



## ENROLLMENT INFORMATION SPRING 2010

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**The Fuente Nueva Charter School *Mission* is to empower kindergarten through sixth grade students to become engaged world citizens through a challenging and creative Spanish Immersion program that emphasizes academic excellence, the arts, community involvement, and social responsibility.**

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Fuente Nueva Charter School

1897 S. Street

Arcata, California 95521

(707) 822-3348

[fuentenueva@humboldt.k12.ca.us](mailto:fuentenueva@humboldt.k12.ca.us)

[www.humboldt.k12.ca.us/fuentenueva](http://www.humboldt.k12.ca.us/fuentenueva)

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## A NOTE FROM THE DIRECTOR

Dear Parents,

Thank you for your interest in Fuente Nueva. Our small school community is located on the Bloomfield campus on the edge of the Arcata Bottoms. In our fifth year we are serving elementary age students kindergarten through sixth grade in a dynamic and engaging Spanish immersion program. Students at Fuente Nueva are given the unique and valuable opportunity to gain proficiency in a second language while also learning the core subjects in a safe and supportive learning environment.

This handbook is designed to provide a snapshot of our school. During our enrollment period we host events that will also help you to become familiar with our program. You are also encouraged to schedule a visit to Fuente Nueva where you will be given a tour, visit the classrooms and have an opportunity to ask questions.

Below you will find a list of important dates during our enrollment period. Please feel free to call me with questions at any time. I look forward to welcoming your family to Fuente Nueva.

All the best,

Beth Wylie, Charter Director

## IMPORTANT DATES

February 27: 1<sup>st</sup> Annual Rio Carnival Fundraising Event, call school for details

March 1: open enrollment begins

March 10: Parent Information Night 6:30 p.m.: *Come meet the teachers and parents of Fuente Nueva and find out more about our program. Enrollment packets will be available this evening.*

March 11: Science Night 6:00-7:30 p.m.

April 15: open enrollment closes at 4 p.m. (enrollment packets are requested by this date)

April 16: Lottery held and parent notification letter sent

May 7: All complete enrollment packets must be turned in by 4 p.m.

May 13: Spring Readers' Theatre Event held at Veteran's Hall at 6:15 p.m.

May 14: Students with incomplete enrollment packets will be placed last on the waitlist

May 26: Open House 6:00-7:30

June 2: Moving Up Day- Newly enrolled students visit the classroom with their parents for activities and a snack. Existing students "move up" to the classroom they will be in the following year.

## OUR MISSION AND VALUES

The Fuente Nueva Charter School **Mission** is to empower kindergarten through sixth grade students to become engaged world citizens through a challenging and creative Spanish Immersion program that emphasizes academic excellence, the arts, community involvement, and social responsibility.

### **We Value:**

- a supportive and stimulating academic environment that nurtures the whole child,
- multilingual communication abilities and appreciation,
- empathy, compassion, and respect for cultural and ecological diversity,
- a lifelong love of learning, and
- collaboration and team work among community members.

**THE DIRECTOR AND TEACHERS**  
**STAFF LIST AND CONTACT INFORMATION:**

<b>Name</b>	<b>Title</b>	<b>Phone 822-3348, extension:</b>	<b>Email</b>
Beth Wylie	Charter Director	315	bwylie@humboldt.k12.ca.us
Kelly Gaudin	School Secretary	0	kgaudin@humboldt.k12.ca.us
Juliana Goldstein	Kindergarten Teacher	311	jgoldstein@humboldt.k12.ca.us
Rocio Corona	1 <sup>st</sup> Grade Teacher	312	rcorona@humboldt.k12.ca.us
Jennifer Glueck	2 <sup>nd</sup> Grade Teacher	313	jglueck@humboldt.k12.ca.us
Agustín Amaro	3 <sup>rd</sup> /4 <sup>th</sup> Grade Teacher	314	jamaro@humboldt.k12.ca.us
Angela Kidd	English 5 <sup>th</sup> /6 <sup>th</sup> Grade Teacher	319	akidd@humboldt.k12.ca.us
Jorge Sanchez	Spanish 5 <sup>th</sup> /6 <sup>th</sup> Grade Teacher	319	jsanchez@humboldt.k12.ca.us
Lisa Christian	Intervention Teacher	0	lchristian@humboldt.k12.ca.us
Linnea Conway	Resource Teacher	319	lconway@humboldt.k12.ca.us
Leah Fukunaga	Extended Day Lead Teacher	316	lfukunaga@humboldt.k12.ca.us
Kathe Lyth	Music Teacher	0	fuentenueva@humboldt.k12.ca.us
Jan Ramsey	Art Teacher	0	fuentenueva@humboldt.k12.ca.us

