



**Hillsborough County**  
**PUBLIC SCHOOLS**  
Preparing Students for Life

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# **DUAL LANGUAGE IMMERSION PROGRAM HANDBOOK**

# DLI Program Handbook

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# Dual Language Program

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## A. Dual Language Overview

The Dual Language Immersion (DLI) program in Hillsborough County Public Schools (HCPS) is a well-researched approach for promoting biliteracy, bilingualism, and biculturalism for students. The underlying goal is to prepare students for the future with abilities to listen, speak, read, and write in two languages, as well as develop an appreciation for different cultures. The Dual Language Immersion program provides children with the opportunity to learn two languages while maintaining high academic standards.

All incoming kindergarten students will have the opportunity to enroll in the Dual Language Immersion program regardless of ethnicity and/or language spoken at home. Once enrolled, students are expected to participate in the program for the duration of their elementary education. Students may continue their Dual Language education in both Middle and High school by enrolling in one of our secondary Dual Language programs.

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HCPS recognizes that, in order to successfully compete in a diverse market economy, students must have access to a bilingual and bicultural education. The purpose of the implementation of a consistent world-class Dual Language Immersion program is to graduate students who are fully biliterate. To achieve this overarching goal, district-wide planning and collaboration will result in the following:

- Consistency of all Dual Language Immersion programs in the district
- Awareness of the benefits of Dual Language instruction provided through community meetings to all stakeholders
- Inclusion of key district personnel in the planning of the district Dual Language Immersion program so that all efforts are aligned, focused, and strategic
- Development of curriculum that will clearly detail lesson expectations and quality resources of instructional materials to be used in each content in both English and Spanish
- Consistent Dual Language professional development including short and long term plans for all teachers delivering instruction and administrators overseeing the program
- Creation of the ability for children served in Dual Language Immersion programs to attain and keep grade-level academic performance and graduate with college credits and with a Seal of Biliteracy High School Diploma distinction.

# Dual Language Program

## B. Mission- Vision- Goals

### Mission

Hillsborough County Public School's Dual Language Immersion Program in partnership with students, parents, and the community, will establish a strong, standards-based curriculum, which promotes high academic achievement in both Spanish and English. It will cultivate global competence and an appreciation for a multicultural society.

### Vision

Preparing bilingual, biliterate, and bicultural students for life.

### Goals

The primary goals of this Dual Language Immersion program model are the following:

- **To cultivate high levels of academic achievement**
  - The development of fluency and literacy in English and Spanish through content lessons resulting in high levels of academic achievement for all students.
- **To create an appreciation and understanding of diverse cultures**
  - The integration of English speakers and ELLs for academic instruction. Whenever possible, 50% of the students in a program should be dominant English speakers and 50% of the students should be native speakers of Spanish at the date of enrollment for the program.
- **To develop bilingual, biliterate and bicultural students**
  - The promotion of bilingualism, biliteracy, cross-cultural awareness, through in-school lessons and out of school experiences

# Dual Language Program

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## C. Benefits

Collier and Thomas' longitudinal study (1996-2001) from the Center for Research on Education, Diversity, and Excellence (CREDE) further proves the effectiveness of this bilingual program model. According to this study, students who participate in well-implemented Dual Language programs perform at or above grade level on district and state tests, as well as achieve advanced levels of proficiency in two languages (Collier & Thomas, 1997).

Of equal importance, research from foreign language immersion programs demonstrates that native English-speaking students achieve superior scores on measures of second language proficiency while performing scholastically at a level **equal to or higher** than their peers who have received all of their elementary school education in English (Cummins, 1996).

Researchers Freeman, Freeman and Mercuri (2005) also found that all students in Dual Language programs, regardless of their pattern of language dominance, do as well as or better than students in monolingual English programs on standardized tests administered in English (Freeman, Freeman and Mercuri 2005, xiv).

An additional benefit is that students who receive Dual Language services also achieve grade-level performance in their first language, graduating deeply proficient in two languages. Thus, they are resources for the community, the professional world, and the larger society, able to make use of their two languages as adults for the benefit of the communities of the 21st century (Thomas & Collier, 2009).

