



MORGAN HILL UNIFIED SCHOOL DISTRICT
15600 CONCORD CIRCLE
MORGAN HILL, CA 95037

DUAL IMMERSION MULTICULTURAL EDUCATION (DIME)

TEACHER AND PARENT HANDBOOK

INTRODUCTION

In August of 2012, Morgan Hill Unified School District (MHUSD) established its first Dual Language Immersion Program for the parents/families of the Morgan Hill Community. During the 2010 – 2011 school year, a group of dedicated staff had approached the superintendent’s executive cabinet with the idea of bringing to Morgan Hill a better program for English Language Learners. As a result of the group’s research and deliberation, the members of the executive cabinet surveyed the community to assess their interest in a Spanish Dual Immersion Program. The overwhelming response of the community was “yes.” The program was designed to provide students with high levels of language proficiency, academic achievement, bi-literacy, and cross-cultural understanding. It uses Spanish and English as the languages of instruction for both Spanish-speaking students who need to develop English fluency, as well as English-speaking students who will acquire Spanish as a second language. The first cohort of students enter the 5th grade this year at San Martin/Gwinn Elementary and the program will continue at this site until the students complete their 8th grade year. By the end of the 2016, the district, and the board of education, will begin to plan for the development of the program into the intermediate, middle school years, and begin to prepare the secondary programs in the county for the influx of the Dual Language students that will graduate from this program.

At the beginning of the 2014-2015 school year, San Martin Gwinn School officially became an Environmental Science Focus Academy. The school was provided with a science TOSA (teacher on special assignment), two equipped indoor science labs, and an outdoor science patio in addition to the school garden which was already in place. The Environmental Science Academy encompasses both the DIME and English-only strands of San Martin Gwinn School. This focus on the New Generation Science Standards and environmental science unifies the school. All classrooms receive lab time weekly with the science TOSA. Each grade level designs an environmental science project annually. The entire school participates in a hands-on science night aligned to grade level standards which is designed by classroom teachers and their students. In addition, as part of the annual spring exhibition, students are encouraged to participate in a science fair in which students’ science projects are displayed and judged by a panel of community members. Participation in the garden is organized by the classroom teachers and students regularly participate in the garden throughout the year in projects related to planting, composting and other standard related activities such as (in the case of the fourth grade) attracting Monarch butterflies in their migration south. In addition, many grade levels organize field trips related to environmental science and NGSS.



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ABOUT DUAL IMMERSION

Imagine your children becoming fluent in a second language in their early years. Imagine them not only speaking, but writing, reading, and learning in that language as comfortably as they do in their first language. Imagine them being ready to learn a third language by the time they enter high school. A gift like this will open doors throughout their lifetime.

Dual Immersion, or Two Way Bilingual Immersion, teaches school subjects in both English and a target language, in this case Spanish. Language learning is immersive, occurring while students learn math, social studies, and more. Students negotiate meaning further through interaction with their peers in a class made up of native speakers of both languages

More than 40 years of research consistently documents the power of “additive bilingual” programs to help students attain high levels of second-language proficiency. No other type of instruction is as successful and young children thrive in this type of instructional environment.

For English-speaking students, research shows that a second language is best developed through early and full immersion in that language (Genesee, 1985). For non-native speakers, English is best acquired when academic proficiency in their first language is firmly established (Hakuta & Gould, 1987) serving as a base to add on their English academic skills. For both types of students, Dual Immersion is a great choice!

Children generally perform at or above their non-immersion peers on standardized tests administered in English. They become bi-literate, meaning they can read, write, and communicate in both languages. Students learn from teachers and from each other, and share not only academics, but language, culture and friendship.

Dual Immersion started in the US in 1963 with a group of Cuban citizens in Florida. What began as an English Learning program has blossomed into an enrichment program for all students, where the final outcome is bilingualism, high level of literacy in two languages or more, and improved academic achievement.

Other benefits of Dual Immersion Education include the following:

- Additive bilingualism: Students gain a new language and maintain their native language.
- High academic achievement: Students in Dual Immersion programs perform at or above other seventh-grade classes on standardized tests in Math, Science and Social Studies. (1996, Collier Thomas Study)
- Students will qualify for the Seal of Bi-literacy on their High School Diploma through an application process
- More job opportunities in many careers

WHY DIME?

VISION AND MISSION

Vision: DIME, Dual Immersion Multicultural Education program, prepares students to be bi-literate, multicultural, and earn the Seal of Bi-literacy by the time the graduate from high school.