## BETH WYLIE, CHARTER DIRECTOR

Prior to her 4½-year term as Charter Director, Beth began her work at Fuente Nueva as a parent volunteer when her oldest son enrolled in the first kindergarten class. As the school developed, Beth designed and implemented an Extended Day program and filled the role of the Aftercare Director. In 2005 Beth became the lead petitioner for Fuente Nueva's Charter Petition and later accepted the position of the Charter Director.

With a Bachelors degree in Elementary Education from Millersville University Beth gained her Pennsylvania teaching credential in 1992. After experiencing the constraints of the public education system, Beth left the classroom and worked for several years in a non-profit mental health services agency. After her three children were born Beth dedicated herself to the role of stay at home mother.

Gaining experience on the job along with numerous education, leadership and business training has proven to be an excellent way to acquire the skills necessary to fill the role of Charter Director. Since her start at FNCS Beth has gained her California Teaching Credential, authorization to teach English learners, school business manager and finance training and the all important Certificate of Achievement from the Charter School Leadership Boot Camp through the Charter School Development Center

The past six years with Fuente Nueva have provided an amazing opportunity to further her leadership skills while learning the world of charter school administration. Beth sees herself as the glue that keeps the various stakeholders in the school working together towards a shared vision. Collaboration and communication and an eagerness to grow have been the key to her success at Fuente Nueva.

Beth shares her love for Fuente Nueva with her Husband David who is an active volunteer and her three children who are enrolled in the 5<sup>th</sup> and 6<sup>th</sup> Grades.

## LEAH FUKUNAGA, EXTENDED DAY PROGRAM DIRECTOR

Maestra Leah spent her childhood in San Diego attending bilingual elementary and middle schools, and meeting people from all over the world through her mother, a community college ESL professor. After moving to Madison, Wisconsin for the last two years of high school, she attended Humboldt State from 2003 to 2007 and earned a bachelor's degree in Child Development. During college, she worked at the HSU Natural History Museum and as an aide at Educare Preschool in Arcata, where she became a head teacher during her junior year. Hoping to stay in the area post-graduation and be professionally employed locally, she happily accepted the opportunity to be Fuente Nueva's Lead Teacher for the Extended Day Program in 2007.

This year marks Maestra Leah's first as Extended Day Program Director. With four staff members, strong ties to HSU's volunteer circuit and Child Development department, she coordinates a wide

range of after-school activities, including arts & crafts, Drama Club, Garden Club, and Homework Club. Extended Day is a crucial part of our small school, and Leah is proud to offer children a place to develop their social, academic, and physical skills, and learn new ones under her care.

## JULIANA GOLDSTEIN, KINDERGARTEN TEACHER

Maestra Juliana began her journey towards a career in education in the sunny beach town of Santa Monica, California, with help from her mother, a preschool teacher and her father, a college professor. She graduated from Santa Monica High School, and spent the summer visiting her brothers in Costa Rica and Venezuela, where she developed her passion for the Spanish language and the cultures of Latin America. She went on to study at Humboldt State University, earning two Bachelors of Arts degrees in 2007: Liberal Studies Elementary Education and Spanish Education. She also played three amazing seasons on the Women's Varsity soccer team.

As an undergraduate Juliana participated in a yearlong study abroad program in Chile, where she studied child development at La Universidad Catolica in Santiago, played soccer for the University's soccer team, and experienced the cultural diversity of South America by traversing the continent via land and water. During a subsequent summer program in Parras and Oaxaca, Mexico, Juliana developed an organic garden at a girl's orphanage, learned about ways to bring appropriate technology to rural areas and into the kindergarten classroom, and taught Spanish classes to University students.

Juliana has been teaching kindergarten at Fuente Nueva Charter School for three years, is the teacher representative to the Charter Council, and has used her life experiences to become an innovative, effective, and beloved teacher. She resides in a small cabin on the Mad River and loves coming to school every day and teaching at Fuente Nueva.

