

Language Proficiency Assessment Committees

The professional staff members of the LPAC(s) shall be assigned those duties by the Superintendent or designee. Selection of parent members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/ESL programs.

Training

The District shall provide orientation and training for all members of the LPAC(s), which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL]

District Dual Language Programs (DLP)

The District shall implement for students a dual language one-way program in which students learn academic content through two languages, English and Spanish, and develop bilingualism, biliteracy, and positive cross-cultural competence. At least 50 percent of instructional time shall be provided in the second language at all grade levels offered at each school as designated by the District's instructional framework for each grade.

The District shall also implement a Dual Language Two-Way Model at appropriate campuses.

Unless otherwise specified, the dual language program (DLP) in this policy shall refer to the dual language one-way program.

Grade Levels

Enrollment in elementary DLPs shall begin at prekindergarten or kindergarten and continue without interruption through the elementary grades.

Eligibility

The DLP shall be available according to each students' attendance zone and participating campus.

Equitable Access

The District is committed to providing equitable access to services for emergent bilingual students. Access to the DLP shall not be based on race, creed, color, religious affiliation, age, or disability.

The recommended integration of emergent bilinguals and students proficient in English in a DLP shall be reached while ensuring that the District fulfills its obligation to provide required bilingual program services to emergent bilinguals in accordance with state law.

Support of Program Goals

The Board and the administration shall support the DLP's purpose and goals by hiring and retaining highly qualified staff, funding appropriate professional development, and providing program instructional resources.

Support of
Secondary Program

Students eligible for dual language in high school grades include:

1. Students who have completed a District middle school DLP;
or
2. Students who demonstrate sufficient proficiency in the partner language as determined by administrative procedure.

The Board and the administration shall support the secondary DLP purpose and goals by hiring and retaining highly qualified Spanish LOTE and bilingual content teachers, funding appropriate development, and providing resources in the partner language to enhance curriculum and instructional delivery.

Expectations for
Participants

Each student enrolled in the DLP shall:

1. Commit to the program throughout the elementary and secondary school grades;
2. Engage in high-level academic conversations in multiple languages with their peers; and
3. Demonstrate respect for all languages and cultures they encounter in the program.

Each parent/guardian of students enrolled in a DLP are expected to:

1. Enroll the student in the program to continue throughout the elementary and secondary school grades;
2. Understand the program goals, content, and design; and
3. Consent to language proficiency assessments in English and the partner language.

Teachers and administrators in the DLP are expected to:

1. Set high academic expectations that will engage all students in preparation for post-secondary success in a bilingual, bicultural, and biliterate global society;
2. Communicate DLP goals, content, and design to parents/guardians and students; and
3. Facilitate family engagement in the program.