

<b>Students</b>	<b>Program Model and Structure</b> <i>(Two-Way, One-Way 50:50; 90:10)</i>
<b>Materials</b>	<b>Teachers</b>
<b>Staff</b>	<b>Programmatic Structures</b>

<b>Professional Development</b>	<b>Parent Engagement</b>
<b>Collaborations</b>	<b>Documents/Forms</b>
<b>Other</b>	<b>Other</b>



**Department of Bilingual-ESL Services**  
**DUAL LANGUAGE IMMERSION PROGRAMS**

*JUNTOS* Spanish-English Immersion  
*UNIDOS* Portuguese-English Immersion  
*AMITÍE* French-English Immersion  
**2019-2020**

**Frequently Asked Questions (FAQ)**

*Brockton Public Schools' dual language programs are committed to providing academic preparation in two languages with the goal that our students read, write, and speak in both languages in all subject areas and instilling a global perspective leading to career and college readiness. Our vision for these language-additive programs is for all students from all cultures and language backgrounds to become bilingual, biliterate and multicultural.*

**1. Where are the Dual Language Programs located?**

All three dual language programs are located at the Manthala George Jr. School. School hours are from 9:00am-3:15pm. School has 21<sup>st</sup> century classroom amenities, technology, global school focus, family activities and supports.

**2. How can I enroll my child for one of the dual language programs?**

The dual language programs accept in-coming Kindergarten students through a lottery system due to high demand. Parents/guardians complete the *Lottery Request Form* during the annual Kindergarten registration along with all the required school registration documents. The public lottery will be held on Wednesday May 8, 2019 beginning at 1:30pm at the Parent Information and Registration Center, 60 Crescent Street.

**3. Can we participate in more than one program's lottery?**

Parents/Guardians may submit a Lottery Request Form for any or all three dual language programs. Depending on the order the child's name is drawn in each lottery, parent will be asked to select the [one] program they want to remain with for screening and commitment.

**4. How are students selected for the dual language programs?**

Each student's name is added on dual language program's list according to the order they are drawn in the lottery. Families/students will be contacted

for a screening and to complete a parent questionnaire until the allotted number of students is reached for each classroom. A balance between boys and girls is considered for each classroom. All other names are considered "wait listed". A number of criteria are considered for acceptance into the programs.

**5. How many students are chosen for each dual language program?**

The dual language programs follow the Brockton Public School's policies and guidelines for the number of Kindergarten students (allotted) in a classroom. Once the classroom roster is filled, all other students remain on the waitlist.

**6. How long does the waitlist remain active?**

The current waitlist is active until December of the following academic year when these same students are in grade 1. Historically, calling students from waitlist after this time is rare as it becomes increasingly challenging for any student from the waitlist to make up the language and content development in both languages they gained during their Kindergarten year and the first quarter of Grade 1.

**7. Is there bus transportation available to the Dual Language programs at the M. George Jr. School?**

Currently, students in dual language programs have access to bus transportation in accordance to the district's guidelines. The School Registration and Parent Information Center (SRPIC) will provide the most current transportation information during kindergarten registration.

**8. What is the Dual Language Programs screening process?**

Currently, the screening process includes a component of the district's Kindergarten assessment administered to all incoming Kindergarten students. All students are assessed to confirm confident language and readiness skills to ensure strong models for all language learners. Parents will also complete a Parent Questionnaire and briefly meet with the teaching staff as part of the process. Once accepted, parents/guardians must attend the mandatory orientation and information session. This provides a further opportunity to discuss expectations and program components. A Letter of Commitment must be signed by parent/guardian to finalize enrollment.

**9. Is the curriculum of the dual language programs different?**

The programs follow the district's and Mass. Curriculum Frameworks/Common Core, WIDA, and ACTFL (Foreign Language) standards for both languages. The dual language curriculum is *additive* in that it promotes bi-literacy, multiculturalism and bilingualism in all subject areas and in both languages. Students are responsible and accountable to complete all assignments, tasks, homework and classwork in both languages.

**10. How are students taught in both languages?**

All three dual language programs follow a 50%-50% program model in all grades (Kindergarten through grade 5). Both languages are used exclusively during their respective classroom times. Students learn in both languages daily through speaking, listening, reading and writing in all subjects. All content areas- language arts, math, science, social studies are taught/learned in both languages across the year. Projects and assessments are given in all classrooms and in both languages. Students will be graded for content and language development.

**11. Can my child enter any Dual Language Program after Kindergarten?**

*Students may be eligible to enter a dual language program after Kindergarten ONLY under certain circumstances and IF space is available:*

- If student transferring into Brockton Public Schools has also attended a dual language program in another school district: an assessment, school records review, and interview will take place.

- Students entering the U.S. with similar grade-level language proficiencies: an assessment, school records review, and interview will take place. School records from other school/country will be required.

