Hunter’s Creek Elementary School  
Orange County Public Schools  

Dual Language Enrichment  
Magnet Program  

Parent Handbook  

Principal: Mrs. Urdaneta  
Assistant Principal: Dr. Rivera and Dr. Villaverde  
DLE Coordinator: Mrs. G. Aviles
**Introduction**

Hunter’s Elementary is proud to offer the Dual Language Enrichment program also known as a Two-way Immersion Program.

**Key Information**

- For English-dominant students and students who speak a non-Spanish language at home this is an optional, enrichment program.

- For Spanish-speaking students who qualify for English Language Learner (ELL) services, this program replaces a traditional or early exit bilingual program.

- HCES has chosen a 50/50 model with partner teachers (one Spanish teacher and one English teacher). All staff are highly qualified and whenever possible, we will utilize native speakers of each language. If a native speaker cannot be found, we will hire a teacher who possesses an excellent command of the language he or she is teaching.

- The 50/50 model refers to the language in which the content is being taught. This will be explained in the content allocation section. Being a part of this program requires a long-term commitment in order to see the maximum benefits.

- The class will be composed of 50-60% of students who qualify for bilingual services and the other 40-50% will be English speakers or students who speak a non-Spanish language at home.

**History and Research**

Dual Language programs have been around since the 1960’s. 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. It also helps develop proficiency and bi-literacy in two languages. For English speakers, twenty years of research has shown:

- English speakers develop proficiency in two languages. English speakers score as well as or better than their English-speaking, non-dual language peers on standardized tests of math and English language arts.

- English speakers develop a positive sense of self and demonstrate positive cross-cultural attitudes and behaviors. For non-native English speakers, forty years of research has shown: English Language Learners (ELLs) who receive native language instruction were able to catch up to or surpass the achievement levels of ELL peers and English-only peers who were educated in English-only mainstream classrooms. These results were found regardless of the student’s socioeconomic background.

- ELLs who participated in programs that provided extended instruction in the native language (i.e. dual language programs) outperformed students who received short-term instruction through their native language (i.e. transitional bilingual education).

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The benefits of a bilingual brain - Mia Nacamulli
[https://www.youtube.com/watch?v=MMmOLN5zBLY](https://www.youtube.com/watch?v=MMmOLN5zBLY)
Program Goals

- To create a classroom environment that promotes linguistic and cultural equality and fosters positive attitudes toward others
- To develop interpersonal, academic content, and linguistic competence in English and Spanish
- To develop and use higher level cognitive skills in Spanish and English
- To become a bilingual, bi-literate, and bicultural global citizen

Philosophy

Both language groups are integrated for all content instruction in an environment, which promotes language and social equality while supporting full bilingual proficiency for both native and non-native speakers of English. Our Dual Language Enrichment Program strives to cultivate understanding and appreciation of other cultures, inspire self-esteem, and strengthen positive attitudes among students, their families, and the community. Careful attention is paid to the development of bilingualism, bi-literacy, and academic excellence. Students are expected to achieve academically at or above grade level in all content areas in both languages.

Content/Language Progression

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>English Language Arts Math</td>
<td>Spanish Language Arts Science Social Studies</td>
</tr>
<tr>
<td>1st</td>
<td>English Language Arts Math</td>
<td>Spanish Language Arts Science Social Studies</td>
</tr>
<tr>
<td>2nd</td>
<td>English Language Arts Math</td>
<td>Spanish Language Arts Science Social Studies</td>
</tr>
<tr>
<td>3rd</td>
<td>English Language Arts Math Social Studies</td>
<td>Spanish Language Arts Science Social Studies</td>
</tr>
<tr>
<td>4th</td>
<td>English Language Arts Math Social Studies</td>
<td>Spanish Language Arts Science Social Studies</td>
</tr>
<tr>
<td>5th</td>
<td>English Language Arts Math Social Studies</td>
<td>Spanish Language Arts Science Social Studies</td>
</tr>
</tbody>
</table>
Dual Language Curriculum Elements

A commitment to enriched education for all requires **fidelity** of implementation that includes challenging, interactive and authentic instruction for all participating students. To support short and long-term academic success of all students, the goal is to achieve grade-level **bilingualism & biliteracy** by the end of 5th grade.

