

Memorandum

To: Dr. Goodloe-Johnson, Superintendent

From: Carla Santorno, Chief Academic Officer
Courtney Jones, Special Assistant to the CAO

CC: Don Kennedy, Michelle Corker-Curry, Pat Sander, Ruth Medsker, Patrick Johnson, Gloria Mitchell, Scott Whitbeck, Shannon McMinimee, Linda Sebring, Nan Stavnsjoj, Holly Ferguson, Duggan Harman, Kathy Johnson, Tracy Libros, Rachel Cassidy, Fred Stephens, Dave Anderson, Ammon McWashington Linda Hoste, Colleen Stump, Robert Vaughn, Glenda Morgan, BiHoa Caldwell, Princess Shareef, and School Principals

Date: December 19th, 2007

Re: Program Placement Recommendations for the 2008-2009 School Year

The following program placement recommendations are for implementation in the 2008-2009 school year. The only exception is the urgent request for a January, 2008 opening of a Behavior Intervention Program (BIP) at the elementary school level.

In addition to the policy and procedure guidelines set out below, the Program Placement committee took into consideration the fact that systemic work is being undertaken by the District in the areas of program/service reviews (Accelerated Progress Program, Special Education, Bilingual); the student assignment plan; and development of a long-term strategic plan for the District. Specifically, the Program Placement Committee considered the trade-offs between short-term program and capacity needs and the desire to ensure that program placement decisions are coherent with the long-term strategies of Seattle Public Schools.

It is the policy of the Seattle School Board that programs be placed in support of District-wide academic goals that address systemic needs and support quality education for all students. The Program Placement Committee makes program location recommendations to the Superintendent, who, pursuant to School Board Policy F21.00, has ultimate decision making authority related to program placement. It is the policy of the Seattle School Board that programs be developed, replicated, and placed in support of District-wide academic goals that address systemic needs and support quality education for all students. This process addresses the development of new programs, the replication of existing programs, as well as the closing and/or relocation of existing programs throughout the District.¹

¹ Reference: School Board Policy, Program Development and Placement, C56.00

In making program placement decisions, the Superintendent should endeavor to:

1. Place programs in support of District-wide academic goals,
2. Place programs equitably across the District,
3. Place programs where students reside,
4. Consider input from stakeholders in the decision making process,
5. Utilize physical space effectively to assure that space needs are met across the District,
6. Ensure that fiscal resources are taken into consideration, and
7. Fully analyze the impact of any decision before it is made by using data, research and best practice.

All recommendations fall under at least one of the following categories:

- Special Education
- Bilingual Programs
- Advanced Learning
- New Programs
- Portable and Facility Requests
- Pending/Ongoing Program Placement Requests

COMMUNICATION

District Staff:

Once the recommendations are finalized and approved, the official notification will be sent out from Chief Academic Officer, Carla Santorno. An email will be sent to the Program Placement Committee, Instructional Directors, and to the Senior Leadership Team. Each principal who will either receive a program, or who has submitted a request, will receive a personal phone call. Communication to all other principals will be through the Principal Communicator, and the approved recommendations will be posted on the Program Placement website: <http://www.seattleschools.org/area/progplace/index.dxml>. School Board members will be notified through Dr. Goodloe-Johnson's Friday up-date to the Board.

Families and Community Members:

The approved recommendations will be posted on the Program Placement website: <http://www.seattleschools.org/area/progplace/index.dxml>. Enrollment guides for the following year will reflect program placement changes, as appropriate." The Special Education department will work with teachers, families, and students during the IEP process to determine where students can receive services.

