

*South Bend Community School Corporation*

**Maritza Robles Dual Language Immersion Magnet (Spanish/English)**

**2020-2021 Program Guidelines**

For Office Use Only:

Date Received Application # Notification

# PROGRAM MISSION:

The South Bend Community School Corporation recognizes that bilingualism and bi-literacy are global assets that provide opportunities for students to compete in a global economy *(Goal 6 of the SBCSC 2014-2017 Strategic Plan).* The South Bend Community School Corporation’s Dual Language Immersion program strives to develop 21st Century Skills vital to success in the global environment in which our students will live and work.

# PROGRAM OVERVIEW: WHAT IS DUAL LANGUAGE IMMERSION?

The South Bend Community School Corporation is excited to offer the Spanish/English Dual Language Immersion (DLI) Magnet at McKinley Elementary School and Harrison Elementary School. We are now enrolling new kindergarten students for 2020-2021. In dual language immersion, native Spanish speakers and native English speakers maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. The DLI magnet is intended for students who plan to continue with the program through at least the eighth grade. Seventh and eighth grade DLI students will be enrolled in two DLI courses each year. At the high school level, ninth grade DLI students will enroll in an Advanced Placement Spanish class. DLI students in the tenth through twelfth grades could then opt to take college level courses in Spanish, Heritage Spanish, IB Spanish, or begin to study a third language.

SBCSC has chosen a 50:50 Spanish/English model for its Spanish dual language program. In this model, 50% of classroom instruction is taught in Spanish and 50% in English. DLI teachers practice language separation to support language development goals. Standards-based academic content in both Spanish and English is taught and assessed in two languages throughout the school year. DLI programs enhance academic and linguistic abilities in two languages. Additionally, teachers in the DLI program integrate multicultural content to promote the development of global competence.

# PROGRAM OBJECTIVES: WHY CHOOSE DUAL LANGAUGE IMMERSION FOR YOUR CHILD?

Effective Dual Language Immersion (DLI) programs:

* Are research-based and develop 21st Century Skills.
* Develop a high level of thinking, listening, speaking, reading, and writing proficiency in both English and the partner language (Spanish). DLI creates huge advantages in cognitive development. A DLI student’s ability to tackle rigorous coursework is enhanced.
* Reflect and honor the linguistic and cultural diversity of our community. DLI programs promote multicultural understanding, positive attitudes and appreciation toward world languages and cultures.
* Result in improved academic achievement and graduation rates of English Learners (ELs), or students who speak a language other than English in the home. DLI is a superior model for developing language proficiency for ELs. The model is “additive” not “subtractive.”
* Close the achievement gap by promoting academic excellence in all subject areas. DLI students meet or exceed state standards.

# APPLICATION PROCESS:

* Applications are available starting **November 1, 2019** in the Administration Building and on our website at [www.sb.school](http://www.sb.school).
* Completed forms may be submitted online at sb.school, mailed or faxed to the South Bend Community School Corporation, Bilingual Services Department, 215 S. Dr. Martin Luther King Jr. Blvd., South Bend, Indiana, 46601. The fax number is 574- 283-8144. ***Please fill out all sections of the application form.***
* **Please submit all sections of the application no later than December 15, 2019**. If mailed, application forms must be postmarked by this date. If you provide an email address you will receive a confirmation email indicating the receipt of your application. Students who apply late will be placed on a waiting list.
* Applications will be date and time stamped as they are received. Students will be placed into the applicant pool based on the date and time their completed applications are received.
* The Dual Language Immersion application does not register your child for kindergarten. **Kindergarten registration is a separate process that you must complete.**

# SELECTION PROCESS:

* A goal of the selection process is to ensure that the composition of the program will be reflective of the demographics and diversity within the South Bend Community School Corporation.
* Another goal of the selection process is to ensure that the composition of each classroom is reflective of the 50/50 Dual Language Immersion model, whereby, heritage speakers of Spanish and heritage speakers of English are equally represented.
* No registration priority will be given to SBCSC employees.
* A waiting list will be maintained, if necessary.

# Transportation will be provided for ALL students accepted into the program who live outside the designated school’s walk area.

* Parent notification letters will by the end of March, 2020. To secure your child’s seat in the program, letters of intent are required to be signed and returned by the deadline indicated in the Parent Notification letter.