## ROCIO CORONA, 1<sup>ST</sup> GRADE TEACHER

Rocio Corona is currently in her fourth year at Fuente Nueva and is serving as the first-grade teacher. Born in Mexico and raised in Los Angeles, Rocio grew up in an almost all Latino community and school which allowed her to retain her language and culture. She learned English in elementary school as an ESL student. After high school Rocio moved to Arcata to attend Humboldt State University where she received an Interdisciplinary Studies degree focusing on science and anthropology. After graduating from HSU Rocio became an Americorps volunteer, which placed her at Jefferson Elementary in Eureka where she worked in the kindergarten classroom in the morning and in the afternoon she ran the after-school program. That was the beginning of her career in education. Rocio later received her Multiple Subjects Teaching credential from Humboldt State University. Rocio's teaching experience is varied, as she has worked as an aide in a special education classroom, day-to-day and long term substitute teacher, Spanish teacher for grades K-5, summer school teacher for Spanish speaking pre-school children coming into Kindergarten, and a classroom teacher for fifth grade in South Central Los Angeles.

As an undergraduate student Rocio spent a semester in Nepal. She has traveled to Peru as well as Mexico where much of her extended family still lives. Rocio shares life with her 16-year-old daughter.

## JENNIFER GLUECK, 2ND GRADE TEACHER

Jen is currently in her fifth year of teaching at Fuente Nueva Charter School. During her earlier years at Fuente Nueva, she taught the Math and Science blocks for multiple grades, as well as self-contained combined grade classes. She currently has a self-contained 2<sup>nd</sup> grade class. She came to Fuente Nueva with four years of teaching experience, three years as a 5<sup>th</sup> and 6<sup>th</sup> grade Science and Spanish language teacher in New Jersey, and one year as a 1<sup>st</sup> grade teacher in San Francisco.

Jen attended Rutgers University in New Jersey for two years, and came to Arcata in 1989, where she finished a Biology degree at Humboldt State University in 1992. During her time as a student, she worked as a field biologist for the National Marine Fisheries Services in Hawaii and for Redwood Sciences Laboratory in Weaverville, California. After a short period working as an Environmental Education Instructor, her interest in working with children was sparked, and she moved to San Francisco to complete a Spanish bilingual teaching credential from New College of California.

While she comes from an English-only background as a child, she was a dedicated student of the Spanish language in middle and high school. Her language skills transformed when she had the opportunity to live in Ecuador for four months during her senior year of high school. This full language immersion experience gave her not only fluent language skills, but a deep appreciation for the ability to acquire a second language and a perspective of the lack of availability of second language learning for native English speakers in the U.S. education system.

After multiple extended periods of living in Arcata, San Francisco, New Jersey and Ecuador, she currently lives in Arcata and is continuing her education by pursuing a Master's degree in Education.

## AGUSTÍN AMARO, 3RD/4TH GRADE TEACHER

Agustín was raised in Southern California and spoke only in Spanish in the home throughout his youth. After graduating from high school, Agustín was hired there to teach students how to draw and paint.

During this time, Agustín earned two associate degrees while also working as a secretary and library clerk. Thereafter, while working as a Cross-Cultural Bilingual School Assistant—in which he used the Reading Recovery method to assist students in small groups with their reading skills—he earned his bachelor degree. Furthermore, while working for the Department of Special Education of Long Beach Unified School District as school Spanish speech therapy assistant/translator/interpreter he was awarded the California Governor's Teaching fellowship and earned his master of education as well as his bilingual teaching credential. Immediately after

receiving his teaching credential he was hired as a fifth grade teacher and later worked in Long Beach Unified School district's dual-immersion program, where he assisted with its coordination while teaching second grade and, at the same time, helping with development of his school site's technology plan.

Agustín has traveled extensively in Europe with his wife Deirdré, who is also an educator and speaks fluent French, Dutch and Spanish (as well as English). He has also traveled in Mexico where he has family; among those family members, five are educators. At present they are raising their son with Spanish/French as his first languages. Agustín has worked as a classroom teacher for six years —this is his third year with Fuente Nueva Charter School. However, his experience with teaching began the year after his graduation from high school. During his time with Fuente Nueva, he has created our school logo, as well as a visual arts program that uses art history from multiple cultures and the elements of art to help students harness and develop their innate creativity (while practicing Spanish). Furthermore, he has developed a reading benchmark system and is implementing our five Cs for our immersion program, as well as other tools for our classrooms. He also maintains a weekly school newsletter as a Spanish-learning resource for parents and students.

