

**District Bilingual  
Education Programs**

A dual language program (DLP) is a bilingual educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models may vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language.

The District offers DLPs as program options for students learning a second language.

**DLP Models**

For purposes of this policy, the DLP models are as follows:

1. One-way dual language supports one language group of students to become bilingual, bicultural, and biliterate. For example, students whose primary language is Spanish would learn in English and Spanish.
2. Two-way dual language supports two language groups of students to become bilingual, bicultural, and biliterate. For example, an equal number, or as approximate as possible, of students who speak English and another language would learn in both languages.

Unless otherwise specified, DLP in this policy refers to both one-way and two-way dual language programs.

**Purpose**

The purpose of the DLP is as follows:

1. Students will participate in a rigorous academic program that accelerates their learning.
2. Students will develop a high linguistic proficiency in two languages.
3. Students will develop a high academic proficiency in two languages.
4. Students will develop positive cross-cultural attitudes.

**Eligibility**

Dual language programs may be school-based, serving primarily students who live within the attendance area of a school, or District-based, serving students from both within and outside of the attendance area of a school.

In accordance with law, access to the DLP will not be based on race, creed, color, religious affiliation, age, or disability. [See EHBE (LEGAL)]

**Enrollment**

Parents of English learners may enroll their children in either the one-way or two-way DLP. Parents of students learning other languages may choose to enroll their children in the two-way DLP.

<b>Grade Levels</b>	<p>Enrollment in the DLP will begin at prekindergarten or kindergarten.</p> <p>Participation in the DLP will continue without interruption through the elementary grades.</p>
Language Proficiency	<p>A student whose native language is English will not be allowed to enter the program after grade 1 unless the student scores at grade-level equivalency on a standardized Spanish language arts achievement test.</p> <p>The District will use a TEA-approved language proficiency test for students in the program, including both language groups, to establish baseline and to monitor data in both languages.</p>
Application Process and Time Line	<p>During the months of January and February, both the school-based and the District-based schools will showcase the DLP at their schools by conducting meetings for all parents living in the AISD area.</p> <p>Parents will submit applications for the DLP by the end of February. At this time, each school will determine if a lottery will need to be conducted in order to fill the available spaces in the DLP.</p>
Lottery	<p>The District will conduct a lottery when applications to the DLP exceed the number of spaces available for English learners and/or non-English language learners.</p> <p>After the lottery, the students who do not make it into the DLP will be placed on a waiting list. If a space becomes available, the principal will use the waiting list to fill the empty spaces.</p>
Pre-Kindergarten	<p>Both children eligible for prekindergarten and children ineligible but paying tuition will participate in the same lottery for placement in the DLP.</p>
Appeal Process	<p>The District will notify parents of the outcome of the lottery via a letter. If a parent is not satisfied with the outcome, the parent may appeal in writing to the director of English language learners within 15 business days after the date of the letter. In consultation with the principal, the director will determine acceptance or denial of the appeal and will inform the parent, in writing, of the decision.</p>
DLP Transfers	<p>Upon acceptance to the DLP, the District will issue a curriculum transfer.</p> <p>A student on a curriculum transfer for the DLP must abide by the District transfer policy. [See FDB(LOCAL)]</p>

	<p>A student in a DLP who moves to a different attendance zone or returns to his or her home school will have priority and will be allowed to enroll in the DLP if there is space and staff available.</p> <p>A student in a District-based school whose family decides to no longer participate in the DLP will have his or her curriculum transfer revoked in accordance with the District's transfer policy. [See FDB(LOCAL)]</p>
Sibling Transfer	<p>A sibling curriculum transfer request for the DLP will be allowed if space and staff are available at the sibling's grade level.</p> <p>DLP students' siblings who are not participating in the program will be allowed if space and staff are available at that grade level. [See FDB(LOCAL)]</p>
Transportation	<p>Transportation will not be provided to students participating in a DLP at a school outside of the attendance area in which they live. [See FDB(LOCAL)]</p>
<b>Support of Program Goals</b>	<p>The Board and the administration will support the DLP by hiring and retaining highly qualified staff, funding appropriate professional development, and providing program facilities and instructional resources.</p>
Expectations for Participants	<p>Each student enrolled in the DLP will:</p> <ol style="list-style-type: none"><li>1. Commit to the program throughout the elementary school grades; and</li><li>2. Maintain a high record of attendance.</li></ol> <p>Each parent of a student enrolled in the DLP will:</p> <ol style="list-style-type: none"><li>1. Ensure that the child attends school every day and is brought to school on time and picked up on time;</li><li>2. Support and encourage the child to do his or her best every school day;</li><li>3. Attend parent conferences and workshops and support the school by actively participating in school activities;</li><li>4. Cooperate and play a key role in the academic, linguistic, and social-emotional development of the child by communicating frequently with the classroom teacher; and</li><li>5. Agree to have the child assessed for language proficiency in English and the other language, along with other scheduled academic assessments.</li></ol> <p>Teachers and administrators will commit to:</p>

1. Set high academic expectations that will engage all students in preparation for postsecondary success in a bilingual, bicultural, and biliterate global society;
2. Prepare and deliver instruction in two languages in order to provide academically rigorous material to promote student learning and achievement; and
3. Engage parents in the learning process to ensure success for each student.

Evaluation  
Assessment

The District will conduct an annual formative and summative evaluation collecting a full range of data to determine the program's impact on students' linguistic, academic, and social-emotional development.

The Language Proficiency Assessment Committee (LPAC) will determine the assessments that each student will take.