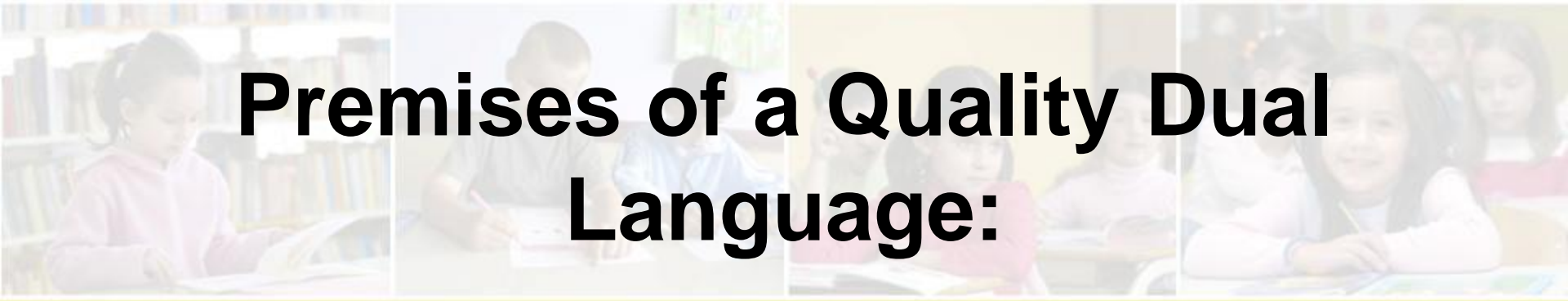


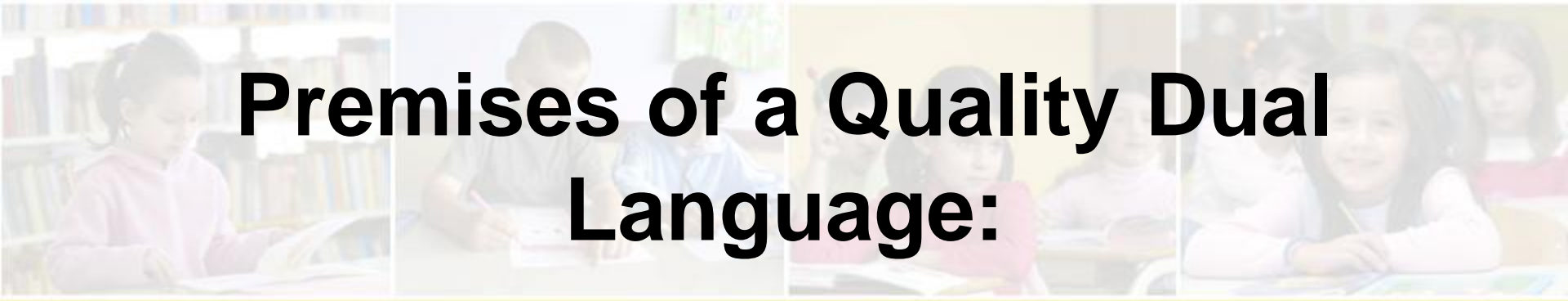
Dual Language Immersion





Premises of a Quality Dual Language:

- **Acknowledge** the research out of North Carolina - all groups participating in dual language programs score significantly higher in content related standardized measures than their counterparts in monolingual English curriculum (Thomas & Collier, 1997, 2002, 2009, 2012, 2014).



Premises of a Quality Dual Language:

- **Create** safe, affirming, enriched learning environments for students and staff.
- **View** language diversity as an asset, building on students' strengths in their native language.
- **Promote** strong family and community engagement.



Purpose of Dual Language

- Provide literacy and content instruction through two languages to promote bilingualism and biliteracy, grade level academic achievement, improved critical thinking skills, and multicultural competence for all students.



Program Goals

- The main goal for this program is for students to achieve strong levels of academic proficiency in both languages, English and the target language, and to value cultural diversity.



Work to Explore

- Researching best practices/instructional materials
- Planning/providing professional development (SU)
- Searching for/interviewing dual language teachers
- Identifying a teaching framework for dual language instruction.
- Creating informational materials for parents and other interested parties.



Work to Explore

- Continue to provide resources and funding for dual language program
- Building on-going partnerships with SU/community agencies
- Continuing to identify additional qualified teachers
- Continuing to refine the teaching framework
- Developing an on-going communication plan



Latest Updates

- Beginning 2017-18, class size requirements for kindergarten through third grade shall not apply to dual language immersion classes. Dual language immersion classes are classes in which at least one third of the students' dominant language is English, and instruction involves both English and a target foreign language with a minimum of fifty percent (50%) of core content taught in the target foreign language in order to promote dual language proficiency for all students.