Rialto Unified School District
Dual Language Immersion Program
Forms and Flyers

For more information please contact:

English Learner Programs
(909) 820-7700 ext. 2322
Marina Madrid, Ed. D., Director
Carolyn Palmer, Coordinator
ARIO TO UNIFIED SCHOOL DISTRICT

Incoming Kindergarten Dual Language Immersion 2016-2017

STUDENT INTEREST FORM

Elementary School: __________________________

Date of Birth: __________________________

Student Name: ______________________________

Parent/Guardian: ______________________________

Address: __________________________________

Day Time Phone Number: ______________________

Night Time Phone Number: ______________________

E-Mail: _____________________________________

Child’s Preferred Language: English ☐ Spanish ☐

Home School: __________________________________

Attended Pre-School: Yes ☐ No ☐ Pre-School Name: __________________________

This form does NOT guarantee placement at any site

Office Use Only:

Meeting Date: __________________________

Notification Date: __________________________

Signature: __________________________________

Approval Letter ☐ Denial Letter ☐

Classroom Visit Date: __________________________

Packet Date: __________________________

Date Received: __________________________
FORMULARIO DE INTERÉS ESTUDIANTIL

Escuela Primaria: ______________________

Fecha de nacimiento: __________________

Nombre del estudiante: __________________

Padre/tutor: ____________________________________________

Domicilio: ____________________________________________

Número de teléfono durante el día: _________________________

Número de teléfono durante la noche: _______________________

Correo electrónico: _____________________________________

Primer idioma de su niño/a:         inglés ☐  español ☐

Escuela que le corresponde: ________________________________

Asistio Jardín de niños: Sí ☐  No ☐  Nombre de la escuela: _______________________

Esta forma NO garantiza la colocación en cualquier sitio

Uso de oficina solamente:

Fecha de reunión: ___________________  Fecha de visita del aula: ___________________
Fecha de Notificación: ________________  Fecha del paquete: ___________________
Firma: ______________________________  Fecha recibido: ___________________

Carta de aprobación ☐  Carta de negación ☐
Student's Name ___________________________ Date __________________

Student's primary language ___________________________

Attended pre-school or TK:  Yes  No

If so, where did the student attend, and what did the teacher comment about the student:

________________________________________________________________________

Parent information

Language  Mother ___________  Father ___________

Occupation  Mother ___________  Father ___________

Allergies/Medical information:

________________________________________________________________________

Interests:

________________________________________________________________________

Notes:

________________________________________________________________________

________________________________________________________________________

Colors

Spanish

________________________________________________________________________

English

________________________________________________________________________

Counts to ________________ in Spanish

Counts to ________________ in English
Commitment to Participate
Dual Language Immersion
Programs

☐ Dual Language Immersion

Student ______________________  School ______________________ Date ____________

ID # ______________________  DOB ______________________  Grade ______________________

I have attended an informational meeting about the Dual Immersion Program. I understand the goals, the design of the program, and my responsibilities.

The program has three goals:
☐ Academic success in Spanish and English
☐ Speaking, reading, and writing in Spanish and English
☐ Cross-cultural respect and appreciation

I agree to:
☐ Keep my child enrolled in this program through the twelfth grade.
☐ Ensure that my child attends school regularly.
☐ Help my child at home
☐ Participate in parent meetings, the classroom, and other school events
☐ Meet with the school principal and a representative from the District English Learner Programs Department if I have any questions

The District/School agrees to provide:
☐ Qualified teachers for the Dual Language Immersion Program
☐ Parent involvement and education opportunities
☐ A safe, positive learning environment
☐ A variety of opportunities to develop academic success and proficiency in Spanish and English

____________________________  ______________________  ______________________
Parent/Guardian's Signature  Date  Phone Number

____________________________  ______________________
Principal's Signature  Date

____________________________  ______________________
District Coordinator or Director Signature  Date
Compromiso de Participación
Inmersión Dual

Estudiante ____________________ Escuela ____________________ Fecha ______

No. de identificación __________ Fecha de nacimiento __________ Grado __________

Yo he asistido a una junta informativa sobre el programa inmersión dual. Entiendo las metas, el diseño del programa y mis responsabilidades.