This past summer Agustín earned his preliminary administrative credential. At present he is our third/fourth grade classroom teacher and he is greatly enjoying working with his group of talented students. As an educator, his philosophy regarding learning is students must be given the opportunity to experience personal responsibility and acquire organizational skills to be successful learners. Moreover, he sets high expectations for all his students so that they may expand upon their abilities. Finally, Agustín wishes to endow his students with the understanding that learning is a process that never ends and that it is an important endeavor beyond the realm of the classroom and school.

## ANGELA KIDD, 5<sup>TH</sup>/6<sup>TH</sup> GRADE TEACHER

Angela received her bachelor's of art in education with a concentration in psychology from Kutztown University, in Pennsylvania. During her senior year, she was accepted into the Student Teaching Abroad Program, where she taught 5<sup>th</sup> grade in London, England. After teaching and learning in London's multicultural climate, she sought out other career opportunities and left teaching in her Pennsylvania hometown.

In 2002 she was hired to teach a 5<sup>th</sup> grade classroom teacher position in Monterey, California. She and her husband moved across the country to start new careers on the west coast. While teaching 5<sup>th</sup> grade in Monterey she also attended the California State University where she received a Master's degree in Education. Highlights of her three years in the Monterey School District were: starting two school garden programs, working as the reader's and writer's workshop coach, writing a grant for art education within the school district, and completing the 2004 Legacy of Freedom Institute for social studies teachers.

Angela and her husband moved to Humboldt County in 2005. Angela worked as a substitute for the first few months until she found the perfect fit in the Fuente Nueva community. The school's multicultural, socially just; environmentally conscious and artistic cornerstones were very close to her own person beliefs. She began teaching full-time language arts and social studies to K-3 grades. After the birth of her son in 2006, she started working part-time as the language arts and social studies teacher for the upper grades. Currently Sra. Angela teaches language arts through children's literature and poetry and teaches social studies from a variety of viewpoints with an emphasis on social justice and activism.

### **JORGE SANCHEZ, 5<sup>TH</sup>/6<sup>TH</sup> GRADE TEACHER**

Maestro Jorge was born in Lima, Peru to a happy and playful childhood. At the age of 12 he joined his father and sisters in Miami, Fl; where he lived until Hurricane Andrew changed life as he knew it. Jorge then joined his father in Fresno to finish high school.

For a few years after high school, Jorge explored life without an education and decided it was not for him. He decided to attend school in beautiful Humboldt County and has not looked back. Jorge attended College of the Redwoods where he studied science. He then transferred to Humboldt State and received a bachelor of geography with a minor in biology. During this time he always pondered on the merits of being a teacher; and so after a year hiatus from school, he decided to study education and receive a teaching credential.

This is Maestro Jorge's first year of teaching and is happy to have landed at the welcoming arms of Fuente Nueva Charter School. Jorge co-teaches with maestro Angela, and is responsible for teaching math, science and Spanish. Jorge has traveled to Europe, Brazil, and Mexico. Jorge is partially fluent in Italian and Portuguese, and hopes to study French.

## SCHOOL SCHEDULE

### **Monday**

School opens to welcome students – 8:00

Start – 8:15

Snack Recess – 9:45-10:05

Lunch – 11:30-12:15

Dismissal – 1:10

### **Tuesday – Friday**

School opens to welcome students – 8:00

Start – 8:15

Snack Recess – 9:45-10:05

Lunch – 11:30-12:15

Kindergarten Dismissal – 2:00

1<sup>st</sup> – 3<sup>rd</sup> grade Dismissal – 2:30

4<sup>th</sup> – 6<sup>th</sup> grade Dismissal – 3:05

## EXTENDED DAY PROGRAM

Before school care: 7:30-8:00

After school care: Dismissal-5:30

# IMMERSION AT FUENTE NUEVA

## FULL IMMERSION

This school year we implemented a full immersion program in Kindergarten and First grade while continuing our partial immersion program in the upper grades. Students are given the opportunity to learn a second language by studying core content areas in Spanish.

A full immersion program is one in which a student spends 60% or more of their time learning traditional content areas in a second language. Our kindergarten and first grade students spend 80% of their instructional time learning in Spanish. The Spanish immersion portion of the day includes; Spanish language arts, math, science and social studies. The English portion of the day includes; music and movement, visual arts, English language arts and citizenship. Currently in second through sixth grade students receive a partial immersion program in which 50% of the day is spent in English and the other 50% in Spanish. Math and science are taught in Spanish while English language arts and social studies are taught in English. All grade levels continue to receive Spanish language development.