### **In summary, students in the Dual Language Program 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.
- increase cognitive problem-solving and interpersonal skills.
- cultivate a lifelong love for language learning and cultural diversity.
- learn new ways to communicate and express themselves.
- become more invested and motivated to achieve academically.

# Resource & Personnel Directory

## Resources:

- District Website: <https://www.hillsboroughschools.org/Page/5189>
- TEAMS: Dual Language & Bridge to Biliteracy Channel (Email for access)
- HCPS HUB: Canvas - Self-Enroll: <https://sdhc.instructure.com/enroll/7AFLXY>
- Clever: Istation \* Learning A-Z (Raz) \* Benchmark Adelante \* ELlevation \* IReady \* MClass Lectura

## Schools:

### Elementary

- Bellamy Elementary VPK-5
- Cannella Elementary VPK-4
- Crestwood Elementary VPK-5
- \*\*Dawson Elementary K-2
- Deer Park Elementary K-4
- \*\*Lanier Elementary *1st grade cohort ONLY*
- Reddick Elementary K-5
- Ruskin Elementary K-4
- \*\*Summerfield Crossings Elementary K-1
- West Shore Elementary *1st grade cohort ONLY*
- Woodbridge Elementary K-2

### Secondary

- \*\*Barrington Middle School
- \*\*Randall Middle School
- Pierce Middle School
- Smith Middle School
- Shields Middle School

\*\* Bridge to Biliteracy Grant Schools

## District Personnel

- Melissa Morgado - General Director of Multilingual Learners
- Verónica Schmidt-Gómez - Supervisor of World Languages and Dual Language
- María Pérez - District Resource Teacher - Dual Language
- Eduardo Escudero Garnica - District Coordinator - Bridge to Biliteracy Grant
- Yaricel Rivera-Morales - District Resource Teacher - Exploring World Languages Grant
- Dalila Vazquez-Lugo- Accounting Clerk

# Elementary Implementation

## **A. Program Standards and Non-Negotiables Programming**

The Dual Language Immersion program is systematic in nature. The effects of education are cumulative and the full benefits are only evident over the long term of this enriched education experience (Cloud, Genesee & Hamayan, p. 14). In order to ensure the expected academic achievement and success, it is necessary to adhere to the following program non-negotiable expectations:

- 50% of daily instruction in the non-English language.
- In a 50/50 model, both languages of instruction must be distributed equally throughout each day, not alternating days or weeks. Therefore, each language will be allocated in a continuous, uninterrupted block so that 50% of the day is taught in English and 50% is taught in Spanish.
- Strategic separation of languages on the part of the instructor—no simultaneous translation.
- The Elementary Program is developed for kindergarten-fifth grade (At the discretion of the school and the needs of the community, the Dual Language program may be offered at the Pre-K level.)
- Programmatic, curricular, and instructional decisions are based on the most relevant research on Language Acquisition for both all language learners.

So that consistency in programming is upheld, the following non-negotiables and program standards will be observed in district for Dual Language Immersion programs:

- ELL students enrolled in the Dual Language Immersion Program will still receive their ELL services.
- All efforts will be made to serve an equal number of native English speakers as ELLs in Dual Language schools.
- All resources, materials and lesson delivery should be consistently in the target Language.

# Elementary Implementation

## **A. Program Standards and Non-Negotiables Programming Cont.**

- All participating Dual Language schools must adhere to the number of minutes per subject required by the state.
- All Dual Language teachers must attend the required staff development and will participate in periodic curriculum training.
- All Dual Language instruction must include lessons to facilitate L1 to L2 transfer (Bridging) and vice versa.
- All Dual Language teachers must utilize the developed curriculum guides as an integral part of daily instruction.

The success of the Two-Way Dual Language immersion program is largely dependent on the interaction between students from both language backgrounds. Therefore, schools should strive to attain a balance between groups across all Dual Language classes within a particular grade level.

In cases where the One-Way Dual Language immersion program is implemented, the required programming, time and content allocation, curriculum, and staff development are still non-negotiables and must be followed.