1. **Language of Instruction (LOI):**

<table>
<thead>
<tr>
<th>Subject</th>
<th>K-2</th>
<th>3-5</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading / Language Arts</td>
<td>Both languages</td>
<td>Both languages</td>
<td>90 minutes (45 ENG/45 SPA)</td>
</tr>
<tr>
<td>Math</td>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
<td>60 minutes</td>
</tr>
<tr>
<td>Science</td>
<td><strong>Spanish</strong></td>
<td><strong>Spanish</strong></td>
<td>45 minutes</td>
</tr>
<tr>
<td>Social Studies</td>
<td><strong>Spanish</strong></td>
<td><strong>Spanish/English</strong></td>
<td>35 minutes (Integrated in reading)</td>
</tr>
</tbody>
</table>

*Recommended minutes; must result in no less than 50% instruction in Spanish / 50% instruction in English

2. **Key Components of DLE Model for Language Development, Content Learning and Enrichment:**

<table>
<thead>
<tr>
<th>K-2</th>
<th>Key Component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bilingual Pairs or Bilingual Groups (2-3 pairs):</strong></td>
<td>Students are paired up all day based on language and content ability (hi-med; med-low) to support each other’s language and content learning (pairs change throughout the day). Bilingual Pairs should engage with one assignment together to maximize language and content talk...leading to independent learning.</td>
</tr>
<tr>
<td><strong>Bilingual Learning Centers (BLC):</strong></td>
<td>Academic activities in English and Spanish; students travel in bilingual pairs 15 minutes per day throughout the week; pairs engage a minimum of one activity daily.</td>
</tr>
<tr>
<td><strong>Bridge (B): TPR (Total physical Response)</strong></td>
<td>15-35 minutes at end of each unit for math, science &amp; social studies – Bridge vocabulary/language analysis/extension activity to utilize vocabulary in opposite language.</td>
</tr>
<tr>
<td><strong>Independent Reading / Conferencing (Spanish Classroom)</strong></td>
<td>Student participate in independent reading while teachers confer with students to determine or address individual needs.</td>
</tr>
<tr>
<td><strong>Interactive Word Walls (WW):</strong></td>
<td>Teacher and student initiated Word Walls in English and Spanish in each DLE classroom. Vocabulary comes from various activities conducted in LOI &amp; LOD WW vocabulary reviewed in Language of the Day (LOD)</td>
</tr>
<tr>
<td><strong>Project Based Learning (PBL):</strong></td>
<td>Inquiry-based approach for learning content through discovery, projects and research (in the language of instruction during content time) DBQ Document Base Learning</td>
</tr>
<tr>
<td><strong>Bilingual Research Centers (BRC):</strong></td>
<td>Provides a focus on research, inquiry, project-based learning and utilized during instruction as students’ complete projects/assignments; also supports content bi-literacy development.</td>
</tr>
<tr>
<td><strong>Specialized Content-Area Vocabulary Enrichment Activities (SVE):</strong></td>
<td>15-20 minutes per week to develop key academic vocabulary in both languages</td>
</tr>
</tbody>
</table>