Mission: The DIME (Dual Immersion Multicultural Education) program offers both English and Spanish speaking students the unique opportunity to learn and excel in both the primary and second languages, while also developing an increased understanding of environmental science, different cultures and an appreciation for a diverse society.

DIME provides a way to learn academic content while acquiring another language at the same time. Students receive language arts, math, science and social studies instruction in Spanish. The teaching strategies support the students in learning the concepts and skills for the subject area, as well develop the ability to read, write, speak and listen in both English and Spanish.

DIME uses the 90/10 Two-Way Bilingual Immersion model. By starting with 90% of instruction in Spanish, a strong foundation in the target language is established while students continue to develop their oral and literacy skills in English. Each year the percentages of time in each language shift by about 10% so that by the time students enter the 4th grade, half the day is taught in Spanish and half the day is taught in English.

DIME began in 2012 at San Martin/Gwinn Elementary. The acronym “DIME” means “Tell me” in Spanish and stands for Dual Immersion Multicultural Education. Because dual language education is designed as an early immersion model, students start their program at the Kinder level. DIME now consists of two classes in kindergarten ,first , second, and third grade classes, one fourth grade class and one fifth grade class. Next year the program will expand to sixth grade and continue to develop on-site into middle school. School and district officials will continue to develop the program into the intermediate and secondary levels.



The **DIME** Program is a **Choice** program that serves both English and Spanish speaking students. The program is open to students of different backgrounds and abilities. The Dual Language Immersion program is designed to meet the following goals:

- **Bilingualism and Bi-literacy:** Students develop a high level of oral and written proficiency in both Spanish and English.
- **Academic Excellence:** Students achieve academic excellence in all subject areas, meeting or exceeding district and California state standards.
- **Multicultural Understanding:** Students develop positive attitudes toward other languages and cultures and demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.

In addition, **DIME is a program within the Environmental Science Academy** of San Martin/Gwinn elementary school. Therefore, DIME students also benefit from the objectives of the Next Generation Science curriculum and the science lab of the **Environmental Science Academy**.

The goal of the **San Martin Gwinn Environmental Science Academy** is to ignite students' desire for discovery through Project Based Learning encompassing mathematical, social, scientific, linguistic and scholastic disciplines in order to become responsible and informed global citizens. All of these activities serve to enable our students to be problem solving global citizens. The program's environmental science focus unifies the English-only and DIME strands of SMG.



PROGRAM DESIGN

The DIME Program has a specific course of study and schedule with carefully designed separation of language instruction for both Spanish and English. The 90/10 model program model listed below is the most--researched model in Two Way Bilingual Immersion and Dual Language Education that demonstrates the highest success in the development of bi-literacy for both Spanish and English dominant students. Teachers in the program must be appropriately credentialed for their grade level and possess bilingual certification.

Instructional Percentages of Language Delivery for Both Languages for All Students

Percentages of time spent in each language by grade level

Language/Grade	K	1st	2nd	3rd	4th-8th
Spanish	90	80	70	60	50
English	10	20	30	40	50

Instructional Percentages of Language Delivery for Both Languages for All Students

The program's policy of *language separation* means that teachers and students will stay in one language rather than mixing English and Spanish during a given period of instruction. Since Spanish proficiency is the target language for the program, teachers will deliver specific content in the Spanish language, focusing not only on mastery of content but also on the acquisition of language, including vocabulary and language structure and functions. Studies in second language learning indicate that a clear separation of languages for instruction helps to promote communication skills, build the students' need to use the language, and support metalinguistic transfer. Instruction is designed carefully to integrate language and content, to address second--language learner needs, and to encourage the transfer of skills, strategies, and knowledge across languages (Howard, Sugarman, Perdomo, and Adger, 2005).

DLI Language of Instruction by Grade Level

Subject/Grade	K---1	2 nd	3rd	4th	5th	6th
Spanish Language Arts	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
Mathematics	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
Science	Spanish	Spanish	Spanish	Spanish	English	English
Social Studies	Spanish	English	English	English	English or Spanish	Spanish
Eng. Language Arts & Academic English Language Development (AELD)	English	English	English	English	English	English

MEASURING STUDENT PROGRESS

DIME students will be assessed in both languages, English and Spanish, to determine the success of each student in meeting the goals set out by the dual language program. DIME teachers will use the State Common Core State Standards in English and Spanish, the English Language Development Standards for English Learners (students learning English as their second language) and the Next Generation Science Standards. In addition, students will be assessed using the LAS Link testing, and APRENDA standardized assessment to track students’ academic Spanish growth.