# Elementary Implementation

## B. New School Timeline

Approximate Month	School Event Contact DRT with any questions.	District Support
January-March (Months 1-3)	<u>Build Program Knowledge</u> <ul style="list-style-type: none"> <li>Explore the text Guiding Principles of Dual Language, Howard et al., 2018 (section- <b>Admin</b>)</li> <li>Collaborate (visiting other schools, collaborating with other principals and dual district personnel i.e. Supervisor &amp; DRT) <b>Admin</b></li> </ul> <u>Program implementation</u> <ul style="list-style-type: none"> <li>Start teacher recruitment (think about building teacher capacity for future years) <b>Admin</b></li> <li>Begin Advertising Program (Flyers, Print Applications for front office, in school website, local daycares, in kindergarten roundup) <b>Admin/ Task Force</b></li> <li>Create a waiting list /file for interest forms <b>Office Staff</b></li> </ul>	<u>Build Program Knowledge</u> <ul style="list-style-type: none"> <li>Host Initial Meeting w/ Admin</li> <li>Host Site Task Force meeting</li> <li>Host info session w/ faculty</li> <li>Connect Admin w/ current school</li> </ul> <u>Program implementation</u> <ul style="list-style-type: none"> <li>District Recruitment meetings provided</li> <li>Flyers Provided by district</li> <li>Train Office Staff/ Data Processor of selection process &amp; programmatic details</li> </ul>
April-June (Month 4-6)  June 3 <sup>rd</sup> 1 <sup>st</sup> round deadline application  June 7 <sup>th</sup> Lottery DRT host  June 16 Notification of acceptance	<u>Build Program Knowledge</u> <ul style="list-style-type: none"> <li>Teachers begin research (visiting other schools, collaborating with other teachers and district resource teacher)</li> <li>Attend district institute - <b>Site Task Force</b></li> </ul> <u>Program implementation</u> <ul style="list-style-type: none"> <li>Continue advertising - <b>Admin/ site Task force</b></li> <li>Begin collecting student interest forms- <b>Office Staff</b></li> <li>Hire Biliterate Teachers - <b>Admin</b></li> <li>Prepare school to facilitate 1 unit for summer camp based on student needs; hire teachers, spreadsheet shared with admin by district - <b>Admin</b></li> <li>Plan for document translations - <b>Admin</b></li> </ul>	<u>Build Program Knowledge</u> <ul style="list-style-type: none"> <li>Coordinate school visits for teachers</li> <li>Host Summer Institute</li> </ul> <u>Program implementation</u> <ul style="list-style-type: none"> <li>DRT has a list of screened teachers</li> <li>Provide student Interest form</li> <li>Support Summer Camp implementation</li> </ul>
July  July 1 <sup>st</sup> 2 <sup>nd</sup> round deadline application  July 5 <sup>th</sup> Lottery DRT host  July 5 <sup>th</sup> Notification of acceptance	<u>Program implementation</u> <ul style="list-style-type: none"> <li>Conduct lottery <b>Admin/ DRT</b></li> <li>Contact families via post-card, email and/or phone of the status of their interest form - <b>Site Task Force</b></li> <li>Send summer success camp applications for accepted students <b>Site Task Force</b></li> <li>Collect applications and add information on one drive spreadsheet sent by district personnel - <b>Office Staff</b></li> <li>Host summer camp - <b>Teacher/ Admin</b></li> <li>Plan for beginning of the year commitment ceremony- <b>Teachers</b></li> </ul>	<u>Program implementation</u> <ul style="list-style-type: none"> <li>Assist in Lottery Process</li> <li>Provide acceptance form</li> <li>Provide application for Summer Camp</li> <li>Create spreadsheet for summer camp attendance</li> <li>Train teacher for summer camp</li> <li>Provide set up training or teachers</li> </ul>

### Things to consider during the school year:

- On-going professional development- on-site and outside of district (LaCosecha, NABE, CAL etc.)
- Parent involvement and events -Holiday celebrations, monthly informational meetings, end of year picnic
- Coaching and planning support

