

DCPS Dual Language Planning



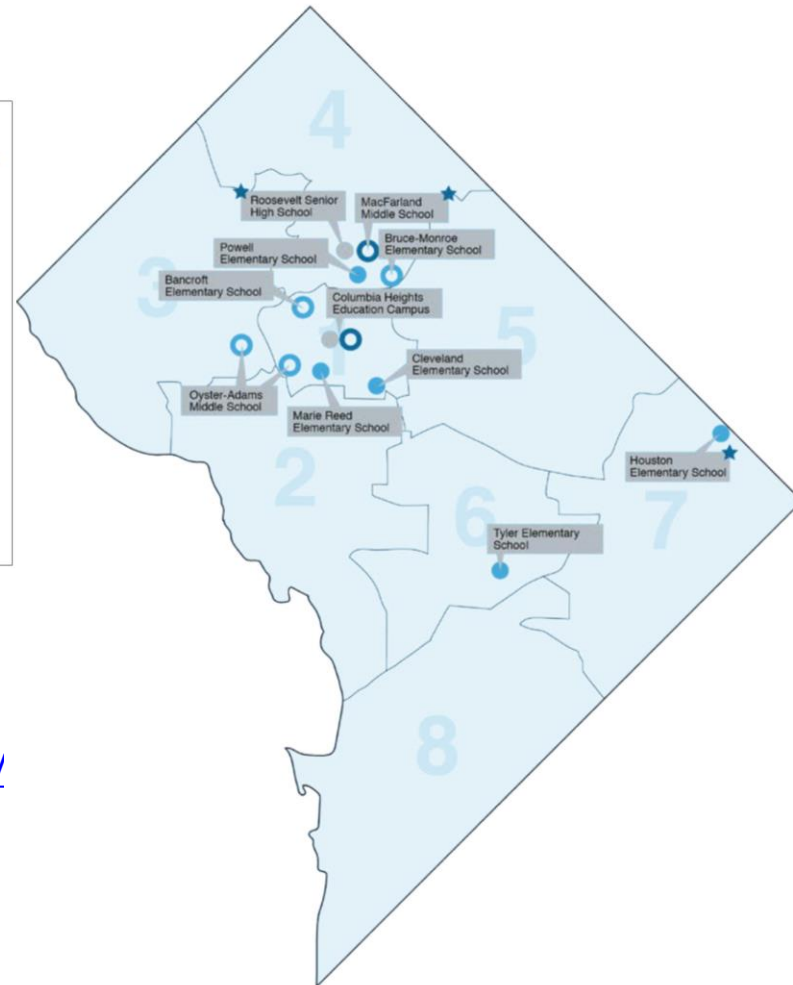
Dual Language in DCPS

- Background, Models, Locations

- 11 schools, varying in:
 - Demographics, concentration of native speakers, use of materials, staffing
 - Strand vs. Whole School model
 - ECE models
- All DL schools have:
 - One cluster
 - 50/50 instruction in each language
 - Literacy instruction in both languages, equal 'cognitive weight'

KEY

- Whole-School Models**
Whole-School models offer Dual Language programming to all students enrolled.
- Elementary School Programs
 - Middle School Programs
- Strand Models**
Strand models are smaller Dual Language programs within a school. Not all students in the school are enrolled in Dual Language programming.
- Elementary School Programs
 - High School Programs
 - ★ New Program



<http://dcps.dc.gov/dl>

<https://dcpsplanning.wordpress.com/category/dual-language/>

Process and Timeline

Objective: Expand dual language programming in a way that is systematic, data-based, and considers all DCPS stakeholders.

Timeline	Process Step
August- October	Engage Stakeholders Citywide (DCPS internal, school communities, education councils, SBOE, DCLIP, community groups)
October - November	Develop Initial Recommendations Gather Feedback on Initial Recommendations
November – December	Bring Recommendations to Leadership Team for Decision Making

Commitments and Non-Commitments

- We will...
 - Base any ultimate decisions on a combination of:
 - Equity of Access, Completing Feeder Patterns
 - Expert Recommendations
 - Parent/Community Input
 - Data
 - Collect input before making decisions
 - Report back on what we hear – bit.ly/dcpsplanning
- We won't necessarily...
 - Expand programs everywhere there is demand
 - Expand programs where demand is loudest
 - Convene a committee or cabinet on dual language
 - Broad engagement will inform DCPS leadership team's decision-making process

Discussion Questions

- What questions or thoughts do you have about the decision-making process and timeline? Who do we need to make sure we engage? What's the best way to reach them? (keep in mind we won't be able to make every meeting citywide)
- Thinking of what you know about dual language (in DCPS or not), what do you think is working well? What are the challenges and how can we improve?
- Given DCPS can't expand everywhere there is demand for dual language, we need criteria for deciding where and how to expand. What factors should be the most important for expanding to new schools?

Contact

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