Appendix 1: Beacon Hill International School Proposal - FAQ

Appendix 2: Beacon Hill International School Proposal - Definitions

**PROGRAM PLACEMENT COMMITTEE RECOMMENDATIONS
FOR THE 2008-2009 SCHOOL YEAR**

SPECIAL EDUCATION

Program Request	Proposed Placement	Committee Recommendation	Approved
<p>New Elementary Behavior Intervention (BIP) program.</p> <p>*Request for January 2008 opening.</p>	<p>T.T. Minor Elementary School</p>	<p>Recommendation: Approve request to open a new elementary Behavior Intervention program at T.T. Minor in January of 2008.</p> <p>Recent analysis of elementary program capacity indicates that a new Behavior Intervention Program (BIP) at the primary or intermediate level is needed for the <u>07-08 school year</u>. All of the current programs are full and there are 5 students awaiting assignment to a program with capacity. The Special Education Department expects to need additional capacity throughout this year. This program has a staffing of 10 students: 1 teacher: 2 IA's.</p> <p>To reduce transitions for students a site was sought where a K-5 continuum could be created. T.T. Minor currently has an Intermediate BIP so the addition of a Primary BIP will create this continuum of services for students.</p>	<p>Dr. Goodloe-Johnson</p>
<p>New Middle School Low Grouping program.</p>	<p>Denny Middle School</p>	<p>Recommendation: Approve request to open a new program at Denny.</p> <p>There are currently 8 students living in the SW quadrant who need this program upon entrance into middle school next year. This will create a second Low Grouping program at Denny and will feed into the program at Sealth. This move will help to support the transition for students from the low-grouping program at Denny to the low grouping program at Sealth. The staffing model for these programs is 9 students: 1 teacher: 1 IA.</p>	<p>Dr. Goodloe-Johnson</p>

Program Request	Proposed Placement	Committee Recommendation	Approved
New Middle School Medically Fragile program	Orca K-8 @ Whitworth building	<p>Recommendation: Approve request to open a new program at Orca.</p> <p>The addition of this program will create a K-8 continuum for students who need the Medically Fragile program. This will create a second site where we can serve medically fragile middle school students, and also offers an option within the alternative setting.</p> <p>This program serves students who have significant disabilities with physical needs, cognitive needs, and personal health care issues. This program is staffed with 8 students; 1 teacher; and 2 IA's. This program requires access to a room with bathrooms and a sink. This room also needs to be on the first floor and needs to be accessible for door-to-door transportation.</p> <p>Existing program locations:</p> <ul style="list-style-type: none"> - <u>Elementary</u>: Orca (primary/intermediate), Green Lake (primary/intermediate) - <u>Middle</u>: Meany - <u>High</u>: Ingraham, Sealth, Hale 	Dr. Goodloe-Johnson
New High School Low Grouping (2 programs)	Nathan Hale and Sealth high schools	<p>Recommendation: Approve request to open a new program at Nathan Hale and at Sealth @ Boren.</p> <p>Currently, there are 8 eighth-grade students living in the NE quadrant who will be rising to high school and in need of this program next year. Summit K-12 has a program, but has no capacity for next year, so the program will be placed at Nathan Hale.</p> <p>There are currently 8 eighth-grade students living in the SW quadrant who will be rising to high school and in need of this program next year. The request to open a program at Sealth means that the program will be located at the Boren building for two years while Sealth is rebuilt. It is anticipated that within the next two years the Special Education program models across the system will be modified (as the Special Education Review report is analyzed and decisions are made on program and service delivery) so when</p>	Dr. Goodloe-Johnson