# Elementary Implementation

## c. Campus Administrator Checklist Pg 1 of 3

### Level 1

### Leadership and Family & Community Empowerment

- ☐ Create a vision and mission statement clearly aligned with DLI program goals and expectations
- ☐ Implement a comprehensive professional development plan aligned with DLI goals for all school staff Adhere to district language assessment policy, observation & feedback systems, and data protocols aligned with DLI programming
- ☐ Establish and monitor vertical and horizontal planning to ensure collaboration between the DLI and general education program.
- ☐ Establish, support, and monitor biliterate assessment expectations in both program languages for each grade level
- ☐ Prioritize procurement of supplemental biliterate resources in both languages aligned with campus and district improvement plans

### Level 2

### Program Model and Design

- ☐ Place certified bilingual teachers strategically based on grade level and content assignments
- ☐ Monitor the language allocation plan with fidelity
- ☐ Evaluate the DLI program based on qualitative and quantitative data in both program languages and biliteracy trajectory data
- ☐ Support the re-classification of emergent bilingual students, but don't exit them from the DLI program
- ☐ Offer the DLI program to newcomers who speak the partner language, if available, for all grades PK-12
- ☐ Utilize the district-selected culturally and linguistically sustaining instructional materials
- ☐ Ensure appropriate allotment of oral language and literacy development time in both languages depending on program model and design
- ☐ Monitor consistent separation of instructional languages while supporting students' translanguageing

# Elementary Implementation

## c. Campus Administrator Checklist Cont. Pg 2 of 3

### Level 3

### Staffing and Professional Development

- ☐ Recruit teachers focused on high-quality candidates with asset-based values and a clear priority for bilingual certified personnel versus ESL
- ☐ Strategically place highly qualified teachers, and support staff across grade levels to ensure strong program fidelity and student success
- ☐ Value and celebrate DLI teachers and staff
- ☐ Ensure emergent bilingual learners have equal access to special programs such as gifted & talented education, STEM, AP, special education, counseling
- ☐ Receive and provide continuous professional development on key program components and best practices
- ☐ Create and maintain systems of cross-collaboration between general education and DLI teachers on professional development, allocation of biliterate resources, and acceleration practices to support emergent bilingual students' success

### Level 4

### Lesson Planning and Methods

- ☐ Monitor lesson plans to include rigorous, appropriate academic and linguistic objectives, higher-order thinking activities and strategies, scaffolding in both program languages, project-based learning, and cross-linguistic connections
- ☐ Communicate expectations for and monitor implementation of culturally and linguistically sustaining practices
- ☐ Construct and monitor campus-wide initiatives that highlight the targeted and strategic development of academic language in both languages with appropriate separation
- ☐ Ensure lessons include listening, speaking, reading and writing across subject areas
- ☐ Monitor biliteracy integration of content, language and literacy in both program languages of instruction
- ☐ Consistently monitor and support implementation of DLI instruction by providing appropriate feedback & coaching for DLI teachers
- ☐ Establish and communicate a campus-wide language development and biliterate assessment policy
- ☐ Monitor differentiated “on-grade level” instruction for all students regardless of academic and linguistic level that aligns methods and techniques to support diverse student learning

# Elementary Implementation

## c. Campus Administrator Checklist Cont. Pg 3 of 3

### Level 5

### Curriculum and Resources

- ☐ Use a standards-based biliterate curriculum that supports biliteracy, diversity and sociocultural values across content areas in both languages
- ☐ Ensure assets-based biliterate resources that are authentic, rooted in culturally and linguistically sustaining practices, and available in both languages
- ☐ Obtain quality primary resources in language of instruction(s) and supplemental resources in both languages
- ☐ Use teacher observation tools to monitor student growth in literacy and content knowledge in both languages
- ☐ Use DLI student portfolios for students to build awareness of their metacognitive and metalinguistic strengths and areas of growth
- ☐ Continuously support culturally and linguistically sustaining assessments in both languages
- ☐ Use assessments in the classroom in the students' first language
- ☐ Ensure systematized conversations with students to develop goal setting, monitoring growth in both languages, and data-driven reflections to foster student ownership

# Elementary Implementation

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## **d. Professional Development**

Professional Development is offered to all language immersion teachers; English and Spanish. It is expected that ALL teachers attend the yearly Summer Institute and immersion pedagogy trainings throughout the school year. We encourage teachers, both English and Spanish, to reach out with needs for "as needed" PD.

