

## **DUAL LANGUAGE IMMERSION PROGRAMS – PROCEDURES**

### **Application**

The program will begin in kindergarten. Kindergarten registrations and late kindergarten registrations will be accepted from May through the summer prior to the academic school year. All kindergarten registrants are entered into the Dual Language Immersion lottery. Families will be given an opportunity to opt out of the lottery and secure their position in a non-immersion classroom.

### **Selection**

The lottery will take place on the first day of school. Class lists will be posted by 5:00pm on the front doors of the school.

### **Late Entry**

Class lists will be created by drawing the names of students who wish to be in the Dual Language Immersion Program.

Once the Dual Language Immersion Program is filled, any additional names of students who wish to be in the Dual Language Immersion Program will be drawn and those names will be recorded onto a master wait list.

Students on the wait list may enter the program if and when open spots become available.

Students who enter the school mid-year are welcome to have their names placed on the wait list.

If and when students from the wait list are added to the Immersion class they will be required to attend a Dual Language Immersion Boot Camp.

Because the student is immersed in the language of study for the majority of the instructional day, students entering a language immersion program after the first day of grade two will be required to demonstrate grade level proficiency in speaking, listening, reading and writing in the intended language of study. The teacher shall use appropriate assessments to make this determination.

### **Exit**

It is not unusual for children to experience fatigue and/or frustration while learning a second language. Requests to remove students from the program will generally involve multiple opportunities for supportive interventions. The following procedures have been established for exiting students from the program.

#### **Step 1**

First, a meeting between the classroom teacher and parent/guardian will take place to discuss concerns. The classroom teacher will work with an intervention team regarding the concern to define and implement appropriate interventions to alleviate concerns within a defined timeline.

#### **Step 2**

Second, if concerns persist, the classroom teacher, intervention team, building principal and parent/guardian will meet to discuss concerns. The principal will work with the classroom teacher, intervention team, and parents to define and implement next level interventions to alleviate concerns within a defined timeline.

#### **Step 3**

If concerns still persist after Step Two, the intervention team and building principal shall make the final decision about exiting a student from the program.

The Superintendent or designee has the discretion to waive these exit requirements if appropriate and accomplished in a non-discriminatory manner.