3. **Parent Involvement & Communication**

- Provide opportunities for parents to participate in school activities
- Support parent involvement with vocabulary/concepts in both languages
- Maintain key communication in both languages
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Heterogeneous Instructional Grouping</th>
<th>Separation of Languages For Content-Area Instruction</th>
<th>Computer/Science Lab Instructional Support</th>
<th>Vocabulary Enrichment</th>
<th>Conceptual Refinement &amp; Academic Rigor</th>
</tr>
</thead>
</table>
| K           | Content-Area Instruction & Bilingual Learning Centers in Bilingual Pairs/Groups Print: Rich DLE classroom | • Language Arts in both Languages  
• Mathematics (English)  
• Social Studies/Science (Spanish)  
• Bilingual Learning Centers in English & Spanish depending of LOI  
LOD: M/W/F - Spanish T/Th – English Lunch and Recess | Instructional Software Delivered in LOI  
http://www.istation.com/  
Español & English iReady.com Math | 1. Content Integration  
2. Thematic Planning  
3. Bilingual Pairs  
4. LOD  
5. Literacy Centers  
6. Vocabulary Instruction  
7. Bridging  
8. Cognate wall | End of Each Lesson Cycle:  
Spanish: SS & Science English: Mathematics  
Bridge / extension activity in opposite LOI |
| 1           | Content-Area Instruction & Bilingual Learning Centers in Bilingual Pairs/Groups Print: Rich DLE classroom | • Language Arts in both Languages  
• Mathematics (English)  
• Social Studies/Science (Spanish)  
• Bilingual Learning Centers in English & Spanish depending of LOI  
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5. Literacy Centers  
6. Vocabulary Instruction  
7. Bridging  
8. Cognate wall | End of Each Lesson Cycle:  
Spanish: SS & Science English: Mathematics  
Bridge / extension activity in opposite LOI |
| 3           | Content-Area Instruction & Bilingual Learning Centers in Bilingual Pairs/Groups Print: Rich DLE classroom | • Language Arts in both Languages  
• Mathematics (English)  
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5. Literacy Centers  
6. Vocabulary Instruction  
7. Bridging  
8. Cognate wall | End of Each Lesson Cycle:  
Spanish: SS & Science English: Mathematics  
Bridge / extension activity in opposite LOI |
| 4           | Content-Area Instruction & Bilingual Learning Centers in Bilingual Pairs/Groups Print: Rich DLE classroom | • Language Arts in both Languages  
• Mathematics/ Social Studies (English)  
• Science (Spanish)  
• Bilingual Learning Centers in English & Spanish depending of LOI  
LOD: M/W/F - Spanish T/Th – English Lunch and Recess | Instructional Software Delivered in LOI  
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2. Thematic Planning  
3. Bilingual Pairs  
4. LOD  
5. Literacy Centers  
6. Vocabulary Instruction  
7. Bridging  
8. Cognate wall | End of Each Lesson Cycle:  
Spanish: SS & Science English: Mathematics  
Bridge / extension activity in opposite LOI |
| 5           | Content-Area Instruction & Bilingual Learning Centers in Bilingual Pairs/Groups Print: Rich DLE | • Language Arts in both Languages  
• Mathematics/ Social Studies (English)  
• Science (Spanish)  
• Bilingual Learning | Instructional Software Delivered in LOI  
http://www.istation.com/  
Español & English iReady.com Math | 1. Content Integration  
2. Thematic Planning  
3. Bilingual Pairs  
4. LOD  
5. Literacy Centers  
6. Vocabulary Instruction  
7. Bridging  
8. Cognate wall | End of Each Lesson Cycle:  
Spanish: SS & Science English: Mathematics  
Bridge / extension activity in opposite LOI |
**Student Selection**

All families interested in the Two-Way Dual Language Program must complete an application through the School Choice Office. This is the only way to be entered into the lottery. The district uses a random number generator program to conduct the lottery and sends notification via email. Parents who currently have students in the dual program are asked to indicate this on their application. All students who enter the lottery and do not retain a seat will be placed on a wait list. Once the wait list has been established, it will remain in effect for the duration of kindergarten and the beginning of first grade. Please note that after first grade English-speaking students are not eligible to enter the Dual Language Program. Any native Spanish-speaking students will have their Spanish proficiency assessed using an oral language screener.

**Non-Negotiable Curriculum Features**

- Teachers will maintain a strict separation of languages when teaching content in their respective classrooms.
- Teachers will bridge information after units of study. A bridge is comparing and contrasting both languages within the content they are taught.
  - Major concepts and vocabulary learned in the target language are bridged into the new language. Once the information is bridged, it allows the partner teacher to do enrichment activities. 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.
  - Metalinguistic must be taught during and after bridging. Metalinguistic is a time to look at the nuances of the languages. It lends itself to exploring grammar in a more natural way (i.e. studying adjectives/word order such as casa blanca vs. white house).
- Cognate walls will be used. A cognate is a word that looks and sounds similar in both languages and means the same thing.
- Students will engage in simultaneous literacy. Every day the students will have English language arts and Spanish language arts. **Students need to read 15-20 minutes each night.** By second grade they should be reading at home in both languages.

**Frequently Asked Questions**

**What are the benefits of a dual language program?**

Research shows numerous benefits for students who participate in dual language, including:

- Educational: Students who learn literacy in one language can transfer those skills to their other language.
- Cognitive: Students who understand two languages show more cognitive flexibility, creative thinking and problem solving abilities compared to monolingual students of the same age.
- Socio-cultural: Understanding another language and interacting with students from diverse backgrounds promotes cultural awareness, greater understanding and tolerance.
- Economic: Knowing two or more languages enhances employment opportunities when students enter the work force.