### **Summer Institute**

#### **Pedagogy**

- Foundations of Dual Language Immersion
- Best Practices of Teaching for Language Acquisition
- Teaching in the Target Language
- Teaching Emergent Learners without Translation
- Cross-Linguistic Strategies
- Off the Charts Bridging
- The Bridge: An Essential in Dual Language Education
- Bilingualism, Biliteracy and Biliteracy is as easy as BBB
- Guided Reading Strategies
- The Dive: Weekly sessions of collaboration

#### **Resources**

- I Station
- Benchmark
- Raz Plus Español
- MClass/ Dibbles
  - How it works
  - Understanding Reports

# **Secondary Implementation**

## **a. Overview/ Courses**

### **Middle School**

The Dual Language Program in secondary is an extension of the Elementary Dual Language Immersion Program offering students content area academic course offerings and/or elective course, along with a Spanish for Speakers class in Spanish.

**\*\* All Students in previous Dual Language courses** should be rostered in the Dual Language track at the secondary level. Contact the district or your feeder Elementary schools for a list of possible incoming Dual Language 5th grade students.

### **Spanish Language Arts Courses:**

- Spanish for Speakers - 6th grade / Spanish Language Arts
- Spanish for Speakers II - 7th grade / Spanish Language Arts
- Spanish for Speakers III - 8th grade / Spanish Language Arts

### **Scheduling Requirement Options:**

#### **Preferred:**

- Two content areas taught in Spanish / Spanish for Speakers
- One content area and one elective (other than Spanish) / Spanish for Speakers

#### **Less Preferred:**

- One content area taught in Spanish / Spanish for Speakers

### **Enrollment:**

- 50% Biliterate students
- 50% Spanish dominant students

# **Secondary Implementation**

## **b. Professional Development**

Professional Development is offered to all language immersion teachers. It is expected that ALL teachers attend the yearly Summer Institute and immersion pedagogy and Resource trainings throughout the school year. We encourage teachers to reach out with needs for "as needed" PD.

### **Summer Institute**

#### **Pedagogy**

- Foundations of Dual Language Immersion
- Best Practices of Teaching for Language Acquisition
- Teaching in the Target Language
- Teaching Emergent Learners without Translation
- Cross-Linguistic Strategies
- Off the Charts Bridging
- The Bridge: An Essential in Dual Language Education
- Bilingualism, Biliteracy and Biliteracy is as easy as BBB
- Guided Reading Strategies
- The Dive: Weekly sessions of collaboration
- Content Specific Target Language Instruction

#### **Resources**

- **MClass/Dibbles**
  - How to Use
  - Understanding Reports

# Dual Language Program

## Enrollment - Elementary

### ENTRY CRITERIA

To qualify for consideration to the Two-Way Dual Language Program several steps must be completed by the parent and child.

Parents will be required to complete the following items:

- **Complete the enrollment and submit required documents either to student's zoned campus OR complete the CHOICE application to attend a Dual Language school of choice and receive an attendance award to attend the school.**
- **Attend the Two-Way Dual Language Program Information Meeting.**
- **Submit the online application for the Two-Way Dual Language Program.**

All incoming kindergarten students will have the opportunity to enroll in the Dual Language Immersion program regardless of race, ethnicity, language spoken at home, or identified and not identified students with disabilities. Once enrolled, students are expected to participate in the program for the duration of their elementary education with opportunities in Middle and High school. Native-Spanish speaking students will be given the opportunity to enroll in the program at any grade level. Non-Spanish speaking students will be given the opportunity to enroll only at the kindergarten (Pre-K where applicable) and first grade levels unless transferring from a Dual Language Immersion program from another Dual language Program.

# Dual Language Program

## Enrollment - Middle and High School

### ENTRY CRITERIA

To qualify for consideration to the Two-Way Dual Language Program several steps must be completed by the parent and child.

Parents will be required to complete the following items:

- Complete the enrollment and submit required documents either to student's zoned campus OR complete the CHOICE application to attend a Dual Language school of choice and receive an attendance award to attend the school.
- Attend the Two-Way Dual Language Program Information Meeting.
- Submit the online application for the Two-Way Dual Language Program.