As our full immersion students move up in the grades they will gradually add more English to their day. By second grade students will transfer their Spanish reading skills to their native language English as we devote more time to English language arts. As they move up grade levels the amount of time learning in Spanish will decrease until they reach an even 50/50 taught in Spanish and English by the fourth grade. Students will gain a strong foundation in their second language by learning to read and write in Spanish first. Studies show that this is the most effective way for immersion students to gain the most proficiency in their native and second language.

## SPANISH LANGUAGE STANDARDS

We are currently working to further develop our program with the use of essential tools like those put forth by the Standards for Language Learning (SLL) in the 21<sup>st</sup> Century (The U.S. Department of Education and the National Endowment for the Humanities; National Standards in Foreign Language Education Project, 2006).

The overriding philosophy of the SLL is that our “nation must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad.” The SLL document envisions a future in which all students develop and maintain proficiency in English and at least one other language. The most outstanding aspect of the aforementioned philosophy—summed-up by “Knowing how, when, and why to say what to whom”— is that it goes beyond how (grammar) to say what (vocabulary) but also includes multicultural awareness of world diversity.

Following are the standards that help facilitate this vision and philosophy.

## ***1. COMMUNICATION***

### **Communicate in Spanish**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret spoken and written Spanish on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.

## ***2. CULTURES***

### **Gain Knowledge and Understanding of Other Cultures of the World**

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic/Latino cultures,

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic/Latino cultures

## ***3. CONNECTIONS***

### **Connect with Other Disciplines and Acquire Information**

Standard 3.1: Students reinforce and further their knowledge of other disciplines Spanish.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

## ***4. COMPARISONS***

### **Develop Insight into the Nature of Language and Culture**

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons between Spanish and English.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons between Hispanic/Latino cultures and their own.

## **5. COMMUNITIES**

### **Participate in Multilingual Communities at Home & Around the World**

Standard 5.1: Students use Spanish both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

With the aid of these standards we are working to establish grade level expectations/benchmarks that will guide our learners. These expectations will focus on measurable goals and objectives for receptive and expressive communication in Spanish for reading, writing and speaking for beginning of the year school year and the end of the school year for each grade level.

## **ENGLISH LANGUAGE DEVELOPMENT**

An experienced Principal of a full-immersion school once said, “The most common thing he tells to new kindergarten parents is, yes, your child will learn to read in English.” Parents are often fearful that immersion education will negatively impact their child’s English language development. Research consistently shows that immersion education actually enhances English language development (Cloud, Genesee & Hamanyan, 2000). It is important for parents to understand that full immersion students’ English development may lag temporarily in reading, word knowledge, and spelling, while instruction is occurring primarily in Spanish. However, after a year or two of instruction in English language arts, this discrepancy disappears (Genesee, 1987). At Fuente Nueva we anticipate the gaps to close in the 2nd and 3rd grade, so that by 4th grade students are performing at grade level in English language development.

Many cognitive processes that are necessary for initial literacy in the immersion language naturally transfer to the learning of English. The transfer of these common foundational skills along with the consistent exposure to English at home and in the community will provide the support needed for students to develop their English literacy. *Research shows that the stronger the development of the native language, the greater the proficiency in the immersion language, so children who enter an immersion program with a strong base in English will succeed more easily than those whose English skills are not as strong* (Fortune, Tedick 2003). For this reason parents are requested to support their child’s English language development by reading and/or engaging their child in academic games for 20 to 30 minutes at a minimum per day.

## **BENEFITS OF LANGUAGE IMMERSION**

There are many benefits for the language immersion student with the most obvious being that the child will emerge from the program with proficiency in two languages. If the student continues

their studies beyond Fuente Nueva they are likely to make themselves a more attractive employee in many fields of work. The language immersions classroom prepares the 21<sup>st</sup> century learner by teaching the keys to successful communication by knowing how, when and why to say what to whom. As world citizens we can broaden our experiences and knowledge by acquiring the ability to understand and be understood in multiple languages. Furthermore, students who study a second language at an early age have a distinct advantage over students who begin later (ACTFL Performance Guidelines).

