

# Foreign Language Committee

Thursday, October 11, 2012

## Members/Introductions:

## Norms/Ground Rules:

- Start and end on time.
- Divide research tasks/workload.
- Allow members time to speak and get their point across.
- Be culturally aware (we all come from differing backgrounds).
- Stay on task/topic (No bunny trails/bird walks).
- Everyone's opinions have value.
- Silence cell phones.
- Keep moving/focus for progress.
- Allow for majority vote to rule when progress/decisions have to be made.

Voted and approved norms for the committee – unanimous ☺

## Background:

Terry shared the process and task of the Foreign Language Committee last year. The outcome of last year's committee: Foreign language for all.

1. Research multiple foreign language models.
2. Begin adoption of models that best fit our K-8 structure.
3. Begin implementation of Foreign Language Programs in the district.
4. Add programs and school sites as feasible.

This process will not be rushed. The goal is to research and find what is best for Santee School District and individual sites within the district (whether it be one program or multiple types of programs at multiple sites). Research will include programs, cost, etc. The who, what, why, where, and when to answer all possible questions before implementation. A survey was sent to parents last year, asking if a bilingual program would be welcome at our school sites. If so, were there any preferences or ideas to support this idea.

**Purpose: *Explore and recommend the best foreign language instruction options to best meet the needs of Santee children.***

## Roles:

- Facilitator – Terry Heck
- Secretary – Tylene Hicks
- Time Keeper – Kelly Whalen
- Reporter (back to ACI) – Danny Hickin

## Research Share Out/Program Options:

-Jeanne – Military Family, Learned multiple languages due to travel and family communication. In some cases, the programs were “sink or swim”, other programs were approached through songs and chants, with positive reinforcement.

-Arlene – Went to Longfellow Elementary as Kinder and on - Spanish immersion. Grandmother also spoke Spanish and could reinforce when she wanted help. Great access in medicine (Nursing). Living and speaking the culture and the language. Visited Mexico as a child, which helped to reinforce the culture and the experience.

-Sophia – Speaks Chinese (Cantonese and Mandarin) and English. Finds it advantageous to meet and spend time with students from multiple cultures and backgrounds. Her children have learned all three languages as well. Due to budget cuts – Do we have the financial support to follow through with this endeavor?

-Kelly – High School Spanish. Wants some type of language experience for her students before it gets much later. Is looking at enrichment programs due to the age of her children. For our next meeting – Will we split into different groups to research programs?

Laura – Looking for language exposure. Not sure which program, but likes the idea of enrichment. Remembers her own experience as a child. Will we create subcommittees?

Kim – Teaching adults English is difficult. It is almost too difficult to wait that long. Younger exposure is preferred.

Tylene – Product of a High School immersion program. Went on to minor in college in Spanish as well.

Milka – Born and raised in France. Learned German first, then French. Most people/children learn through hearing first (more natural), like a child. Likes the idea of immersion, but feels that enrichment programs may be the way to go to build enthusiasm. Start early ... builds on the curiosity factor. Could schools share resources? Sharing teachers and enrichment programs. Caution – There are multiple types of immersion and enrichment programs. Please be aware when researching.

Danny – Feels if we are going to do it, do it all the way. Favors immersion. Hoping to build his child's opportunities – hire-ability in the future. (In reference to money) He has heard that Santee is more solvent, can individual schools have different types of programs dependent on cost and availability? Allowing for different options within the district. How many current teachers do we have in the district that can speak or teach another language?

Susie – Sounds like we have some experience emerging. Build groups to research different aspects of language and bilingualism based on wants and experiences. Future research – What is the cost of getting a BCLAD? What requirements are necessary to have the right credential to teach each type of program?

Dianne – Board Hat – Parents want different things for their children. The District's goal is to find something(s) that will meet the needs of all parents. What programs or variety of programs do we need? (In reference to budget cuts) It is not only a money thing, it is what is best for students and what is needed.

Barbara – We don't know (in reference to budget cuts). We will weigh the information and costs when the committee presents their findings.

Stephanie – Shared the Rosetta Stone program at Pride Academy.

Terry – Teachers that can teach a language need a BCLAD. We can research personnel records to find out. Shared opportunities for visitations about Nestor and Longfellow.

#### **Next Steps:**

- Divide into subcommittees to research different aspects of foreign language. Enrichment and Immersion.
- Talk to people, research programs, schools, ideas for what is offered in one of those two areas.
- If you find research or an article on foreign language that is interesting or informative, save it and send the link or bring it to the next meeting.

#### **Next scheduled meetings:**

- October 11, 2012 – 6:00-8:00 P.M. (Rio Seco School – ACI Meeting)
- November 8, 2012 – 6:00-8:00 P.M. (Rio Seco School – ACI Meeting)
- December 13, 2012 – 6:00-8:00 P.M. (Rio Seco School – ACI Meeting)
- January 10, 2013 – 6:00-8:00 P.M. (Rio Seco School – ACI Meeting)
- February 14, 2013 – 6:00-8:00 P.M. (Rio Seco School – ACI Meeting)
- March 14, 2013 – 6:00-8:00 P.M. (Rio Seco School – ACI Meeting)
- April 11, 2013 – 6:00-8:00 P.M. (Rio Seco School – ACI Meeting)
- May 9, 2013 – 6:00-8:00 P.M. (Rio Seco School – ACI Meeting)

#### **School Visitations:**

- Longfellow Elementary School – Tuesday, October 23, 2012 @ 9:30 A.M.
- Nestor Language Academy – Thursday, November 8, 2012 – Time TBA