All incoming Dual Language students will be automatically placed into the Middle or High School Dual Language Programs. Spanish/English bilinguals and Spanish speaking emergent students will be given the opportunity to enroll in the program at any grade level regardless of race, ethnicity, or identified and not identified students with disabilities.

***\*\*Spanish speaking monolinguals are allowed in the program as long as the ratio of Spanish/English bilinguals and Spanish dominant students stays within the 50:50 ratio.***

Non-Spanish speaking students are not allowed in the program after first grade. They will not have received the Spanish academic language, grammatical concepts, comprehension and writing skills necessary to be successful based on grade level standards.

# Dual Language Program

## Application / Selection Process

### **The Elementary Selection Process and Lottery will be completed at the district level.**

Administration and key personnel are invited to take-part in the process via TEAMS meeting (Scheduled)  
Each lottery is recorded and provided at parent request.

### **Application guidelines**

- Market program listing 1st application deadline (date provided by district).
- Have application QR Code and Flyers readily available in front office. (Online Application on district website)
- Collect applications until deadline.
- Track applications from online spreadsheet

### **Selection Process**

\*Students may be subject to language screening if selected on application. (Middle and High school)

\*Students with siblings in the Dual Language program are given prio

### **Parameters of program**

- Language representation of English and Spanish
- Gender balanced
- Race neutral
- Ability neutral
- Random selection (Elementary)

**Lottery Steps:** (If less applicants than slots available, accept all and reopen application window.)

1. Schedule and hold language screenings for any application with a “✓” in Spanish for Child’s Dominant Language
2. Determine/accept any students who have priority: on-site employee or sibling of language immersion student in program for application year.
3. Remaining applicants: place in 1 of 4 categories:
  - Spanish dominant girl
  - Spanish dominant boy
  - One Way Immersion: If 30% (6/20) or less of students are Spanish dominant; all are accepted.
  - English dominant girl
  - English dominant boy
4. District will place students’ names on cards, ping pong balls or online random generator, placing the names into the corresponding category.
5. Pull out number of names based on remaining slots available: Spanish Dominant 50% English Dominant 50% (As Possible)

# Dual Language Program

## Withdrawal

The HCPS Dual language Immersion program utilizes strategies and resources to facilitate language Acquisition. Researchers such as Cummins, Snow, Filmore, and Krashen have come to the general conciseness that it takes 5-7 years of immersion for students to become biliterate in a second language. The full student benefits are only evident over the long-term enrollment in the program.

Every effort is made to ensure student success within the program. If at any time a parent or guardian has concerns or wishes to withdraw the student from the program, the following steps must be taken:

1. Parents will meet with administrators, district staff and teachers to discuss specific concerns (ex. Academic, social, and behavioral). At this time, a plan will be developed to meet parents' concerns and student's needs.
2. If interventions fail to show growth or improvement, and/or the parent still want to remove their child, they must provide their request to remove their child from the program in writing.
3. Withdrawing from the program is permanent, as this is a long-term commitment. This means that the student will not be able to re-enroll in the DLI program at the school or any other DLI programs in the district.
4. The **Withdrawal Form** (Appendices v and vi) is to be filled out and signed by parent, teacher and principal. A copy should be kept at the school and a copy sent to the District office. (Attn: Verónica Schmidt-Gómez, ROSSAC; Route 7 )

# Dual Language Program

## Appendix i

### Dual Language Immersion Program Application

Please turn it in to the school's front office when complete.

Date \_\_\_\_\_

I understand the following program expectations:

- My child will receive daily content area instruction in both Spanish and English.
- My child will participate in rigorous academic activities that require a high level of effort and dedication.
- Family involvement in program specific events is critical to my child's success.
- A commitment to maintain my child in the program through grade 5.
- Students will be administered a language proficiency screening to determine his/her dominant language.

Language proficiency screenings will be administered to determine program placement.

Students will be contacted and provided with the opportunity to accept the offer prior to the beginning of the school year.