**How will the teacher help my child learn and understand in a second language?**

The best way to acquire a second language is through meaningful and authentic experiences. Academic content instruction provides this meaningful context, and forms a strong basis for the power of dual
language education. Your child’s teacher will use a variety of strategies to help students understand oral and written language without the need of translation. Translating, or switching from one language to the other during instruction, is not helpful because students tend to “wait” to hear the instruction in their stronger language. This impedes opportunities to acquire the second language. Therefore teachers and visitors to the classroom are strongly encouraged to adhere to the target language during instructional time.

**What will a typical school day look like?**

Your child will be assigned two different teachers, one for Spanish and one for English. Throughout the day, your child will learn new vocabulary related to the academic subjects being learned. If your child struggles to say or understand something in their new language, the teacher will do lots of modeling and provide plenty of practice. Your child will learn language as the class sings songs, reads books, draws, labels, plays games, works on projects, carries out experiments, and speaks and writes about what they are learning. Your child will work with children who speak Spanish at home, as well as children who speak English or other languages at home. Because every day includes time in your child’s home language and time in the other language, she or he will have chances to be an “expert” and other chances to learn from others.

**What is expected of students in a dual language program?**

Students will be expected to learn the same academic content as any other HCES student. In addition, they are responsible for:

- Participating actively in learning their two languages
- Showing effective effort through participation during class activities, including class work, team work, and independent work in Spanish
- Demonstrating critical thinking, decision making, and problem solving competencies in response to authentic scenarios and simulations common to the content of the course
- Revisiting work when standards and expectations are not achieved
- Playing an active role in monitoring their own progress, including recording formative and summative assessment data in their binders
- Demonstrating efficacy and responsibility, continually affirming their active and direct role in their learning process
- Demonstrating respect for the teacher and classmates, including demonstrating respect for others’ cultures and traditions.

**How will my child be assessed?**

Dual Language students participate in the same Florida Standards Assessment (FSA), and other school or district-wide test. In addition, Dual Language students will be assessed in the language of instruction (i.e., content areas taught in Spanish will be assessed in Spanish and those taught in English will be assessed in English) using a variety of classroom-based assessments. Students reading levels will be assessed to monitor growth in reading (fluency, accuracy and comprehension) in both English and Spanish.

**How will my child be graded?**

Similar to all HCES students, progress reports will reflect student performance in each subject area (e.g., Math, Science, Social Studies, and English Language Arts). In addition, Dual Language students will receive a supplemental progress report in Spanish Language Arts.

**Help! I don’t speak the language! How can I support my child?**

You can help your child by:

- Encouraging friendships with students who speak the other language.
- Understanding it takes time to learn a second language.
- Be patient, and encourage your child to persist.
- Asking your child to explain what he or she is learning and doing.
- Your child should do this in the home language.
- Developing a working relationship with your child’s teacher.
- Providing a quiet work space for your child so that he/she can work without outside interruptions.
- Some parents may be interested in learning the second language. This is great, and shows your child that you value language learning. However, parents are not expected to model the other language if they are not yet proficient in it. Children will benefit more when their parents talk to
them in their stronger language. This will develop a strong foundation in the home language, thereby preparing them to acquire their second language.

What about homework?
Homework will consist of practice and extension of the instruction given during the school day, and is given in the language of instruction. For example, if the student receives Science content in Spanish, then the Science homework must be completed in Spanish. It is the responsibility of teachers to ensure that students understand the homework assignments so that they can be completed independently at home. Students are responsible for completing the assignment independently, in the language of instruction. To ensure students continue to develop each of their languages, parents/guardians are discouraged from translating homework. When a student is experiencing difficulty with homework assignments, the student should attempt to complete the assignment to the best of her/his ability. Parents should communicate difficulties directly to the teacher.

What else can I do to support my child at home?
- Make a good-faith commitment to continue in the Dual Language program at least through the end of Grade 5.
- Ask questions and monitor your child’s learning in Spanish and all subject areas, including overseeing out-of-class work, on-task behavior, and the student’s demonstration of understanding.
- Check your child’s backpack daily for messages from your child’s teacher.
- When issues or questions emerge concerning your child’s progress and how to assist your child, please contact your child’s teacher first.
- Take an active role in your child’s learning experience.
- Watch the school calendar for open houses, parent forums and school events related to Dual Language.

