Introductions

• Fonda Harrison, Associate Superintendent for Teaching & Learning
• Ron McAllister, Principal Kelly Mill ES
• Lee Anne Rice, Principal Cumming ES
• Todd Smith, Principal Brandywine ES
• Michaela Claus-Nix, World Language Content Specialist
Introductions: DLI Teachers

Brandywine Elementary
Cumming Elementary
Kelly Mill Colts
Agenda

• What is DLI?
• Goals and benefits of DLI
• What does DLI look like in the classroom?
• How parents can help at home
• Parent understandings
• Lottery
• Contact information
What is DLI?

A form of education where students are taught content and literacy in two languages.

One-Way Immersion
One language group being schooled through two languages.

Two-Way Immersion
Two language groups being schooled through their two languages.
DLI Program Goals

- Proficiency in English
- Proficiency in a new language
- Academic achievement
- Intercultural competence
Open Doors to Success

**Academic Benefits**
- Increased English Literacy
- Increased Academic Achievement
- Higher SAT/ACT Scores
- Higher attendance
- Print awareness / Reading ability
- Easier to learn additional Languages
- Reinforces other subject areas (Math)
- Narrows the achievement gap

**Cognitive Benefits**
- Multitasking
- Attention Control
- Increased memory
- Delay Dementia
- Creative Problem Solving
- Develops verbal & spatial skills
- Decision making

**Career Benefits**
- Increased access to jobs
- Increased chance of being hired
- Increased career earnings
- Increased career advancement
- Globally competitive
- Increasingly valued in the job market
  (Domestically and globally)
- Growth of online retail/global sales

**Social/Cultural Benefits**
- Increased cultural competency
- Increased travel opportunities
- Builds Teamwork
- Builds Tolerance / Respect for others
- Builds cross-cultural communication
- Connects with Heritage
- Builds global perspective
The 50/50 Model

- Team of two teachers (Kindergarten) with approximately 50 students per school in two separate classrooms
  - One native English speaker (ECE/ESOL endorsed)
  - One native/heritage/near-native speaker (ECE/highly proficient in target language)
  - Target language proficient paraprofessional in Kindergarten
- Students are ½ English speakers, ½ heritage speakers – if possible
- Spend approximately ½ the day in English and ½ the day in target language
- Strict separation of languages
# Kelly Mill Elementary Kindergarten Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>English Classroom</th>
<th>Spanish Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10-7:40</td>
<td>Arrival, morning routine, announcements</td>
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</tr>
<tr>
<td>7:40-8:05</td>
<td>Morning Meeting</td>
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</tr>
<tr>
<td>8:05-8:30</td>
<td>Shared Reading / Phonics</td>
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</tr>
<tr>
<td>8:30-9:00</td>
<td>Number Talks/Word Problems/Vocabulary (3 days a week)&lt;br&gt;Social Studies (2 days a week)</td>
<td>Language and Literacy Centers</td>
</tr>
<tr>
<td>9:00-9:20</td>
<td>Recess</td>
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</tr>
<tr>
<td>9:20-9:40</td>
<td>Interactive Read Aloud (Social Studies twice a week, Science once a week)</td>
<td>Interactive Read Aloud (Science twice a week)</td>
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<tr>
<td>9:40-10:30</td>
<td>Independent Reading &amp; Writing</td>
<td>Math (4 days a week) + Science (1 day a week)</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Lunch</td>
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</tr>
<tr>
<td>11:00-11:20</td>
<td>Afternoon Meeting*</td>
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</tr>
<tr>
<td>11:20-11:45</td>
<td>Shared Reading / Phonics</td>
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</tr>
<tr>
<td>11:45-12:15</td>
<td>Number Talks/Word Problems/Vocabulary (3 days a week)&lt;br&gt;Social Studies (2 days a week)</td>
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<tr>
<td>12:15-12:35</td>
<td>Interactive Read Aloud (Social Studies twice a week, Science once a week)</td>
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</tr>
<tr>
<td>12:35-1:25</td>
<td>Independent Reading &amp; Writing</td>
<td>Math (4 days a week) + Science (1 day a week)</td>
</tr>
<tr>
<td>1:25-2:10</td>
<td>Specials</td>
<td>Specials</td>
</tr>
<tr>
<td>2:10-2:20</td>
<td>Pack up, dismissal</td>
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* Afternoon meeting can be shorter than Morning meeting because you do not need to repeat certain components.
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<td>10:10-11:00</td>
<td>L1 Workshop (native language) Reading Workshop (minilesson + independent reading + guided reading + partner reading) Writing Workshop (minilesson + independent writing + strategy groups + share) Shared Writing / Interactive Writing</td>
<td></td>
</tr>
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How Parents Can Help at Home