El programa tiene tres metas:
- ☐ Éxito académico en español e inglés
- ☐ Hablar, leer y escribir en español e inglés
- ☐ Una apreciación y respeto de otras culturas

Yo prometo:
- ☐ Mantener mi hijo en este programa hasta el final de la preparatoria.
- ☐ Asegurar que mi hijo tenga buena asistencia.
- ☐ Ayudar a mi hijo en casa
- ☐ Participar en las juntas de padres, en el salón y en otros eventos de la escuela
- ☐ Reunirme con el director escolar y un representante de la oficina de programas bilingües del distrito si tengo preguntas

La escuela promete proveer:
- ☐ Maestros calificados para el programa bilingüe o inmersión dual
- ☐ Participación y educación para padres
- ☐ Un lugar seguro y positivo para aprender
- ☐ Una variedad de oportunidades para desarrollar éxito académico y competencia lingüística en español e inglés

__________________________________________
Firma del padre o tutor de familia
Fecha __________ Número de teléfono __________

__________________________________________
Firma del director escolar o encargado
Fecha __________

Coordinador/Director del Distrito
Fecha __________
GIVE YOUR CHILD THE
GIFT OF BILINGUALISM!

The Rialto Unified School District now offers a dual language immersion program at four schools. Dual Language is a form of education in which students learn content and develop literacy in two languages. Research shows that learning a second language at a young age can benefit students in many ways. Come and be part of one of our four informational meetings!

**BOYD ELEMENTARY**
310 E. Merrill, Rialto
February 2nd, 2017
Spanish: 9:00-10:00 a.m.
English: 5:00-6:00 p.m.
April 4th, 2017
English: 9:00-10 a.m.
Spanish: 5:00-6:00 p.m.

**GARCIA ELEMENTARY**
1390 W. Randall Ave., Colton
February 16th, 2017
Spanish: 9:00-10:00 a.m.
English: 5:00-6:00 p.m.
April 11th, 2017
English: 9:00-10 a.m.
Spanish: 5:00-6:00 p.m.

**KELLEY ELEMENTARY**
380 S. Meridian Ave.,
San Bernardino
February 9th, 2017
Spanish: 9:00-10:00 a.m.
English: 5:00-6:00 p.m.
April 6th, 2017
English: 9:00-10 a.m.
Spanish: 5:00-6:00 p.m.

**MORRIS ELEMENTARY**
1900 W. Randall, Colton
March 2nd, 2017
Spanish: 9:00-10:00 a.m.
English: 5:00-6:00 p.m.
April 13th, 2017
English: 9:00-10 a.m.
Spanish: 5:00-6:00 p.m.
¡DELE A SU HIJO EL REGALO DE SER BILINGÜE!

El Distrito Escolar Unificado de Rialto ahora ofrece un programa de inmersión dual en cuatro escuelas. El lenguaje dual es un método educativo en el que los estudiantes aprenden contenido y desarrollan capacidad para leer y escribir en dos idiomas. Estudios han demostrado que aprender un segundo idioma a temprana edad puede beneficiar a los estudiantes de muchas maneras. ¡Vengan a informarse a una de nuestras juntas!

**Primaria Boyd**
310 E. Merrill, Rialto
2 de febrero de 2017
Español: 9:00-10:00 a.m.
Inglés: 5:00-6:00 p.m.
4 de abril de 2017
Inglés: 9:00-10 a.m.
Español: 5:00-6:00 p.m.

**Primaria Kelley**
380 S. Meridian Ave.,
San Bernardino
9 de febrero de 2017
Español: 9:00-10:00 a.m.
Inglés: 5:00-6:00 p.m.
6 de abril de 2017
Inglés: 9:00-10 a.m.
Español: 5:00-6:00 p.m.