What volunteer opportunities are available?
Dual Language parents are expected to actively engage in school activities to support the program goals. Please consider being part of the Dual Language Parent Advisory Board or attending our monthly meetings. There is a wide variety of volunteer opportunities in which you may participate. If you have a particular area of expertise that you would like to share with the students, you may offer to come in to the school as a guest speaker. If you would like to join one of the outings or field trips, you may sign up as a chaperone. If interested in volunteering your time, or if you would simply like to speak with the teacher, contact your teacher by email or a note. We thank you and look forward to seeing you at our upcoming dual language and school-wide events.

Can my child receive specialized services while enrolled in the Dual Language program?
Yes, if your child qualifies for additional support or gifted/challenge services, he or she will receive them during the English portion of their day unless a Spanish-speaking staff member can provide the service.

If my child wants to practice the new language beyond homework sent home, what can we do?
If you own a tablet (i.e. iPad) there are lots of apps available for learning basic Spanish or English. Listen to songs or books on tape in the other language. The school and public libraries have a very nice selection of books. Set up play dates with friends in class.

Will my child learn the same curriculum as the students in monolingual classrooms?
Yes, all common core standards will be taught (see content allocation chart to see subjects taught by language for each grade). 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.

If we have an older sibling in the program, does the younger one automatically get in?
Yes, siblings will have preference.
Can my child enter the program at any grade?
If English is the primary language spoken at home, Kindergarten and 1st grade are the only grades you can enter the program. The language demands in Spanish become too difficult past 1st grade.
   i. If there is evidence that your child has participated in a dual program in another district, then they may be allowed in past 1st grade.
If Spanish is the primary language spoken in the home and your child qualifies for ELL services, they may be entered in the program.
   i. Their overall Spanish will be assessed to ensure this is the proper placement.

What if my child is struggling in the dual language program?
Research indicates it takes at least five to 10 years to become bi-literate. While every case is different, students who participate all the way through to the end of elementary school (and ideally throughout secondary school) are usually glad they stuck with it. If parents have concerns about possible learning issues beyond the expected challenges associated with learning a second language, the following steps will be taken:
The parent(s) and teacher(s) will meet to discuss concerns. The student may also be asked to attend. Interventions will be planned. After interventions have been implemented parent(s) must meet with building principal and/or dual language coach and teacher(s) to discuss progress and next steps. If interventions fail to improve the situation and the difficulty is believed the child cannot benefit from further participation, the family may choose to formally withdraw the child from the Dual Language program. It is recommended that this occur at the end of the academic year.

We speak a language other than Spanish or English at home. Can our child benefit?
Yes! The Dual Language program is a great place for students from all language backgrounds, because every teacher has been trained to use strategies that support second (or third) language learning.

What should I expect at a parent-teacher conference?
Once each school year, you will have a chance to meet with your child’s teacher to discuss your child’s progress in the Dual Language program. Just as in any other parent-teacher conference, you will learn about your child’s progress in each subject area. In addition, you can ask about your child’s progress in their second language. You can help the teacher by sharing information about anything going on at home that may affect your child’s learning (such as a new baby, a divorce or family health issues). You will meet with both teachers. Before the conference, talk to your child about how he or she feels about school and whether there is anything your child wants you to talk about with the teacher. If you speak a language other than English and your child’s teacher does not speak your home language, you may request an interpreter. Make a list of questions before you go.
For example:
What are my child’s strengths and weaknesses?
Is my child making progress in English? Does s/he enjoy learning English?
Is my child making progress in Spanish? Does s/he enjoy learning Spanish?

How long will it take my child to learn the second language?
In the dual language program, your child will be learning the target language through the academic subject areas (e.g., math, science, social studies and language arts). This provides a meaningful context and a purpose for learning language. Just like young children learning their first language, students learning their second language usually follow a series of predictable stages. Students encountering a second language for the first time may experience a “silent period” that lasts anywhere from one day to six months or more. During this time, they are acquiring receptive understanding, and should not be forced to speak. Most students understand more language than they can produce. Even as they develop proficiency, children may be reluctant to “perform” in their second language for adults at home. As they acquire spoken and written language, they will continue to rely on their first language when searching for words, and their grammar and pronunciation may not yet sound native-like. Typically, students move from being able to say simple, concrete words and memorized phrases to engaging in longer conversations with more accuracy and confidence.
The stages of language acquisition described on the next page provide a framework for understanding how students typically progress. However, language learning is an on-going, fluid process that differs for every student. Students may move between stages of language acquisition, depending on the linguistic and cognitive demands of the situation.