		Sealth moves to the new building it is likely that only one room will be required for this program. Denny also has a low-grouping program so students at Denny can transition into the program at Sealth. Staffing: 9 students: 1 teacher: 1 IA	
Program Request	Proposed Placement	Committee Recommendation	Approved
New High School Autism Inclusion (1 program)	Cleveland High School	<p>Recommendation: Approve request to open a new program at Cleveland.</p> <p>Currently, there are 6 eighth-grade students who will be in need of this program next year. High school inclusion programs are currently distributed in the central and north areas of the city, but students who need this program reside throughout the city. Therefore it is recommended it is recommended that the program be placed at Cleveland.</p> <p>Existing program locations:</p> <ul style="list-style-type: none"> - <u>Middle School programs</u>: Eckstein, McClure, Salmon Bay - <u>High School programs</u>: Ballard, Center, Garfield, Nova, Roosevelt. <p>Staffing: 8 students: 1 teacher: 2 IA's.</p>	Dr. Goodloe-Johnson
Close the Behavior Intervention Program (BIP) at Ballard	CLOSE	<p>Recommendation: Approve request to close the Behavior Intervention Program (BIP).</p> <p>This program is currently under-capacity and the students projected to need services next year may have the ability to be served by the resource teacher. This will be evaluated on a student-by-student basis with the IEP team. The room that currently houses the BIP program will be used for the increased enrollment in the Autism Inclusion program. This move means that Ballard will be the only comprehensive high school without a BIP program for the 2008-09 school year.</p>	Dr. Goodloe-Johnson
Program Request	Proposed Placement	Committee Recommendation	Approved

<p>High School Autism Self-Contained (2 programs)</p>	<p>Roosevelt and Chief Sealth high schools</p>	<p>Recommendation: Approve the request to open new programs at Roosevelt and Chief Sealth high schools.</p> <p>Currently, there are 4 eighth-grade students living in the SW quadrant who will need this program next year. Chief Sealth was selected as the most appropriate site for this program.</p> <p>There are 4 eighth-grade students living in the NE quadrant who will need this program next year. Roosevelt currently has one Autism self-contained program that will be at full capacity for the 2008-09 school year. Students will benefit by having these programs paired and by the collaborative instruction from both teachers. This program has a staffing of 8 students: 1 teacher: 2 IA's. The new program could work in collaboration with the existing programs</p>	<p>Dr. Goodloe-Johnson</p>
<p>Request the creation of a new program (split Lowell 4B program in to primary/intermediate and relocate)</p>	<p>Lowell Elementary</p>	<p>Recommendation: Do not approve the request to create a new program and relocate programs to a building other than Lowell.</p> <p>It was requested that a new program be created, and that both programs be relocated to another elementary school building. The students served in the existing program require a nurse on site; rooms large enough for wheel chairs; a room with close accessibility to the bathroom; ramps; and table lifts for changing.</p> <p>Any decision about moving the programs at Lowell should be guided by a long-term plan and supported by the recent Special Education Review. In addition, these decisions should also be incorporated into the new student assignment plan. Any concerns that arise related to provision of services provided to specific students will be addressed through the IEP team process.</p>	<p>Dr. Goodloe-Johnson</p>
<p>Program Request</p>	<p>Proposed Placement</p>	<p>Committee Recommendation</p>	<p>Approved</p>

<p>Request removal of blended K from Lafayette</p>	<p>Lafayette Elementary</p>	<p>Recommendation: Do not approve the request to move the program.</p> <p>It is in the best interest of students to retain this program at Lafayette for the present, pending further analysis of the implications of the Special Education review and the work on the student assignment plan. The instructional director for Lafayette, Patrick Johnson, will work directly with the principal, school-based staff and central education staff to review resource support needs for this program.</p>	<p>Dr. Goodloe-Johnson</p>
<p>Request removal of blended Primary Behavior Intervention Program</p>	<p>John Muir Elementary</p>	<p>Recommendation: Do not approve the request to move the program.</p> <p>It is in the best interest of students to retain this program at John Muir for the present, pending further analysis of the implications of the Special Education review and the work on the student assignment plan. The instructional director for John Muir, Patrick Johnson, will work directly with the principal, school-based staff and central education staff to review resource support needs for this program.</p>	<p>Dr. Goodloe-Johnson</p>