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### Dual Language Immersion Program Application

I am interested in the Dual Language Immersion Program for my child \_\_\_\_\_  
First & Last Name

Child's dominant language: English \_\_\_\_\_ Spanish \_\_\_\_\_ Other \_\_\_\_\_

Child's attendance zone school: \_\_\_\_\_

Is there a sibling currently in the program? yes \_\_\_\_\_ no \_\_\_\_\_

If yes, name of sibling: \_\_\_\_\_ Grade \_\_\_\_\_

Parent Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

If my child is not selected in the lottery, I would them to be added to the waiting list Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Dual Language Program

## Appendix ii

### Solicitud para el Programa de Inmersión en Dos Idiomas

Por favor, entréguelo en la oficina de la escuela cuando lo haya completado.

Fecha \_\_\_\_\_

Entiendo las siguientes expectativas del programa:

- Mi hijo/a recibirá instrucción académica diaria en español y en inglés.
- Mi hijo/a participará en actividades académicas rigurosas que requieren un alto nivel de esfuerzo y dedicación.
- La participación de la familia en eventos específicos del programa es fundamental para el éxito de mi hijo/a.
- Es un compromiso de mantener a mi hijo/a en el programa hasta el quinto grado.

Se administrarán evaluaciones de dominio del idioma para determinar la ubicación del programa.

Los estudiantes serán contactados y se les dará la oportunidad de aceptar la oferta antes del comienzo del año escolar.

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### Aplicación para el Programa de Inmersión-Dual

Estoy interesado en el Programa de Inmersión Dual para mi hijo \_\_\_\_\_

Nombre y Apellido

Zona escolar a la que pertenece el estudiante: \_\_\_\_\_

Idioma que domina su hijo/a: español \_\_\_\_\_ inglés \_\_\_\_\_ otro \_\_\_\_\_

Hay un hermano/a actualmente en el programa? Sí \_\_\_\_\_ No \_\_\_\_\_

Nombre del hermano: \_\_\_\_\_ Grado \_\_\_\_\_

Nombre de la madre/padre: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_ Correo electrónico: \_\_\_\_\_

Dirección: \_\_\_\_\_

Si mi hijo/a no es seleccionado/a en el sorteo, favor de añadir su nombre a la lista de espera Sí \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha

# Dual Language Program

## Appendix iii



# NEW



## Online Dual Language

I understand the following program expectations:

- My child will receive daily content area instruction in both Spanish and English.
- My child will participate in rigorous academic activities that require a high level of effort and dedication.

### Application Deadline:

- A commitment to maintain my child in the program through grade 5.

Students will be  
languages

determine his/her dominant

Language proficiency screening  
Students will be contacted and  
school year.

to the beginning of the

Students not selected, may re



I am interested in the Dual Language Program.

First & Last Name

Child's dominant language: English

Child's attendance zone school:

Is there a sibling currently in the program?

If yes, name of sibling:

To use a QR code, open the photo app on your cell phone and aim it at the QR code above. A link will appear on the screen. Click it and it will direct you to the application.

<https://forms.office.com/r/hxn8gzXADk>

Phone Number:

Email:

Address:

Questions?: Call

If not selected, I would like to be added to the waiting list. Yes ☐ No ☐

Verónica Schmidt-Gómez at 813-272-4405

# APPLICATION



# Dual Language Program

## Appendix iv



# ANUNCIO



## La solicitud del Programa de Inmersión

Dual Language Immersion Program Application  
Please turn in to the schools front office when complete.

## Dual está en línea

Date \_\_\_\_\_

I understand the following program expectations:

- My child will receive daily content area instruction in both Spanish and English.
- My child will participate in rigorous academic activities that require a high level of effort and dedication.

## Fecha límite de solicitud: \_\_\_\_\_

- A commitment to maintain my child in the program through grade 5.
- Students will be screened to determine his/her dominant languages.

Language proficiency screening will be completed by the beginning of the school year. Students will be contacted and interviewed to the beginning of the school year. Students not selected, may re-apply.