### Stages of Second Language Acquisition

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
<th>Approximate Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preproduction</td>
<td>The student has minimal comprehension. Does not verbalize. Nods &quot;Yes&quot; and &quot;No.&quot; Draws and points.</td>
<td>0–6 months</td>
</tr>
<tr>
<td>Early Production</td>
<td>The student has limited comprehension. Produces one- or two-word responses. Uses key words and familiar phrases. Uses present-tense verbs.</td>
<td>6 months–1 year</td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>The student has good comprehension. Can produce simple sentences. Makes grammar and pronunciation errors. Frequently misunderstands jokes.</td>
<td>1–3 years</td>
</tr>
<tr>
<td>Intermediate Fluency</td>
<td>The student has excellent comprehension. Makes few grammatical errors.</td>
<td>3–5 years</td>
</tr>
<tr>
<td>Advanced Fluency</td>
<td>The student has a near-native level of speech.</td>
<td>5–7 years</td>
</tr>
</tbody>
</table>
**Parent Withdrawing a Child from Program**

Every effort is made to ensure the success of each child in the dual program at HCES. If at any time a parent or guardian wishes to withdraw a child, they need to take the following steps:

For Kindergarten Students:
1. Before Kindergarten starts, contact the school directly to express your wishes in writing. Once you remove your child from enrollment, you will not be able to reenroll.

2. After classes start (any grade level) students:
   a. Parent needs to contact the teacher to express concerns. Discuss interventions that may be implemented.
   b. Principal or Dual Language Coordinator will schedule a meeting with the parent and teachers to discuss specific concerns.
   c. If interventions fail to show growth or improvement and parents still want to remove their child, they must send an email or a write a letter expressing their wish to remove their child from the Dual Language Program. A signed and dated letter must be sent to the Dual Language Coordinator (ginnette.aviles-colon@ocps.net) The letter or email will be put into the child’s folder. Once parents remove their child from enrollment, they will not be able to re-enroll.

**Dismissal from the Program**

Hunter’s Creek Elementary School staff is committed to helping your child become bilingual and biliterate. In some rare cases being in a dual classroom may not be the appropriate fit for your child. Students who show a lack of growth in their first and second language and or unexpected underachievement in the areas of reading/language arts will be referred for placement in the intervention process. The student’s progress will be closely monitored. If the student continues to struggle, a committee of knowledgeable persons, including but not limited to, the Dual Language Coordinator, Dual classroom teachers, reading intervention specialist, and campus administrator, will review the student’s academic progress to determine if dismissal from the dual language program is appropriate.

The design of our Dual Language program allows for a two-teacher model. The students switch classes a couple times during the day. In rare cases, this change can be frustrating for a child, which in turn may cause the child to exhibit extreme behaviors. Students that exhibit excessive behaviors will be referred to the behavior intervention process. The student’s behavior will be closely monitored. If the student continues to exhibit extreme behaviors, a committee of knowledgeable persons, including but not limited to, the Dual Language Coordinator, Dual classroom teachers, school Counselor, and campus administrator, will review the student’s academic progress to determine if dismissal from the dual language program is appropriate.

Parents will be contacted and a meeting will be schedule to place students on probation. If no progress is made, another meeting will be scheduled to discuss transition to a mainstream classroom for your child.
HUNTER'S CREEK ELEMENTARY SCHOOL
TWO-WAY DUAL LANGUAGE
MAGNET PROGRAM

PARENT LETTER OF COMMITMENT AND CONSENT

Student Name _________________________________________

I/We understand the Two-Way Dual Language Magnet program (TWDL) Program’s language, academic, and cultural goals, as well as the curriculum, instructional, and assessment approaches. I understand the guidelines and the conditions necessary for the successful participation of my child in the program. I agree to support my child, the program, and the school by committing to the following:

1. My child will be in a classroom that includes English dominant and Spanish dominant children and will receive instruction in both languages.
2. My child will learn how to read and write in both the native and the second language and I will motivate my child to have a strong commitment to learning.
3. My child will continue to learn and develop academically, socially, and culturally in both languages and cultures throughout the duration of the program.
4. Instruction is geared to develop the highest level of academic achievement, language development, and cultural enrichment for each child. My child will develop bilingual (understanding, listening and speaking) and bi-literate (reading and writing) competencies in the two languages.
5. I understand that it is my responsibility to provide transportation to and from Hunter’s Creek Elementary School. My child will maintain an appropriate attendance record. I will inform the school of his/her absences due to illness or family emergencies. I understand that my child may be placed on probation (explained in #8) and possibly withdrawn from the program due to failure to perform at grade level in academics, excessive absences, tardies, unacceptable classroom behavior and/or referral(s) to the principal for disciplinary action. The student must follow OCPS Student Code of Conduct and have exemplary behavior.
6. I will attend the scheduled Two-Way Developmental Bilingual Enrichment Program parent meetings, participate in TWDL events, and support the program and the classroom teachers.
7. My child’s schedule must be able to accommodate the regular education classes required in the TWDL Program. TWDL students are expected to perform on or above grade level in all subject areas.
8. Elementary students who fail to meet the requirements established in this agreement will be placed on probation. When this agreement is violated, a meeting will be held with the teachers, parent(s) and student. The student will be placed on probation for one grading period. If the violation is corrected during that time period, the probation will no longer apply. If there is insufficient improvement at the conclusion of the probation period, the student will be exited from the magnet program and will be required to return to the zoned school at the end of the 1st semester or the end of the year, whichever comes first.

Upon reading the above, I/we understand and agree to abide by the provisions in this agreement.

____________________________________________ _________  ___________________________
Parent or Guardian Signature Date
Carta de Compromiso y Consentimiento para Padres

Nombre del estudiante: ________________________________________

Entiendo las metas lingüísticas, académicas y culturales del Programa de Doble vía de Lenguaje (PDL) así como el currículo, la instrucción y los métodos de evaluación del programa. También entiendo las reglas y condiciones necesarias para que la participación de mi hijo(a) en el programa sea exitosa. Estoy de acuerdo en apoyar a mi hijo(a), el programa y la escuela comprometiéndome a lo siguiente:

1. Mi hijo(a) estará en una clase con estudiantes que dominan el español y con estudiantes que dominan el inglés y todos recibirán instrucción en ambos idiomas.
2. Mi hijo(a) aprenderá a leer y a escribir en los dos idiomas y lo(a) motivaré a mantenerse fuertemente comprometido con su aprendizaje.
3. Mi hijo(a) continuará aprendiendo y desarrollándose académica, social y culturalmente en ambos idiomas durante toda la duración del programa.
4. La instrucción está dirigida a desarrollar el más alto nivel académico, dominio del lenguaje y enriquecimiento cultural para cada estudiante. Mi hijo(a) desarrollará destrezas auditivas y orales en los dos idiomas, así como alfabetización (lectura y escritura) en ambos idiomas.
5. Asistiré a las reuniones de padres del programa PDL, participaré en los eventos organizados por el programa, y apoyaré a los maestros.
6. Entiendo que es mi responsabilidad proporcionar transporte hacia y desde la Escuela Elemental Hunter’s Creek. Mi hijo mantendrá una asistencia apropiada. Le informaré a la escuela de sus ausencias debido a enfermedad y/o emergencias familiares.
7. Entiendo que mi hijo(a) podría ser puesto en un periodo de probatoria (véase #8) y, pudiera ser suspendido del programa debido a una ejecución académica muy baja, exceso de ausencias y/o tardanzas, comportamiento no aceptable en el salón de clases y/o referidos al principal para alguna acción disciplinaria. El estudiante deberá cumplir con el Código de Conducta del Estudiante de OCPS y deberá tener un comportamiento ejemplar.
8. El programa de clases de mi hijo (a) deberá poder acomodar las clases regulares del programa. Se espera que los estudiantes en el PDL se mantengan a nivel o por encima del nivel del grado en todas las áreas académicas.
9. Los estudiantes de escuela elemental que no cumplan con los requisitos establecidos en este acuerdo serán puestos en un periodo de prueba. Coordinaremos una reunión con los maestros, los padres(s) y el estudiante cuando este acuerdo sea violado. El estudiante será puesto en probatoria por un periodo de calificaciones (periodo de notas). Si el estudiante mejora durante dicho periodo, la probatoria será anulada. Si el estudiante no mejora durante este periodo, él/ella será retirado del Programa PDL y tendrá que volver a la escuela de su zona al final del 1er semestre o al final del año, lo que ocurra primero.

Al leer esta carta, entiendo y acepto cumplir con las disposiciones de este acuerdo.

__________________________________________________________________________
Firma de los Padres/Guardián

__________________________________________________________________________
Fecha