

**Consider approval of Local District Update (EHBE)
July 15,2024**

1. Background:

Please bear in mind that the (LEGAL) policies reflect the ever-changing legal context for governance and management of the district. They will not need to be adopted but, rather, should inform local decision-making. The (LOCAL) policy recommendations in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district's (LOCAL) policy.

2. Process:

The (LOCAL) policy recommendations in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district's (LOCAL) policy. This is the first review and reading for updating local EHBE policy and will be brought back in August for final approval. This update has been prepared by TASB Policy Services. TASB services will incorporate EHBE update into the district's On-Line Policy view and will send the blue pages for the blue binder with the adoption date stamp after approval.

3. Fiscal Impact:

No Fiscal Impact.

4. Recommendation:

Update EHBE is for review only at this time.

5. Required:

Approval action will be required at second reading.

6. Contact Person:

Amy Graeber

PROPOSED POLICY: 07.09.2024

**Dual Language
Immersion Program**

The District shall implement for students enrolled in elementary school grades a dual language immersion (DLI) program to develop students who achieve high academic standards and are bilingual, biliterate, and bicultural.

The program shall begin in prekindergarten and shall add a subsequent grade level each successive school year to include all elementary grades.

Eligibility

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

The District shall use a Texas Education Agency-approved language proficiency test of all students in the program, including both language groups, to establish baseline data in academic language.

Equitable Access

The District is committed to providing equitable access to services for English learners. The program shall maintain in each classroom the ratios of emergent bilingual students to non-emergent bilingual students and speakers of the partner language to speakers of English as established in state rules.

The District shall ensure continuity of program for all current program participants. Enrollment in any available positions remaining in the program shall be determined by a lottery among interested students from across the District.

Program Goals

The District establishes the following program goals:

The overarching goal of the program is to develop stronger cognitive and academic skills through:

1. The intentional development of on-level, academic bilingualism and biliteracy, defined as the ability to comprehend and communicate in two languages, both orally and in written form, using grade-level, appropriate and complex thinking.
2. Participation in rigorous academic instruction with high cognitive demand, resulting in students achieving in core content areas in both languages.
3. The development of positive, cross-cultural competence.

Language
Allocation

The District's language allocation plan shall include:

Grade Level	Spanish Allocation Percentage / English Allocation Percentage
Prekindergarten-Kindergarten	80/20
Grade 1	70/30
Grade 2	60/40
Grade 3-Grade 5	50/50

Support

The Board and administration shall support the DLI program by hiring and retaining quality staff, funding appropriate professional development, and providing program facilities and instructional resources.

Expectations for Students and Parents

The District shall expect each student enrolled in the DLI program to:

1. Commit to the program throughout the elementary school grades; and
2. Maintain a high record of attendance.

The District shall expect each parent of a student enrolled in the DLI program to:

1. Support the continued development of the native language at home;
2. Support the child’s academic, linguistic, and socio-cultural development;
3. Attend two-way dual language parent meetings; and
4. Advocate for and support the dual language program.

Language Proficiency Assessment Committees

~~The professional staff members of the Language Proficiency Assessment Committees (LPACs) shall be assigned those duties by the Superintendent or designee. Selection of parent members of LPACs 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 LPACs, 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 stu-~~

	<p>dents. In performing their duties, committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL]</p>
Dual Language Immersion Program	<p>The District shall implement for students enrolled in elementary school grades a dual language immersion program (DLIP) to develop students who achieve high academic standards and are bilingual, biliterate, and bicultural.</p> <p>The program shall begin in prekindergarten or kindergarten and shall add a subsequent grade level each successive school year to include all elementary grades.</p>
Eligibility	<p>In accordance with law, access to the program shall not be based on race, creed, color, religious affiliation, age, or disability. [See EHBE(LEGAL)]</p> <p>Students residing in the attendance zone of the two-way dual language school shall be given priority in enrollment in the program. Enrollment in any available positions remaining in the program shall be determined by a lottery among interested students from across the District. However, a student whose native language is English shall not be allowed to enter the program after kindergarten unless the student scores at grade-level equivalency on a standardized Spanish language arts achievement test.</p> <p>The District shall use a Texas Education Agency-approved language proficiency test of all students in the program, including both language groups, to establish baseline data in academic language.</p>
Support	<p>The Board and administration shall support the DLIP by hiring and retaining quality staff, funding appropriate professional development, and providing program facilities and instructional resources.</p>
Equitable Access	<p>The District is committed to providing equitable access to services for English learners.</p>
Expectations for Participants	<p>The District shall expect each student enrolled in the DLIP to:</p> <ul style="list-style-type: none">• Commit to the program throughout the elementary school grades; and• Maintain a high record of attendance. <p>The District shall expect each parent of a student enrolled in the DLIP to:</p> <ul style="list-style-type: none">• Support the continued development of the native language at home;

- ~~• Support his or her child's academic, linguistic, and socio-cultural development;~~
- ~~• Attend two-way dual language parent meetings; and~~
- ~~• Advocate for and support the dual language program.~~