The following chart outlines the assessments that will be used in the program to measure academic progress in both languages, Spanish language development, and cross cultural attitudes and proficiencies.

Students who are English-Speaking Learning Spanish as their second language*

	ACADEMIC ACHIEVEMENT	LANGUAGE PROFICIENCY
GRADES K-2	District Local Assessments (Gr. 1-2 MAP) Fountas & Pinnell (k-2), DRA (3-8) school site reading assessments in English (3-8) and Spanish (K-2) and Benchmark Adelante assessments.	Language Assessments Scales in Spanish (FLOSSOM) LAS Link
GRADE 3-8	District Local Assessments (MAP) School site reading assessments in English and Spanish DRA assessments in English (3-8) and Spanish and Benchmark Adelante assessments. State Test: Common Core State Standards in English in English Language Arts and Mathematics (Smarter Balance) APRENDA Test	Language Assessment Scales in Spanish (FLOSSOM)

*Assessments will continue to be developed for the program participants as the California Department of Education and network of Dual Language programs determine the appropriate standards-based assessments in both English and the target language.

Students who are Spanish Speaking Learning English (English Learners)

	ACADEMIC ACHIEVEMENT	LANGUAGE PROFICIENCY
GRADES K-2	District Local Assessments (Gr. 1-2 MAP) Spanish Fountas & Pinnell and Benchmark Adelante assessments.	-Language Assessments Scales in Spanish -California English Language Development Test (CELDT) -LAS Link
GRADES 3-8	District Local Assessments School site reading assessments in English and Spanish DRA assessments in English (3-8) and Spanish and Benchmark Adelante assessments. State Test: Common Core State Standards in English in English Language Arts and Mathematics (Smarter Balance) APRENDA Test	Language Assessment Scales in Spanish California English Language Development Test (if not redesignated yet) (CELDT)

CALIFORNIA STATE SEAL OF BILITERACY



The State Seal of Bi-literacy (SSB), established by Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Each school district or direct-funded charter school that confers the SSB is required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in foreign language will be given.

School districts in California offering Dual Language Immersion or Two--Way Immersion programs are encouraged to adopt a Seal of Bi-literacy Board Resolution that indicates a commitment to the preparation of their Dual Language program students. As a result of 8-9 years of study in two languages, students will be able to advance into the secondary programs fully prepared to participate in either advanced placement or honors coursework in the language they have been studying during elementary and intermediate school years. Dual Language students will also be able to apply for the “Seal of Bi-literacy Pathway Awards” in accordance with the State Seal of Bi-literacy guidelines to motivate students to continue developing their first and second languages throughout their K-8 school years. The awards are presented after both 6th and 8th grade as students work to meet the criteria set for each award (L. Olsen 2010).

MORGAN HILL UNIFIED SCHOOL DISTRICT SEAL OF BI-LITERACY PATHWAY AWARDS

ELEMENTARY

MIDDLE SCHOOL

HIGH SCHOOL

<p>90/10 Two Way Bilingual Immersion Program Target Language: Spanish</p> <p>First Award - 6th Grade Students are awarded the <i>Recognition of Bi-literacy Award</i> upon completion of 6th grade. This marks 7 years of study in two languages plus redesignation to fluent status and academic achievement.</p>	<p>Dual Language Immersion program continues from 6th-8th grades. Minimum of two courses make up the Dual Immersion program core: Spanish Language Arts & Spanish Science or Spanish Social Studies.</p> <p>Second Award - 8th Grade Students are awarded the Certificate of Bi-literacy upon meeting the criteria set by the program’s master plan after 8th grade completion.</p>	<p>Students enter high school after completing a placement exam to be placed in either Spanish Honors courses or Advanced Placement courses in Spanish at 9th grade.</p> <p>Third Award - High School Diploma Students must apply for the <i>Seal of Bi-literacy Program</i> at their respective high schools upon meeting the criteria set by the school to receive their award on their high school diplomas and transcripts.</p>
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PARENT PARTICIPATION

All parents who enroll their children in the DIME program are asked to fully engage in their child's academic program by supporting school activities, attending parent/teacher meetings, participating in Parent Education evenings on topics related to second language learning, volunteering in the classroom, and supporting the activities in their child's classroom by attending special events and performances at the school.