BILINGUAL PROGRAMS / INTERNATIONAL SCHOOLS

Program	Proposed Placement	Recommendation	Approved
<p>International School Program; This includes two Dual Language components (Mandarin/English and Spanish/English)</p>	<p>Beacon Hill Elementary</p>	<p>Recommendation: Approve the request to begin the international school program in the fall of 2008-09. This includes approval to implement Mandarin and Spanish immersion programs at Beacon Hill, beginning with three sections of kindergarten in fall 2008. The new dual language program will grow to become a K-5 program by adding one grade level each year.</p> <p>The program model will include a “dual language immersion” program, also called “two-way” for the Spanish/English strand and a “partial immersion” program for Mandarin/English. In addition, there will be an English strand option for students. The language immersion model with Mandarin and Spanish will be taught by certificated teachers who have experience working with students who are acquiring new language skills.</p> <p>The number of students entering the program at kindergarten level will capped at about 60 on a trial basis, as long as there are enough seats in the cluster to accommodate students living in the cluster. We also recommend that the waitlists for the school be moved earlier than in previous years.</p> <ul style="list-style-type: none"> - October 2007 Enrollment: 383 - October 2007 ELL Population: 184 - May 2007 Free & Reduced Meal Percentage: 70.5% <p>The school is interested in pursuing a name change to reflect its commitment to the international school philosophy. (Any request for a name change will be handled through the approved School Board policy and process).</p> <p>See Appendix 1 and Appendix 2 for more information.</p>	<p>Dr. Goodloe-Johnson</p>

CAREER AND TECHICAL EDUCATION (CTE)

Program	Proposed Placement	Recommendation	Approved
<p>Architecture, Construction, Engineering (ACE) Apprenticeship Program (serves students at Franklin and Sealth high schools)</p>	<p>Denny Middle School</p>	<p>Recommendation: Do not approve the request to move the ACE program to the Duwamish site for the 2008-09 school year. A request was submitted to move the ACE apprenticeship program to South Seattle Community College’s Duwamish Center, where it was once located. Currently, no agreement exists to make this move. The program is currently housed at Denny, though it primarily serves students from Sealth and Franklin. While located at Denny for the 07-08 school year the teacher and principal have collaborated and introduced the concept of apprenticeship to middle school students.</p> <p>Until there is a formal agreement with the Duwamish site the District cannot authorize or recommend a move of this program from its current location. We recommend a one year approval for the continuation of the program at Denny. The Career Technology Education (CTE) department will reconsider this location as part of the joint-use agreement discussions that are in progress with local community colleges.</p>	<p>Dr. Goodloe-Johnson</p>

GENERAL PROGRAM REQUESTS

Program	Proposed Placement	Recommendation	Approved
Saturday School at Aki Kurose Middle School	Bailey Gatzert Elementary	<p>Recommendation: Deny the request to move the program. This program will remain at Aki Kurose. Aki Kurose serves as a central location for many community organizations that support our students on Saturdays.</p> <p>For the past 8 years the Title I/, Bilingual, and Migrant Education programs have jointly supported a drop-in Saturday supplemental educational program for eligible students grades K-12. The program has grown from a few dozen students to an average attendance of 60 per week, and runs from 8:00am-1:00pm. Program managers are requesting a change of venue. Program managers have requested the use of 3 adjacent classrooms at Gatzert and the use of the covered playground facility.</p>	Dr. Goodloe-Johnson

EARLY LEARNING / CHILDCARE

Program	Proposed Placement	Recommendation	Approved
Request to open a District-funded preschool program	Graham Hill Elementary	<p>Recommendation: Do not approve the request to open a District-funded preschool.</p> <p>This request was made because Graham Hill currently has a tuition-based pre-K Montessori program that has automatic roll-up into the Kindergarten Montessori class. The school is interested in starting a traditional preschool for students who would like to have access to a preschool option. Required staffing is a 0.5 teacher and a 0.5 instructional assistant. Total estimated costs are around \$66,000. The school currently offers 5 scholarships for the pre-K Montessori program to students who qualify for Free and Reduced Priced Meals. Scholarship funds are raised by the PTA.</p> <p>Additional early learning opportunities are important. However, funding has not currently been identified for additional pre-school seats. The District continues to collaborate with the early learning community to increase access, and the topic of early learning will be considered as the strategic plan is developed.</p>	Dr. Goodloe-Johnson
Request for preschool component for childcare	Beacon Hill Elementary	<p>Recommendation: This request was received, and approved, in the spring of 2007. Therefore, we recommend that the prior approval stand as long the provider meets the up-dated licensing requirements.</p> <p>Community Day School Association (CDSA) submitted a request to add a Preschool/Kindergarten Readiness program to the existing before- and after-school care program at Beacon Hill. Licensing requirements are different for school-age and preschool students, so this proposal allows them to serve both in licensed spaces.</p> <p>CDSA will primarily use the existing dedicated childcare space and the multi-purpose room in the school, and also occasionally use the gym. Preschool</p>	Dr. Goodloe-Johnson