**12. What if my child has difficulty in the program with learning languages and with the curriculum?**

Learning in two languages takes time and may at times be challenging. We make every effort to support all children in this unique and language acquisition program. The dual language programs follow an additive approach where students are receiving instruction in all academic subjects in two languages and maintain the same level of rigor as required by the state and district curriculum guidelines. Parents and teachers are encouraged to discuss any challenges and requests for assistance as soon as possible during the school year. Parents are reminded that academic language learning requires a long-term commitment, perseverance and patience, no matter what age/grade

**13. What if I move out of the district or need to change my child's school?**

Families considering moving their child out of any dual language program must first speak with school principal and/or department administrators. Language development and content learning in two languages is a long-term process and removing the child from the program interrupts that progress. After meeting with administrators and other options have been explored, a Withdrawal Form must be signed by the parent/guardian at the Central Administration Bldg. Once withdrawn from dual language programs, the student will be subject to district guidelines and transferred to a school in their neighborhood school zone. If relocating/moving out of the district, parent must also sign the Withdrawal Form. Parents must officially inform the Parent Information Center for all transfers in/out of the district. Returning to the dual language program once withdrawn is contingent on a screening assessment, review of school records, and interview with teachers. Re-entry is not guaranteed and is contingent on several factors including the duration student has been out of the program, maintenance of language and content in both languages, and upon space availability.

For further information please contact Department of Bilingual-ESL and Dual Language Services at #508-580-7508.

<b>STRAND 1</b>	<b>PROGRAM STRUCTURE</b>
<b>Principle 1</b>	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
<b>Principle 2</b>	The program ensures equity for all groups.
<b>Principle 3</b>	The program has strong, effective, and knowledgeable leadership.
<b>Principle 4</b>	An effective process is in place for continual program-planning, implementation, and evaluation.
<b>STRAND 2</b>	<b>CURRICULUM</b>
<b>Principle 1</b>	The program has a process for developing and revising a high-quality curriculum.
<b>Principle 2</b>	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
<b>Principle 3</b>	The curriculum effectively integrates technology to deepen and enhance learning.
<b>STRAND 3</b>	<b>INSTRUCTION</b>
<b>Principle 1</b>	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
<b>Principle 2</b>	Instructional strategies support the attainment of the three core goals of dual language education.
<b>Principle 3</b>	Instruction is student-centered.
<b>Principle 4</b>	Instructional staff effectively integrate technology to deepen and enhance the learning process.
<b>STRAND 4</b>	<b>ASSESSMENT &amp; ACCOUNTABILITY</b>
<b>Principle 1</b>	The program creates and maintains an infrastructure that supports an assessment and accountability process.
<b>Principle 2</b>	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
<b>Principle 3</b>	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
<b>Principle 4</b>	Student progress toward program goals and state achievement objectives is systematically measured and reported.
<b>Principle 5</b>	The program communicates with appropriate stakeholders about program outcomes.
<b>STRAND 5</b>	<b>STAFF QUALITY &amp; PROFESSIONAL DEVELOPMENT</b>
<b>Principle 1</b>	The program recruits and retains high-quality dual language staff.
<b>Principle 2</b>	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
<b>Principle 3</b>	The program collaborates with other groups and institutions to ensure staff quality.
<b>STRAND 6</b>	<b>FAMILY &amp; COMMUNITY</b>
<b>Principle 1</b>	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
<b>Principle 2</b>	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
<b>Principle 3</b>	The program views and involves families and community members as strategic partners.
<b>STRAND 7</b>	<b>SUPPORT &amp; RESOURCES</b>
<b>Principle 1</b>	The program is supported by all key stakeholders.
<b>Principle 2</b>	The program is equitably and adequately funded to meet program goals.
<b>Principle 3</b>	The program advocates for support.



Dept of Bilingual/ESL Services  
**UNIDOS Portuguese-English Dual Language Program**  
**Kindergarten Lottery Request Form - Fall 2019**

For ESL-SRPIC staff  
only  
Date \_\_\_\_\_  
Initials \_\_\_\_\_

I, \_\_\_\_\_ (parent/guardian name), would like to register my child for the  
**UNIDOS Dual Language Portuguese/English Immersion Program** Lottery.

❖ Please see reverse for Parent/Guardian acknowledgement prior to completing this form. ❖

**Note: All Kindergarten Registration documents must be completed by April 26, 2019  
to be included in lottery.**

Student's Full Name (Print) \_\_\_\_\_

(Check one):  Male  Female Date of Birth \_\_\_\_\_

Student's dominant language (Check one)-(For screening purposes):

English  Spanish  Cape Verdean  Haitian  Portuguese  French  Other (specify) \_\_\_\_\_

Does this child have a brother or sister in the **UNIDOS Portuguese-English Dual Language program** currently?  No  Yes

If **yes**, please provide student's name, grade, and teacher's name:

Are you also submitting a separate Lottery Request Form for other Brockton dual language programs?

Please mark which one(s):

JUNTOS Spanish-English Dual Language Immersion Program

AMITIE French-English Dual Language Immersion Program

*Please provide current phone information below should we need more information and  
for contacting after the lottery.*

Parent Name (Print) \_\_\_\_\_

Parent Signature \_\_\_\_\_

Contacts: Phone: \_\_\_\_\_ (home) \_\_\_\_\_ (cell) \_\_\_\_\_ (other)

✂ Please cut here and submit top portion of this Lottery Request during Kindergarten registration period.