Parents are asked to sign a multi-year commitment letter (DIME Parent Compact Letter) which outlines the components of the program and describes various ways a family might be able to support their child's academic and linguistic development. Parents will be asked to fill out a *Time and Talent Questionnaire* to help parent organizers create a database of information to assist the school in drawing upon the talents of the families in the community. DIME families are also asked to volunteer a minimum of **20 hours a year per family**. Please note that all parents who volunteer in the classroom on a continuous basis will have to adhere to CA State regulations of fingerprinting and TB testing/screening.

There are many levels of parent involvement at San Martin/Gwinn Elementary School, including some of the following:

1. School Governance - School Site Council and ELAC Meetings

Parent representatives are elected by the general parent community to be part of the School Site Council and the English Learner Advisory Committees. Both committees consist of the principal, teachers, and parents and work to provide oversight of state and federal regulations/budgets, etc.

2. Home & School Club - Building Parent Participation

All families in San Martin/Gwinn are invited and highly encouraged to be part of the school's Home & School Club. The families work together to fundraise, participate in Family Nights and special events, work on key school projects: Garden Club, orientations for new families, Science Camp, etc.

DIME families are encouraged to fully participate in the general Home & School Club family activities.

3. The DIME Parent Community - Promoting Second Language Opportunities for all Students

DIME families are also invited to attend unique activities to help families support their children in their second language learning process. The DIME Parent Leadership Committee will be a subcommittee of the Home & School Club but will assist the DIME Program in the continued development of the program: K-8th Grade. A team of DIME Parent Ambassadors will be formed to assist with new family recruitment activities and program visitations. DIME parents will help coordinate DIME Parent Meetings/ Speakers' Series so parents can continue to educate themselves about the program elements, key language

development benchmarks, and the language learning process as it affects their children. Fundraising for specific Spanish language materials for both the classroom and library will be an important function of the work of the DIME Parent Community.

FREQUENTLY ASKED QUESTIONS

What model do you use?

San Martin/Gwinn uses the 90/10 model, where 90% of the instructional day is in Spanish for Kindergarten, and 10% is in English. English instruction increases 10% each year until 4th grade when the children are taught 50% in each language. We chose this model because research has shown that students in the 90/10 model are more proficient in Spanish at the end of the program with no detriment to their English development. For more information, please check the [Centers for Applied Linguistics](http://www.cal.org/twi/initialliteracy.pdf) website or this link. <http://www.cal.org/twi/initialliteracy.pdf>

How do Spanish speakers benefit from this program? Will less exposure to English in the early grades disrupt their English learning?

In the early grades, English Language Learners (ELLs) in Dual Immersion Programs may have slower progress developing English fluency than their peers in traditional programs because they spend more learning time in their first language. Studies have shown, however, that eventually ELL students in traditional programs reach a plateau in their literacy, while those in Dual Immersion easily grow past this phase thanks to their strong native language literacy (Hakuta & Gould, 1987). Over time, ELL students achieve higher in English than their peer who attended English-only programs.

How many students are selected each school year?

To maximize language learning, each class is made up of one third native English speakers, one third bilingual students and one third native Spanish speakers. At this time, we have 2 kindergarten classrooms with approximately 50 students enrolled. DIME enrollment is based on many factors, including total school enrollment, the number of interested pupils, and other considerations. The final number will depend on the needs of the children and requirements to maintain a quality dual immersion program. We strive to include every interested student in the Dual Immersion program and we maintain a waiting list.

Can parents volunteer in the classroom?

Yes. Our program is a parent participation program. Parents are highly encouraged to volunteer in the classroom and DIME teachers will work with volunteers to schedule this time in their respective classrooms. Please note when Spanish is spoken in the classrooms it is an appropriate time for Spanish-speaking parents to volunteer in the classrooms. There is also daily time in English when English-speaking parents can be of great assistance to the teacher. There are many other ways to volunteer to include: chaperoning field trips, speaking in the classrooms on various topics, preparing materials at home, assisting in fundraisers, coordinating activities in the classroom, room parent, etc. Ideally, each classroom will have a Home-school Club representative which will communicate regularly with the teacher and a garden parent to help coordinate the class-wide participation in the school garden.

How will students be selected for the Dual Immersion program?

Currently, a first-come, first-served list of interested parents is kept at the District Office. The siblings of students already in DIME have a priority for enrollment. If necessary, placement in the program will be done through a lottery process.

Will two languages confuse my child or slow down their academic progress?

There is no research to indicate that this is the case. Research has consistently demonstrated that learning in two languages enhances academic growth and develops the cognitive abilities of students. Dual immersion students generally attain academic achievement that is at or above their peers in English-only classes.

Can siblings be in the program? Are siblings given priority enrollment?