I am interested in the Dual Language Program. \_\_\_\_\_

Child's dominant language: English \_\_\_\_\_ First & Last Name

Child's attendance zone school: \_\_\_\_\_

Is there a sibling \_\_\_\_\_  
If yes, name of sibling \_\_\_\_\_

Parent Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_

If not selected, I would like to be added to the waiting list. Yes \_\_\_\_\_ No \_\_\_\_\_

¿Preguntas?: Llame a  
Verónica Schmidt-Gómez al 813-272-4405



# Dual Language Program

## Appendix v

### Dual Language Spanish Immersion Program

#### Withdrawal Form

A description of the Dual Language Spanish Immersion Program was provided to me on \_\_\_\_\_. On that day, I signed a commitment form to enter the Dual Language Spanish Immersion program. I understood that my child would receive Spanish and English instruction through a rich academic language program in all subjects. This included oral and written language development and exposure to literature.

At this time, I feel that my child would be better served in the traditional general education setting where he/she will learn in English for the entire school day. I understand that by signing this form, I am retracting my commitment to the Dual Language Spanish Immersion program. I understand that my child will not be able to reenter the program at a later date.

\_\_\_\_\_  
**Parent/ Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Name of Student**

\_\_\_\_\_  
**Telephone**

\_\_\_\_\_  
**Teacher's name**

\_\_\_\_\_  
**Grade**

\_\_\_\_\_  
**Principal**

\_\_\_\_\_  
**Date**

# Dual Language Program

## Appendix vi

### Programa de Inmersión en dos idiomas

#### Formulario de baja

Se me proporcionó una descripción del Programa de Inmersión en dos idiomas el \_\_\_\_\_. Ese día, firmé un formulario de compromiso para ingresar al programa de Inmersión Dual en Español. Entendí que mi hijo recibiría instrucción en español e inglés a través de un programa enriquecedor de lenguaje académico en todas las materias. Esto incluía el desarrollo del lenguaje oral y escrito y la exposición a la literatura.

En este momento, creo que mi hijo estaría mejor servido en el entorno tradicional de educación general donde él / ella aprenderá en inglés durante todo el día escolar. Entiendo que al firmar este formulario, estoy retractando mi compromiso con el programa de Inmersión en dos idiomas. Entiendo que mi hijo/a no podrá reingresar al programa en una fecha posterior.

\_\_\_\_\_  
**Firma de padre/guardián**

\_\_\_\_\_  
**Fecha**

\_\_\_\_\_  
**Nombre del estudiante**

\_\_\_\_\_  
**Teléfono**

\_\_\_\_\_  
**Nombre del maestro**

\_\_\_\_\_  
**Grado**

\_\_\_\_\_  
**Principal**

\_\_\_\_\_  
**Fecha**

# Dual Language Program

## Appendix vii

### Applicant/Selection Process - Bridge to Biliteracy Schools

**The Selection Process and Lottery will be completed at the district level.**

Administration and key personnel are invited to take-part in the process via TEAMS meeting (Scheduled)

#### Application guidelines

- **Market program listing 1st application deadline (date provided by district).**
- **Have application QR Code and Flyers readily available in front office. (Online Application on district website)**
- **Collect applications until deadline.**
- **Track applications from online spreadsheet**

#### Selection Process

\*Proof of service needed if military service is selected on application

\*Spanish dominant students are subject to language screening if selected on application.

#### Parameters of program

- Representation of Military connection
- Language representation of English and Spanish
- Gender balanced
- Race neutral
- Random selection
- 

**Lottery Steps:** (If less applicants than slots available, accept all and reopen application window.)

1. Gather documentation proof of military service for any application with a "✓"
2. Schedule and hold language screenings for any application with a "✓" in Spanish for Child's Dominant Language
3. Determine/accept any students who have priority: military, on-site employee or sibling of language Immersion student in program for application year.
  1. Remaining applicants place in 1 of 4 categories:
    - Spanish dominant girl
    - Spanish dominant boy

-If 30% (6/20) or less of students are Spanish dominant; all are accepted.

    - English dominant girl
    - English dominant boy
4. Place students' names on cards, ping pong balls or online random generator, placing the names into the corresponding category.
5. Pull out number of names based on remaining slots available: Military 5 or more, Spanish dominant 6 (if not available, fill with English), 8-12 boys, 8-12 girls. Max for class 20