



Dual Language Program Enrollment Process

Program Enrollment:

K-5 Enrollment

In order to maintain a balance between the two program languages (English and Spanish) the goal will be to establish a balance of approximately 60-65% native Spanish speaking students and 35-40% native English speaking students.

In order to support this goal, schools will first review student enrollment information from their attendance zone and then determine whether transfers from outside each school's attendance zone would be needed. Parents wishing to apply for a transfer to participate in the dual language program should follow the regular transfer/ reassignment request process per Board policy 4150; additional information regarding this process can be found at <http://www.chatham.k12.nc.us/Page/21285>

Any parent can apply for a transfer for Dual Language programmatic transfer. However; no transfer requests are considered until a school has ensured that any and all interest from the base population has been addressed. If there is space available and there are interested transfer requests that support the program language balance, then the school should notify the Dual Language representative from the Academic Services & Instructional Support Division. If there are multiple transfer requests that meet the space/language need, then a lottery would be conducted among those interested in transferring.

- 1) Kindergarten will be the initial point of entry into the dual language program for most students.
 - a. Rising kindergarten students can indicate their interest in the dual language program while registering at either North Chatham or Siler City Elementary, whichever is their assigned elementary school.
 - b. Priority will be given to students identified as English Language Learners, especially students with intensive language needs.
 - c. Native English and current bilingual students will be enrolled in the dual language program based on the number of spaces available. If interest is greater than the number of available spaces a lottery system may be utilized.

- 2) Some students may be enrolled in First Grade if space is available.
 - a. Priority will be given to students identified as English Language Learners, especially students with intensive language needs.

- b. Native English and current bilingual students may be enrolled in the dual language program based on the number of spaces available.
 - c. If interest is greater than the number of spaces a schools will utilize a lottery from those waitlisted during the Kindergarten registration process.
- 3) In a few cases, some students may be enrolled in Second Grade if space is available.
- a. Priority will be given to students identified as English Language Learners, especially students with intensive language needs.
 - b. Native English and current bilingual students may be enrolled in the dual language program based on the number of spaces available.
 - c. If interest is greater than the number of spaces a schools will refer utilize a lottery from those waitlisted during the Kindergarten registration process but not selected during Kindergarten or First grade.
 - i. In these cases a language proficiency assessment will be used to ensure a student’s Spanish language proficiency is sufficient to be able to access the content being in taught. Placement decisions will be guided, in part, on the North Carolina Department of Public Instruction’s guidance on the expected minimum level of proficiency in Speaking, Listening, Reading and Writing. These guidelines come from the American Council on the Teaching of Foreign Languages Standard (ACFTL) and were adopted by North Carolina for all language programs. The expectations below are specific to dual language programs. * Students wishing to utilize the language acquisition assessment may be assessed one (1) time each academic school year. Chatham County Schools will cover the cost of the assessment and the staff to administer the assessment.

Grade	Listening	Speaking	Reading	Writing
2 nd Grade	Novice High	Novice Middle (level 3)	Novice High	Novice Middle (level 3)

- 4) In very limited cases students may be enrolled in the dual language program in Third through Fifth grade.
- a. First priority will be given to students identified as English Language Learners, especially students with intensive language needs.
 - b. Second priority will be given to new students enrolling who most recently were enrolled in dual language programs at their previous school.
 - c. When possible, native English and current bilingual students will be enrolled in the dual language program based on the number of spaces available.
 - i. In these cases a language proficiency assessment will be used to ensure a student’s Spanish language proficiency is sufficient to be able to access the content being in taught. Placement decisions will be guided, in part, on the North Carolina Department of Public Instruction’s guidance on the expected minimum level of proficiency in Speaking, Listening, Reading and Writing. These guidelines come from the American Council on the Teaching of Foreign Languages Standard (ACFTL) and were adopted by North Carolina for all language programs. The expectations below are specific to dual language programs.

- ii. If interest and the number of students meeting minimum proficiency is greater than the number of available spaces a waitlist or lottery system may be utilized.

Grade	Listening	Speaking	Reading	Writing
3 rd Grade	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
4 th Grade	Intermediate Middle (level 6)	Intermediate Middle (level 6)	Intermediate Middle (level 6)	Intermediate Middle (level 6)
5 th Grade	Intermediate Middle (level 7)	Intermediate Middle (level 7)	Intermediate Middle (level 7)	Intermediate Middle (level 7)