Yes. To promote whole-family language learning, younger siblings have priority placement in DIME.

Who can enroll? Do I need to be bilingual for my child to enroll?

No. Parents do not need to be bilingual for their children to enroll and succeed in a dual immersion program. Parents are encouraged to read with their children in their home language as literacy in one language transfers to the development of literacy in the second. Parents are also important in motivating and encouraging their children to enjoy, practice and study hard in both languages.

How long does the program last?

The Dual Immersion program that begins at San Martin/Gwinn is a K-8 program and will be further developed into high school at an advanced level in Spanish so that students will be able to fulfill their high school foreign language requirements by their sophomore year. Program research data indicates that students develop dual language proficiency in a minimum of five to seven years (Lindholm-Leary, 1987, 2001). Bi-literacy requires a long term commitment. Parents who enroll their children in the Dual Immersion program are strongly encouraged to make a commitment to participate through all grades, as this will result in the best outcome for your child.

Is state testing the same as for non-Dual Immersion students?

Yes. State assessments are the same for both standard and Dual Immersion students. Monitoring the progress of the students in both languages is a key strategy in the successful implementation of the program. The Smarter Balance state assessment begins in the third grade for all students in the school.

High School

It is the e
program



the Dual Language Immersion
schools proficient and capable

in both languages and ready to meet the requirements for the *Seal of Bi-literacy*. Upon meeting the program standards of performance, the DLI students will be able to add Seal of Bilingualism to their high school diplomas giving students college credit for their years of participation in a Dual Language Program. MHUSD will work with high school districts in the area to develop a pathway program that may consist of the following:

PATHWAY	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
PATHWAY 1	4th Year Spanish (A-G) Honors	AP Spanish	AP Spanish Literature or 3 rd Language	Community College Course or 3 rd language
PATHWAY 2 (ADV)	AP Spanish	AP Spanish Literature or 3 rd Language	3 rd Language (Yr 1 or 2) or Community College Course	3 rd Language (Yr 2 or 3) or Community College Course

OTHER PARENT/TEACHER RESOURCES

Websites:

www.atdle.org - Association of Two-Way & Dual Language Education: professional resources, articles and information for families.

www.cal.org - Center for Applied Linguistics: national consortium of second language resources

www.SpanglishBaby.com: Website created by two parents of bilingual children full of interesting articles, studies, resources.

www.lindholm-leary.com: Website with research, presentations and other scholarly articles from the leading researcher in Two-Way & Bilingual Immersion education.

www.dlenm.org: Dual Language Education New Mexico: home of Fuente Press which is a great depository of articles and research on Two-Way & Dual Language education programs.

www.dlp.org: Dual Language Advocates - great ideas for parents in Dual Language programs.

www.babble.com: 30 best books in Spanish for young children.

www.internationalchildbook.com: Online bookstore for books in Spanish and both languages.

www.amazon.com: Order Spanish books and program/research books by many authors including Dr. Fred Genesee, Dr. Ester de Jong, Dr. Sonia Soltero, Dr. Jim Cummins, Helena Curtain, David Freeman, etc.

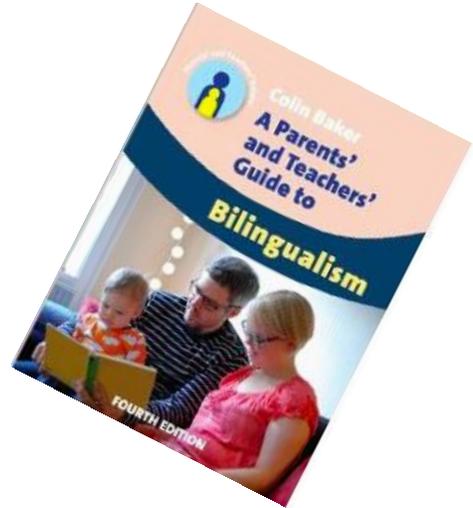
Books:

[A Parents' and Teachers' Guide to Bilingualism: 4th edition \(Parents' and Teachers' Guides\)](#) by Colin Baker (Apr 3, 2014) available in used and new copies from Amazon.com in Spanish and English.

Local Bookstores:

[BookSmart](#) 1295 E Dunne Ave Suite 120, Morgan Hill, CA 95037 phone, [\(408\) 778-6467](tel:4087786467)

[Hicklebee's Bookstore](#), 1378 Lincoln Ave, San Jose, CA 95125 bookstore in the Willow Glen area of San Jose, CA. [\(408\) 292-8880](tel:4082928880)



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