- You can help at home by:
  - singing the songs together, to a pet, to a stuffed animal, a younger sibling, a grandparent
  - reminding him/her to look at the teacher’s face and hands to understand directions
  - reminding him/her to stay focused for the whole lesson
  - reminding him/her that it’s OK to ask a friend for help or the teacher
  - reminding them to use the visuals and posters in the classroom to help them remember key phrases and sentences
  - listening to him/her read out loud, and noticing when the flow of language seems to be not fluent
A Parent Perspective

Yudy Soro
1. I understand that these DLI Parent Understandings do not register my student for kindergarten. Kindergarten registration is a separate process. All students must be registered at the Almond C. Hill Educational Center located at 136 Almon C. Hill Dr (formerly named Elm Street), Cumming, GA 30040. The Registration Center is located around the back of the building.

2. It is possible that every student registering for this program will not be accepted due to limited space. If more requests are received than space is available, a lottery will be held of all students whose requests forms were received by the registration deadline.

3. A waiting list will be maintained. Waiting lists expire at the end of the kindergarten year.

4. Schools reserve the option of cancelling the DLI program if there are insufficient numbers of applicants.
• ______ 5. I understand that my child will participate in DLI classes during their K-5 elementary experience in their current school. I commit that my child will attend the DLI program throughout grades K-5.

• ______ 6. The program is completely voluntary. DLI is only one of many quality educational opportunities available to your student in FCS.

• ______ 7. There is no additional cost to parents for this program.

• ______ 8. I understand that attendance and punctuality are of key importance when learning a second language. I commit to having my child attend school regularly and on time.
9. I will give positive reinforcement, encouragement, and support to my child and DLI teachers. I understand it is not unusual for children to experience fatigue, tears, and/or frustrations while learning an additional language. Knowing this, I will not request removal from the program for these reasons. I will encourage my child to persevere while learning a new language.

10. I understand that my child’s classroom includes students of all academic levels and/or language proficiency levels. If my child is not achieving at either expected level, I will work with teachers and administrators to address concerns. However, a request to enter the formal process for withdrawal from the DLI program will be addressed only after the student has received support and help that would be offered any child experiencing difficulties. The formal process for withdrawal from the DLI program for enrolled students is handled on an individual, case-by-case basis.

11. I understand that the core instruction in math and science is provided in Spanish. I understand that my child will also be taught Spanish literacy skills (i.e. reading and writing).

12. I understand that my child will receive daily reading, writing, and social studies instruction in English. Additionally, my child will receive content area support in English in math and science.
Parent Understandings

• 13. I will reinforce the language learning process at home by reading with my child for a minimum of 20 minutes daily in my native language and providing opportunities to reinforce the English and Spanish language goals of the program.

• 14. I will attend scheduled school activities and meetings such as parent-teacher conferences, parent workshops, Open House, and related events during the school year in order to learn more about the DLI program and support my child’s success.

• 15. Due to the uniqueness of this program, the media or visiting professionals may request photos or videos of the teachers and students in the classroom setting. For that reason, I grant permission for my child to be photographed, interviewed, and / or videotaped for the purpose of enhancing the DLI program.

• 16. DLI is a very challenging program. A child who has good listening and comprehension skills, is flexible and able to handle transitions is a good candidate for the DLI program. A child who is easily frustrated or has a hard time staying focused may have difficulty with the demands of DLI.
17. The rate at which students acquire and use a new language may vary. It may take many months (and, in some cases, years) before a student will feel comfortable speaking his or her new language freely. Your student’s teacher will be able to provide you with updates on your student’s progress as well as guiding questions to help your child use the new language at home.

18. If parents decide not to participate in the DLI program after enrolling, but before the start of the school year, it is their responsibility to contact the school as soon as possible so that other students on the waiting list may be notified.

19. Schools reserve the right to withdraw a student from the DLI program.
FCS must receive DLI program commitment forms by May 15. If applications exceed total available slots, FCS is required to conduct a lottery process. The FCS DLI program has a priority admission process. Listed below are student groups in the order of priority:

- **Lottery 1 (Spanish dominant & Spanish-speaking students):**
  - Students who have a home language of Spanish and are identified for ESOL.
  - Students who have a home language of Spanish and are not identified for ESOL.
  - Students who are from a Spanish immersion or dual language immersion program from the prior school year. This includes those who transfer from other DLI program schools. Kindergarten applicants who attended a Spanish immersion or dual language immersion pre-k program in the prior year are in this category.

- **Lottery 2 (English dominant students):**
  - Students with English only or English and a language other than Spanish AND no prior year of immersion or DLI program participation. (These students may only be added to the DLI programs for grades K and 1st).
Questions
Contact Information

Michaela Claus-Nix

_Dual Language Immersion_

Mclaus-nix@forsyth.k12.ga.us

Forsyth Board of Education
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