

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]

MULTILINGUAL
PROGRAMS

The Multilingual Department shall establish guidelines to consistently implement and monitor bilingual and ESL programs in every school. The programs shall be properly staffed and shall conform with statutory and other requirements.

MISSION
STATEMENT

It is the mission of the District's multilingual programs to strengthen the social and economic foundations of the community by assuring that District students achieve their full academic potential and by providing opportunities for all students to graduate as proficient in multiple languages. Limited-English-Proficient (LEP) children also shall learn to read, write, and speak English as rapidly as individually possible.

CORE BELIEFS

Multilingual education programs exist to reaffirm and support the District's core beliefs:

Safety above all else, student learning is the main thing, focus on results and excellence, parents are partners, common decency.

Academic achievement is the key to a prosperous future.

The community and the region are best served if students with limited English proficiency are fluent in English, educated beyond high school, encouraged to develop bilingual skills, and prepared to be effective citizens. Educational attainment is the key for economic success.

Bilingual education must work.

The District's multilingual education program should maximize student achievement, English language fluency, and bilingual skills.

English language proficiency is an imperative.

The District's students must learn to read, write, and speak English as rapidly as individually possible, without sacrificing long-term academic success.

Fluency in two languages is encouraged.

The District should encourage its LEP students to retain and improve their non-English language skills, without sacrificing rapid English language acquisition. The District should offer students native-language courses upon transition out of bilingual programs into English language instruction, even in elementary school as is individually appropriate. Increasingly, the District should offer opportunities for all students to acquire two languages to excel in a competitive global marketplace.

MULTILINGUAL
PROGRAM GOALS

The goals of the District's multilingual program shall be as follows:

GOAL 1

Comply with all federal and state multilingual mandates.

Per federal and state mandates, LEP children will be assigned to a multilingual program.

LEP students will receive core content instruction in their native language until they demonstrate English reading proficiency.

In order to make informed choices, parents of LEP children will be provided full and unbiased information regarding bilingual program offerings.

Parents of LEP children may choose to waive bilingual education for their children.

Non-LEP students will have opportunities to participate in dual-language programs and develop literacy in two languages.

GOAL 2

Increase student achievement.

The performance gap between LEP and non-LEP students will narrow as demonstrated on appropriate grade-level tests.

The District will work to increase the participation of LEP students in gifted and talented programs.

GOAL 3

Establish English reading proficiency as the standard for transition.

The District will transition students with limited English proficiency into English as soon as they are able to demonstrate proficiency in English reading. Thereafter, all academic in-

struction will be provided in English. After transition, the District will continue to monitor student performance and provide support as needed for academic achievement.

English reading proficiency will be a primary goal for all students with limited English proficiency upon entering a District school, no matter what the grade level. Reading, writing, and comprehension in other languages is encouraged as long as English reading is a primary goal.

Reading program offerings will engage parents in student learning activities in the home.

The District will report to the Board on the proposed standards for the definition of "English reading proficiency" including but not limited to the use of a criterion-referenced test. Within legal and administrative considerations, a criterion-referenced test is strongly preferred over a percentile measurement.

The District will report to the Board on the feasibility of hiring a bilingual education reading specialist knowledgeable in Spanish reading instruction and provide reading instruction to students with limited English proficiency.

GOAL 4

Implement standardized curricula and assessment programs for all multilingual programs.

The District will have in place standardized, grade-level curricula and accompanying assessment programs throughout the District.

The curricula should encourage students to achieve their full academic potential through (a) English language reading acquisition and (b) grade-level and content-area proficiency standards for learning to read, write, and speak English to ensure English language acquisition, and (c) appropriate multilingual programs. Instruction in a native and/or second language is encouraged as long as English reading is a primary goal.

The curricula will employ the best practices for providing instruction to students who are limited English proficient.

The curricula will engage parents in student learning activities in the home.

The assessment program should provide program accountability and serve to improve public support and confidence.

The District will report to the Board on the feasibility of limiting the number of years a student may spend in a bilingual program. The report will also address possible solutions in the event that a student is not progressing at expected levels in language proficiency or academic achievement.

GOAL 5 Increase parental choice and involvement.

The District multilingual program offerings will contain options in multilingual instruction including options for accelerated English language acquisition.

All multilingual education programs will emphasize English reading as a primary goal and be research-based as well as provide for best-practices instruction.

All multilingual education programs will engage parents in student learning activities in the home.

The decision regarding which multilingual program to offer at individual schools will be made in accordance with the District's decentralized management structure and established legal requirements, goals, standards, and resources.

Within legal and administrative considerations, the decision on which multilingual program will be attended by the student will be made by the parent.

The District will increase parental awareness of multilingual program offerings.

GOAL 6 Increase the number of multilingual teachers in the District.

The District will develop and implement a strategic plan to recruit, hire, and retain certified or qualified multilingual teachers and provide them with the necessary training and instructional and resource materials.

The District will encourage and/or provide professional development opportunities for multilingual teachers.

GOAL 7 Encourage fluency in two languages as a goal for all students.

The District will provide program offerings and opportunities that encourage all students to acquire two languages to compete in a global marketplace.

The District will seek to expand dual-language programs.

The District will provide an International High School Magnet that utilizes a whole-school concept, meets student's needs,

allows for choice in curricula, and provides academic links to national and international universities.

The District will report to the Board on the feasibility of making available dual-language or second-language instruction from first grade through high school for all children.

The District will report to the Board on the feasibility establishing dual-language magnets at the elementary and middle school levels at convenient locations throughout the city.