		students will only use the existing dedicated school-age childcare space. Kindergarten students, and possibly first graders, will continue to use this space from 7-9am and 3-6pm. Second through 5 th graders will have before and after school care available in a variety of areas in the school including the multi purpose room and gym. CDSA will evaluate how the new preschool licensing requirements (2 exits, etc.) will affect this request for implementation in 2008.	
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APPENDIX 1:

BEACON HILL INTERNATIONAL SCHOOL PROPOSAL - FAQ

This information was compiled with assistance from Susie Murphy, Principal of Beacon Hill Elementary; Kristin Percy Calaff, Ph.D., a consultant for the Bilingual Department; and Karen Kodama, International Education Administrator, Seattle Public Schools. (11/3/07)

What programs will be offered at Beacon Hill International School?

We will have three programs, each with one class at each grade level (beginning with kindergarten in 2008-09 and building one grade level each year):

- Spanish/English Dual Language Immersion Program
- Mandarin/English Partial Immersion Program
- English Language International Program

The following chart shows how each of these programs is designed:

Program	Spanish/English Dual Language Immersion Program	Mandarin/English Partial Immersion Program	English Language International Program
Students	50% Spanish speakers 50% English speakers (40-60% min./max.)	50% Chinese heritage speakers 50% English speakers (40-60% min./max.)	ELL students (languages other than Spanish/Chinese) English speakers
Subjects taught in each language	K/1 – L.A./S.S. in Spanish 2-5 – Math/Science in Spanish	K-5 – Math/Science in Mandarin	K-5 – all subjects in English (plus native language support as available)
International Program components	International Program: <ul style="list-style-type: none">• Global Perspectives• Academic Excellence• World Languages <i>Cultural Competence</i>	International Program: <ul style="list-style-type: none">• Global Perspectives• Academic Excellence• World Languages <i>Cultural Competence</i>	International Program: <ul style="list-style-type: none">• Global Perspectives• Academic Excellence• World Languages <i>Cultural Competence</i>
Reasoning	Native & heritage Spanish speakers will develop better literacy skills by learning first language (L1) literacy first	Mandarin will be best learned by all students in hands-on content such as math/science	ELLs from other language groups need native language support & English skills before adding a third language

Why did Beacon Hill select Mandarin and Spanish as the two target languages for the World Languages portion of the school?

There are many languages represented at Beacon Hill, over 10 different languages in the 2006-2007 year. But nearly 24% of the students we serve are native Spanish-speakers. Our current native Spanish literacy program, though limited in scope to kindergarten, has provided significant support for our Spanish-speaking students. In addition, about 23% of our students speak Cantonese or another Chinese dialect. Many, if not all of these families, send their

children to “Chinese School,” later in the day or on the weekends, to learn Mandarin. So, aside from the value of learning to speak languages that represents a large portion of the population of the world, the selection of both Mandarin and Spanish honor and support the current population that we serve.

How will your language immersion model meet the needs of students at Beacon Hill who are not native English, Spanish or Chinese speaking?

