

Building Upon Students' Linguistic Assets

Representatives on the Dual Language Site Leadership Team

Each DLI site should have a voice in the development and implementation of the DLI program. The DL SLT also provides a conduit for information to between the DL DLT and each DL SLT.

DL SLT should include representatives from the following stakeholder groups at each DLI site:

- Site administrator(s)
- DLI teachers (one representative from the primary grades, one representative from the upper grades)
- Non-DLI teachers (one representative from the primary grades, one representative from the upper grades)
- Special Education teacher
- Parents/guardians of Emergent Multilingual students
- Parents/guardians of students who are not Emergent Multilingual students

The DL SLT may not have all the representatives listed above at the onset if there are no teachers currently assigned to the site that are interested and qualified to teach in the DLI program. For the first three years, there may only be one DLI and one non-DLI teacher representing the primary grades on each DL SLT, as the DLI program will only be at the primary grade levels. As the DLI program grows into the upper grades, the DLI and non-DLI teacher representatives can be added to each DL SLT.

It is recommended that non-DLI teachers be brought on to the DL SLT at the same time as the DLI teachers to provide a balanced voice from teachers at the site. The Special Education teacher may be brought on when the DLI and non-DLI teachers representing the primary grades join the DL SLT.

In addition, the site administrators will be responsible for selecting the parents/guardians of those who are and those who are not Emergent Multilingual students at each DLI site. They may want to reach out to teacher leaders on campus for assistance in the selection process. It is recommended that, if at all possible, there be representation among both groups of parents/guardians of those families who are interested in the DLI program for their children as well as of those who are not (e.g., one parent/guardian who is interested in the DLI program for their Emergent Multilingual student and one parent/guardian of an Emergent Multilingual student who is not, etc.).

There are no defined selection criteria or term limits set for DL SLT membership in this book other than what has been shared, above. However, the district administrators may want to consider the manner in which teachers and parents/guardians are selected and for how long they may serve. It is recommended, in the interest of transparency, that this consideration be made and policy set prior to notifying these representatives of their selection to the DL SLT and that they policy applies to all DL SLTs across the district.

District Representatives and Other Stakeholders for the Dual Language District Leadership Team

The DL DLT should include representative(s) from the following stakeholder groups:

- Superintendent's office
Rationale: It is important to have the opportunity for the Superintendent (through this representative) to provide guidance for and be kept updated on the work of the DL DLT and the progress of the planning for and implementation of the DLI program.