**Parent/Guardian-please maintain this receipt/portion for your records.**

**Kindergarten Lottery Request Form - 2019**

The following student was registered for the UNIDOS Dual Language Portuguese/English Language Program Lottery.

Dual Language Program also requested:  UNIDOS  JUNTOS  AMITIE

Student's Name \_\_\_\_\_ Birth/Date \_\_\_\_\_

Lottery Request Form was submitted on (date) \_\_\_\_\_

**Lottery takes place on Wednesday May 8, 2019 at 1:30pm**

School Registration and Parent Information Center  
60 Crescent Street, Brockton, MA (508)580-7950

SRPIC  
/initials  
\_\_\_\_\_



# Dual Language Immersion Programs LETTER OF COMMITMENT

Brockton Public Schools

Manthala George Jr Elementary School ♦ Plouffe Academy ♦ Brockton High School  
2019-2020

### Our Vision

The vision of the Dual Language Program is for all students from diverse cultural backgrounds to become bilingual, bi-literate and multicultural



Child's Full Name(print): \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_

Child's Primary Language:

English  Spanish  Portuguese  Cape Verdean  Haitian  French  Other \_\_\_\_\_

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

Cell/Mobile \_\_\_\_\_ Home telephone \_\_\_\_\_

Work telephone \_\_\_\_\_ Email \_\_\_\_\_

STAFF USE ONLY: Child has been selected for the following program (lottery/ screening):

- JUNTOS** Spanish-English Dual Language Program
- UNIDOS** Portuguese-English Dual Language Program
- AMITIÉ** French-English Dual Language Program
- SEGUIMOS JUNTOS** Plouffe Academy-Spanish-English M.S. Program

Parents/Guardians,

*Please read the information below. Student is not officially enrolled until Letter of Commitment is completed and signed.*

### Program Eligibility

I /We have thoroughly read the *Dual Language Immersion Program Parent Guide Booklet* and understand all the requirements, expectations, and responsibilities for my/our child to participate and progress in the program from elementary through high school.

I /We understand that students are selected for the Dual Language Immersion Programs through the annual lottery process for entering kindergarten level and upper grades according to established criteria if/when space is available.

My/Our child has participated and met the criteria for acceptance into the Dual Language Immersion Program including the screening process, interview, and parent meeting.

I/We have attended the **mandatory** orientation information meeting (all new students) and further understand that a meeting prior to signing the Letter of Commitment must be held to officially include my child into the Dual Language Immersion Program.

### Model and Structure

- I/We understand and agree that the Dual Language Immersion Programs are research-based programs committed to academic achievement, development of two languages and multicultural awareness for the 21<sup>st</sup> century for ALL students. Learning in two languages has shown to provide cognitive, social-emotional, academic and global benefits.
- I/We understand and agree that each language will be used exclusively by the teacher in each classroom and no clarifications, assistance or translations are done between languages by the teacher or adults in the room.
- I/We understand and agree that curriculum and instruction are designed to teach and support academic content and language development in all core areas (*Reading, Math, Science and Social Studies*) using all four domains-speaking, listening, reading, and writing in both languages throughout the year.
- I/We recognize that children will experience challenges and successes in the process of learning grade appropriate content and in a second language. Children need time to adjust to the challenges associated with learning both language and content in a second language and these challenges are not a cause for withdrawing my child from the program.
- I/We understand our role as parents/guardians of dual language immersion program students is to build confidence, support, provide time, space and encouragement for our child to use the available resources for language and content growth.
- I/We understand and agree that students are responsible to complete assignments in both languages during school and at home through homework, projects, independent reading and occasionally online platforms.
- I/We understand that grade level content and standards are to be covered across the year and both teachers collaborate to provide the appropriate sequence across the year. Students complete all academic tasks and participate in all content areas in both languages to demonstrate readiness as they transition between languages and teachers. There is no re-teaching through translation of content material previously covered.
- I/We understand and agree that students and teachers in all grades integrate cultural themes, participate in various community activities, cultural events, field trips, and multicultural projects throughout the year. Parents and families are expected and encouraged to attend and engage through volunteering, attending or assisting on occasion.
- I/We understand and agree that Dual Language Immersion Programs provide additive academic opportunities and enrichments to maintain a high-quality program model using dedicated dual language instructional models. Through participation in the program, students cultivate additional meaningful connections through project-based learning in both languages.

### Consideration for withdrawal

- I/We understand and agree to discuss any concerns or circumstances that may affect my child's continuation in the dual language program immediately with the school Principal and Department Head of Bilingual-ESL Services. Withdrawing your child from the program for any reason is highly discouraged; a withdrawal request can occur only after a discussion with the abovementioned administrators. Parent/Guardian must come to Central Administration to complete and sign a Withdrawal Form before any placement or program changes can be made. Withdrawals from the dual language programs will be subject to the Brockton Public Schools policies and guidelines regarding school/zone choices and space availability.