# PROGRAM INFORMATION:

* The Dual Language Immersion model requires 50% of daily instruction in English and 50% in Spanish. Instruction is guided by the required Indiana State Standards.
* A team of two teachers (at each grade level, both in kindergarten and first grade) will collaborate to ensure the development of both languages.
* There is no additional cost to the parents for this program.
* The program is 100% voluntary. DLI is one of many quality educational opportunities offered to students by the South Bend Community School Corporation.
* The Dual Language Immersion program will expand to the next grade level each year through elementary school. The program will extend into the middle school level and culminate when a DLI student completes an Advanced Placement Spanish course in high school.
* The Dual Language Immersion program is a challenging program. Individual students learn and use a new language at varying rates. Therefore, plenty of positive support and encouragement is essential.
* Your child’s teachers will provide periodic updates on your child’s progress and strategies to support your child’s language development at home. School personnel will work with you to address concerns.
* A formal request for withdrawal from the Dual Language Immersion program will be considered only after your child has received the support and help that would be offered to any child experiencing difficulties. Withdrawal from the program is handled on an individual, case-by-case basis.
* If you decide to withdraw your child after enrolling in this program, prior to the start of the school year, it is your responsibility to contact the Bilingual Services Department as soon as possible so that another student on the waiting list may be notified.
* In 2015, the Indiana State Legislature passed Biliteracy Legislation (Senate Enrolled Act, no. 267) that supports the development of Dual Language Immersion programs in schools in Indiana.
* Research shows that most DLI students perform at or above grade level in all areas by the fifth grade, and in some cases outperform non-immersion students on standardized measures of reading and math.

# RESEARCH:

* Development of 21st Skills and Global Competencies:
  + Callahan, R.M., & Gandara, *P.C*., (2014). *The bilingual advantage: Language, literacy and the US Labor market.*

Bristol, UK: Multilingual Matters.

* + Howard, E. (2002). Two-way Immersion: A key to global awareness. *Educational Leadership,* 60(2), 62-64.
  + Global Education Policy Statement, the Council of Chief State School Officers, November 2006,

[www.ccsso.org/content/pdfs/Global%20Education%20Final%20lowrez.pdf](http://www.ccsso.org/content/pdfs/Global%20Education%20Final%20lowrez.pdf)

* Increased Academic Performance:
  + *English proficient immersion students achieve as well as and in most cases better than non-immersion students on standardized measures of reading or math. This applies to students from a range of socio-economic and ethnic backgrounds as well as cognitive and linguistic abilities. (Fortune 2012) Center for Advanced Research on Language Acquisition*
  + Collier, V.P., & Thomas, W.P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice, 2(1), 1-20*
  + Robinson, D. W. (1998). The cognitive, academic, and attitudinal benefits of early language learning. In M. Met (d.), *Critical issues in early second language learning: Building for our children’s future* (pp.37-56). Scott Foresman

– Addison Wesley.

* Closing the Achievement Gap:
  + Thomas, W.P., & Collier, V.P. (2011). Drs. Thomas and Collier share the educational implications of the research on dual language programs. ESL Globe, 8(1), 1-2. Raleigh, NC: North Carolina State University.
  + Lindholm-Leary, K., (2005). The rich promise of two-way immersion. *Educational Leadership, 62(4). 56-59.*
  + Thomas, W.P., & Collier, V.P. (2012). *Dual language education for a transformed world* (pp. 44-46). Albuquerque: Fuente Press
* Enhanced Cognitive Skills**:**
  + Marian, V., & Shook, A. (2012) The cognitive benefits of being bilingual. *Cerebrum, Sep-Oct; 2012:13.*
  + Marian, V., Faroqi-Shah, Y., Kaushanskaya, M.,Blumenfeld, H.K., Sheng, L., (2009) Bilingualism: Consequences for Language, Cognition, Development, and the Brain. *The ASHA Leader, October 2009, Vol. 14, 10-13.*
  + Mailat, D., & Serra, C. (2009) Immersion education and cognitive strategies: Can the obstacle be the advantage in

a multilingual society? *International Journal of Multilingualism,* 6(2), 186-206.

* Advanced Second Language Proficiency:
  + After only 2 or 3 years in an immersion program, students demonstrate fluency and confidence when using the immersion language, and their listening and reading skills are comparable to those of native speakers of the same age (Johnson & Swain, 1997).
  + Padilla, A., et. al., (2013) A Mandarin/English two-way immersion program: language proficiency and academic

achievement. *Foreign Language Annals* 46(4), pp. 661-679.