**Primaria Garcia**
1390 W. Randall Ave., Colton
16 de febrero de 2017
Español: 9:00-10:00 a.m.
Inglés: 5:00-6:00 p.m.
11 de abril de 2017
Inglés: 9:00-10 a.m.
Español: 5:00-6:00 p.m.

**Primaria Morris**
1900 W. Randall, Colton
2 de marzo de 2017
Español: 9:00-10:00 a.m.
Inglés: 5:00-6:00 p.m.
13 de abril de 2017
Inglés: 9:00-10 a.m.
Español: 5:00-6:00 p.m.
Dual Language Immersion Program

Outreach Checklist

4 DLI Sites

— Send “fence sitter” & leadership staff to visit a DLI school to influence
— Will program be protected by the district?
— Long term goal (DI teachers)
— Provide a positive school culture by including all staff with DI
— Purchase Rosetta Stone for entire school
— School signage everything in both languages
— Benefits of bilingualism posters in office & staff lounge
— Build a solid supportive staff-TEAMWORK! (not us vs them) Team building activities
— Send “on the fence” teachers to observe the program/class in action
— International/Multi-cultural celebrations
— All Classified employees trained or on board about DI
— Core curriculum- same adoption for SLA?

District

— DLI ppt should be shared with ALL district personnel so they are informed
— LCFF/LCAP (LCFF support $) (LCAP sustainability)
— Board members actively involved in the program
— District Website advertisement D.I.
— Parent Summit
— Rialto Bridge
— Board info session
— P.R.W/Syeda
— Create definitive logo-stationary-t shirts- caps
— Monthly newsletter
— Hire bilingual
— Send member of REA Exec. Board to visit DLI program

Other District Sites

— Provide informative brochures
— Updated RUSD website and highlight our Dual Immersion Program
— Allow visitors to come see DI classrooms
— All sites should have DI informational ppt. (presentation by EL Prog.)
— Monthly newsletter
— Present DLI Powerpoint at all schools
— District Multi-Cultural Event(s)
— Ask other schools to have DLI tag on their website
— Allow staff members to have an opportunity to see the kinder DI classes

**Community**
— Benefits of Bilingualism (seal) job opportunities
— School site based trainings on DLI
— Press releases to S.B. Sun & Radio Record
— Parent Summit
— Contact CSUSB & UCR teacher credentialing office/ ED office & recruit student teachers
— Present at City Council Meeting
— Proud supporters campaign (wall, plaque)
— Local T.V & Radio announcements
— Board Presentation
— Job Fair
— CSUSB
— Recruit Volunteers
— Multicultural Festivals
— Open house at D.I. Schools
— Classified staff message if at overflow because of DLI
PROP 58 HAS PASSED! NOW WHAT?

KEY ASPECTS OF PROP 58:

- With the passage of Proposition 58, California school districts and sites will have more opportunities to consider in implementing a multilingual/biliteracy program.
- Starting in July of 2017, if there are parents of 20 students in one grade level or 30 students school-wide who request a multilingual/biliteracy program, it will trigger the exploration and implementation, to the extent possible, of a biliteracy program at the site.
- The California State Board of Education will approve guidelines and regulations concerning Prop 58.
- Keep in mind, quality multilingual/biliteracy programs are created with careful planning, resources, and at least one year of preparation. Don’t rush!

WHAT ARE SOME BILITERACY PROGRAM MODELS WE SHOULD CONSIDER? CABE and Californians Together recommend these different models to explore to see which is the best fit for your school community—PreK-12:

- Dual Language Immersion (90:10 or 50:50 model)
- One-Way Immersion Programs
- Heritage Language Programs
- Developmental Language Programs
- Foreign Language Experiential (FLEX) and Foreign Language in Elementary School (FLES) Programs

More information on these models can be found at http://www.resources.gocabe.org/index.php/home/programs/

OUR TOP 17 RECOMMENDATIONS! Here are our top 17 recommendations from Californians Together and CABE on how to get your multilingual/biliteracy program planning and implementation started:

GET SUPPORT AND GUIDANCE:

1) Contact CABE’s Professional Development Services for assistance in planning and implementing your PreK-12th grade biliteracy program! cabepds@bilingualeducation.org or (626) 814-4441 ext. 212