In the English Language program, students will receive the Global Perspectives, Academic Excellence and Cultural Competency portions of the International School program, but the World Languages portion will be infused, rather than immersing the students in a language. For example, they may learn phrases in Mandarin or Spanish, sing songs in those languages or listen to stories that represent various cultures and languages. But in order to provide these students with the opportunity to become fluent in English and support their own home languages, they will not have the language immersion experience in Spanish or Mandarin.

As the children in the English Language class move through their instructional day, they will have multiple opportunities to be grouped with other English Language Learners and native English speakers for literacy and content classes. In addition, opportunities to participate in specialist classes, such as PE and Art, as well as social connections provided during recess and lunch, will create relationships and a sense of community for all the children, regardless of the program in which they are enrolled.

What subjects will be taught in each language? How will students be grouped?

Sample Schedule (K/1):

- S1 & S2 = Spanish/English Dual Language Immersion Students (Group 1 & 2)
 - M1 & M2 = Mandarin/English Immersion Students (Group 1 & 2)
 - E1 & E2 = English Language Students - mostly ELLs (Group 1 & 2)
- (Groups 1 & 2 for each class would be a mix of native & non-native speakers)

	Spanish Teacher	Mandarin Teacher	English Teacher 1	English Teacher 2
9:00 – 11:45 a.m. Language Arts & Social Studies	S1 & S2	***	E1 & M1	E2 & M2
12:15 – 3:00 p.m. Math & Science	***	M1 & M2	E1 & S1	E2 & S2

***Year 1, Spanish & Mandarin teacher will use this time for **planning** & curriculum development.

Year 2, they will teach the **1st grade block** during this time.

How will the language immersion model change after first grade?

After first grade, students in the Spanish/English dual language program will switch from learning Language Arts and Social Studies in Spanish to Math and Science in Spanish. This will allow students to develop literacy in both languages and transfer skills learned in the first language to the second.

Sample Schedule (Gr. 2-5):

	Spanish Teacher	Mandarin Teacher	English Teacher 1	English Teacher 2
9:00-11:45 a.m.	***	M1 & M2 (Math/Science)	E1 & S1 (L.A./S.S.)	E2 & S2 (L.A./S.S.)
12:15-3:00 p.m.	S1 & S2 (Math/Science)	***	E1 & E2 (Math/Science)	M1 & M2 (L.A./S.S.)

How will this program affect the current teachers at Beacon Hill School?

As the program grows, each grade level will add one position (.5 Spanish/.5 Mandarin) for a target language teacher and will need to displace one English teacher per grade level. Over 6 years, they will need to hire **3 full-time Mandarin teachers and 3 full-time Spanish teachers in total**. Because this process will take 6 years to complete, this can normally be done by natural attrition as teachers move away, retire, or leave the school by choice.

English language teachers may have to be willing to switch grade levels or change which subjects they teach to accommodate the program as well as adapting to the international school curriculum. Teachers who choose to leave or are displaced by the program will be given “super seniority” in their choice of another school.

Teacher*	Spanish	Mandarin	English 1	English 2
K/1	K – L.A./S.S.(1)	K – Math/Sci.(1)	K – all subjects	K – all subjects
	1 – L.A./S.S.(1)	1- Math/Sci.(1)	1 – all subjects	1 – all subjects
2/3	2 – Math/Sci. (1)	2 – Math/Sci. (1)	2 – L.A./S.S. (2)	2 – all subjects
	3- Math/Sci. (1)	3 – Math/Sci. (1)	3 – L.A./S.S. (2)	3 – all subjects
4/5	4 – Math/Sci. (1)	4 – Math/Sci. (1)	4 – L.A./S.S. (2)	4 – all subjects
	5 – Math/Sci. (1)	5 – Math/Sci. (1)	5 – L.A./S.S. (2)	5 – all subjects

How will the language immersion program be staffed across the first two years of the program?

