they enter during kindergarten or the first two weeks of first grade then they will be accepted based on whether we have seats open. Before students start, parents will need to meet with the principal or vice principal to discuss expectations and receive the parent handbook and other relevant materials.
 - b. After the first two weeks of first grade and any student wanting to enter in grades two through sixth, students will need to pass a Spanish language screening test to enter.

Carver Dual Language Parent Support Contract

Carver Dual Language School, in partnership with students, parents, and the KCPS community, will establish a strong standards-based curriculum, which promotes high academic achievement in both Spanish and English in an environment that fosters the appreciation and understanding of multiculturalism.

The purpose of this compact is to share a common understanding of home and school responsibilities; assuring that every student has the opportunity to attain high academic standards that lead to a quality education. The following information is designed to serve as an outline of ways you and your child's school can build and maintain a partnership of shared responsibilities for your child's learning.

With this support contract, we, _____ (parents' name), acknowledge, understand and agree to the school's mission and goals. We also acknowledge and understand the following statements about the school's dual language program and agree to support the learning process.

(If in support of this compact sign initials on the lines below)

_____ The students in the school will be instructed in and exposed to both Spanish and English from K-6.

_____ Learning a second language is a gradual process and does not happen overnight. Students may be frustrated at time and will need encouragement and modeling at home on how to learn new things.

_____ The benefits of this program are maximized by continued participation. Students at the school from K-6 will benefit more than if students transfer in and out.

_____ The student should continue to make academic progress in both languages and work toward meeting and/or exceeding all grade level expectations. This includes students understanding that homework must be completed when assigned, attending classes regularly, accepting responsibilities for their own actions in a dignified way, while being respectful to adults and peers by respecting others' right to a quality education.

In order to support the school community's efforts of meeting its goals of bilingualism, biliteracy, and high academic achievement for all students we agree to:

_____ Value both languages.

_____ Support our student(s) in learning through making mistakes and challenges.

_____ Encourage and foster opportunities for our student(s) to practice and use Spanish and English outside of school. This could include helping with homework and other assignments.

_____ Communicate with teachers and work together in supporting the student(s) to reach their goals. This includes seeking information regarding a child's progress at parent teacher conferences, assisting in parent school involvement which could include the PTO advisory groups, such as being the parent representative on my child's School Improvement Team, the Title 1 Advisory Committee, and the District Advisory Committee (DAC).

_____ Support students learning by ensuring that they are attending school regularly and arrive on time, while maintaining an attendance percentage over 90%.

Child's Name Signature: _____ Grade: _____

Parent/Guardian Signature: _____ Date: _____

Principal Signature:  _____ Date: 2024-2025