LAY THE FOUNDATION:

2) Commit to at least one year to plan for your biliteracy program
   a. There are many policy implications that take time to consider and process

3) Assemble a Biliteracy Program Leadership Team
   a. Select representatives from district, site, and community stakeholder groups

4) Seek support from the Board of Education and partnerships with civic and educational organizations

5) Identify the type of biliteracy program you would like or that has been requested by the parents
   a. Descriptions are available at http://www.resources.gocabe.org/index.php/home/programs/

6) Review the research on the program you’ve selected for PreK through 12th grade
7) Engage PreK-12th grade teachers, parents, and the public in the LCAP process to ensure inclusion, implementation, and funding for the biliteracy program from early childhood to high school graduation
   a. https://www.californiansstogether.org/does-your-local-control-accountability-plan-deliver-on-the-promise-of-improved-or-increased-services-for-english-learners/

SEEK OUT MODELS AND RESOURCES - You don’t have to start from scratch! There are many schools and districts that have implemented biliteracy programs that can serve as models and research based evidence to support your work.

8) Visit successful programs that are aligned with the program you are considering
   a. Contact C Abe Professional Development Services for a list of districts and schools with strong, effective biliteracy programs: cabe@bilingualeducation.org or (626) 814-4441 ext. 212

9) Seek out customized consulting support and program-specific professional development for all staff
   a. Plan for building the capacity of teachers in the biliteracy program for at least 5 to 6 years
   b. Contact C Abe’s Professional Development Services: cabe@bilingualeducation.org

10) Attend institutes and conferences to learn more about biliteracy programs
    b. Californians Together https://www.californiansstogether.org/
    c. Dual Language Education New Mexico http://www.dlenm.org/
    d. C Abe PDS Teacher Institutes http://www.gocabe.org/index.php/educators/professional-development/
    e. Center for Equity for English Learners—CEEL, at LMU http://soe.lmu.edu/centers/ceel/
    f. Sobrato Early Academic Language Model http://www.sobrato.com/
    g. Center for Applied Linguistics http://www.cal.org
    h. ATDLE https://atdle.org/conference/

DEVELOP SCHOOL-PARENT-TEACHER-STUDENT PARTICIPATION - Key factors in developing quality biliteracy programs

11) Recruit highly qualified biliterate and bicultural certificated and classified staff (PreK-12) and administrators
    a. Information on bilingual authorization for teachers from the Commission on Teacher Credentialing: http://www.ctc.ca.gov/credentials/leaflets/cl628b.pdf

12) Recruit students from both linguistic groups through a focused public relations campaign
    a. Know your community and where to connect with parents of students for your program

13) Request a long-term parent commitment to the biliteracy program, and be prepared as a district to make a similar commitment to sustain the program
    a. At least 5 to 6 years, but even better, 13 plus years (PreK through 12th grade)

14) Create a multicultural, multilingual, and collaborative school environment at the program site(s) from PreK through 12th grade.
    a. Value the culture(s)/language(s) in your program; teachers collaborate with English-only colleagues

OTHER KEY ELEMENTS

15) Have high expectations for all; use standards-aligned curriculum in English and the target language
    a. Academic achievement and language acquisition to biliteracy; Seal of Biliteracy and Pathways Awards

16) Document the success of all students in the program in both languages to ensure academic achievement and language development is on target
    a. Important to have data to show student progress to all stakeholders

17) Engage parents and offer educational and leadership opportunities for all
    a. Multiple options for engagement—parent leadership, language classes in English and target language, etc.

CONTACT US FOR MORE SUPPORT!
Recommended Readings in Dual Language Immersion

1. Books by Virginia Collier and Wayne Thomas:
   a. Dual Language Education for a Transformed World
   b. Creating Dual Language Schools for a Transformed World — Administrators Speak
   c. Educating English Learners for a Transformed World


4. Biliteracy from the Start; Literacy Squared in Action by Kathy Escamilla, et al., Caslon Publishing 2014