The first year of the program, 2008-2009, the kindergarten will be staffed with two full-time English speaking teachers and a .5 FTE Spanish teacher and a .5 FTE Mandarin teacher. The second year of the program, when the language immersion component begins in first grade, the

first grade staffing will consist of two full-time English speaking teachers and the .5 FTE Spanish and Mandarin teachers in kindergarten will be increased to full-time and will teach in both kindergarten and first grade programs. If additional funding becomes available for planning, the initial year of the program could see an increase in FTE for the target language teachers in Spanish and Mandarin.

What will happen to children entering Beacon Hill School after first grade? How will they be placed?

Children entering school in second grade whose native language is either Spanish or Chinese will be admitted into the existing language immersion programs. If their native language is not Spanish or Chinese, but their skills in Spanish or Chinese are strong, they may be admitted to the language immersion program. In any situation, a brief assessment will be given and entrance to the language immersion portion of the program will be determined on a case-by-case basis by the instructional personnel at the school site. After first grade incoming students not selected for the language immersion program will be placed in the English Language class as space is available.

APPENDIX 2:

BEACON HILL INTERNATIONAL SCHOOL PROPOSAL - DEFINITIONS

This information was compiled with assistance from Susie Murphy, Principal of Beacon Hill; Kristin Percy Calaff, Ph.D., a consultant for the Bilingual Department; and Karen Kodama, International Education Administrator, Seattle Public Schools. (11/3/07)

International Education – International education is an educational program that encompasses academic excellence, global perspectives, and world languages into the curriculum with the goal of developing cultural competence for all students. The mission of an international education program is to educate and prepare all students to achieve today and tomorrow in a global community and economy.

World Languages – These are languages that are viewed as essential for communication around the world. Formerly termed “foreign” languages, the new term acknowledges the rich diversity of languages within the United States as well as abroad. World language programs may include language immersion, FLES/FLEX, heritage or native language programs, and traditional foreign language classes.

Target Language – This is a language that is being targeted for instruction. It could be the student’s native language or it could be a second (or even third) language for a student.

Language Immersion – This describes a program in which students are provided opportunities to be immersed in a language they are attempting to learn through content-based instruction for a substantial portion of the school day.

Dual Language Immersion – In this language immersion model, 40-60% of the students are native speakers of the target language (such as Spanish or Mandarin) and 40-60% are native speakers of the dominant language (English). Students learn each language from a highly proficient teacher and their native-speaking peers. This model has been shown by research to be the most effective program for English Language Learners.

Partial Language Immersion – In this language immersion model, most or all of the students are non-native speakers of the target language and learn from a highly proficient teacher and a few native-speaking peer models when available.

50/50 Model – Both dual language and partial language immersion programs may use a 50/50 model. The numbers 50/50 refer to the amount of time in each language (NOT to the % of speakers of each language). The majority of language immersion programs use a 50/50 model because it is easier to implement and sustain and has effective results.

90/10 or 80/20 Model – Some dual language and “full immersion” programs use a 90/10 or 80/20 model. In these models students begin in the early grades (K-2) receiving a greater percentage of instruction in the target language and less instruction in English, gradually increasing the amount of English throughout the grades. In dual language models, students receive 50% of their instruction in each language by grade 3 or 4. In “full immersion” programs in which all students are native English speakers, students may continue to receive 80-90% of their instruction in the target language to achieve greater proficiency in the second language.

Native Speakers – Native speakers are students whose home language matches the target language. For most students at Beacon Hill, this will be either Spanish or English. For example, students whose home language is English will be considered to be Native English Speakers. Students whose home language is Spanish will be considered to be Native Spanish Speakers. In our Language Immersion, both these groups of students would receive instruction in their native language – either Spanish or English – and in a target language.

Heritage Speakers – This term typically refers to students who may be bilingual or may have some ability in a home language other than English but are not fully proficient. However, for the purpose of this proposal, Beacon Hill is also using this term to refer to students whose home language has similar linguistic and cultural roots as the target language. Chinese heritage speakers (mostly Cantonese speakers) would be receiving instruction in a target language, Mandarin, that shares a common heritage with their home language and uses the same written form, but is, in fact, different in its spoken form.