Learning a second language can improve a child's understanding of their own language and culture. As the students acquire language structure in their second language they are continually making comparisons between their native language and the target language. This strengthens students' critical thinking skills and helps them learn strategies such as paying close attention to cognates, context clues and patterns. Learning to make connections while scaffolding their understanding to what they already know builds essential and valuable learning skills. Immersion students are also known to develop a greater flexibility in thinking and problem solving skills. Finally, when teaching in the immersion classroom, the use a variety of learning strategies that meet the needs of the diverse learning styles present in any classroom is that much more essential and therefore our classrooms are rich with child-centered learning.

## PARENT SUPPORT OF LANGUAGE DEVELOPMENT

A parent's participation in their child's education is an enriching experience for both parent and child. We have found that our most successful immersion students are the ones where the parents provide consistent support and use for Spanish outside of school. Instilling a value of respect for a multilingual and multicultural world helps the students to see the purpose in their studies of a second language. Studies show and we have seen that students who are given a reason to use their Spanish are more likely to take risks and speak in Spanish. We count on parents to play a strong role in helping to nourish their child's language development by learning some Spanish themselves, speaking Spanish at the dinner table, or studying the weekly newsletter's *Nuestro rincón para el desarrollo del español*, written by Sr. Amaro. There are many ways for parents to be a cheerleader for their child's education. Immersion students who are eager and invested in their language development (or any part of their schooling) *will* perform better and develop a love of learning.

# PROGRAMS TO MEET THE NEEDS OF THE WHOLE CHILD

## CORE SUBJECTS

Each classroom teacher brings their own talents and strengths to the classroom in order to carry out the mission of our school. The core values are threaded throughout all classroom instruction. State-adopted curriculum is used during Language Arts, Math and Science. Social Studies is taught following the state standards using a variety of teacher created and library materials. Teachers follow the research based curriculum and add in their own personalized touch to meet the needs of their particular students.

Within each classroom teachers use ability based grouping to provide an opportunity for students to excel at their own level. It is also common for teachers to incorporate cross-ability tutoring and group work to enable the students involved to strengthen their understanding of a concept by teaching or learning from a peer. Collaboration and group work are an essential part of all classrooms.

While each classroom has its own unique environment teachers work closely to unify our approach across the grades. We are continual coordinating efforts to ensure a smooth transition from one grade level to the next. Weekly staff meetings and a small teaching staff enable a shared leadership to this task. Parent feedback and involvement in the educational program is always welcomed and encouraged.

## CHARACTER EDUCATION

“Peace, period!” is our motto at FNCS. We believe that everyone has the right to a safe, nurturing, and challenging learning environment. In order for this to occur, we must all have respect for each other and our classroom space. In daily interactions with our students, we model respectful and caring behavior. Starting in Kindergarten students build empathy, compassion, and conflict resolution skills through our character studies program. This leads to local and global social justice studies in the upper grades.

Our Guidelines for Success are:

- I care for myself,
- I care for others, and
- I care for my school.

In the beginning of the school year, the students and teachers work together to develop classroom contracts that reinforces and expands on our Guidelines for Success. Throughout the year weekly character words are studied to reinforce what it means to care for oneself, others or the school. A lesson on the character word is given during our Monday Morning Circle and students who were exemplary examples of the word are given recognition during our Friday Morning Circle.

In addition to character studies students learn clear boundaries and develop skills to make good choices by having defined positive and negative consequences for their behavior. Students are recognized for their efforts with a variety of intrinsic and external rewards. In the event that a child does not follow the school rules a three-step process will begin. First they are given a clear reminder, next they will receive a warning and finally, if the disruption continues, a fair and predictable consequence occurs. Examples of consequences include being removed from the activity, moving to a refocus table or the loss of a privilege. More serious consequences include a conference with the Director and a phone call to parents. Standard disciplinary actions such as loss of privilege and suspension may be utilized when appropriate.

Children are given lessons on this progression of consequences and are able to feel safe and clear with their expectations. Students are also given a series of lessons on anger management, conflict resolution, telling vs. tattling, anti-bullying community, perspectives and more. This environment builds self esteem and inspires success. Above all the key to student success is clear communication and collaboration between teacher, director and parents.

## THE ARTS

Artistic expression is also a major pedagogical goal of our curriculum. Imaginative problem solving, group cooperation, cultural awareness, and high self-esteem are all reinforced through a well-balanced art curriculum. In our program we explore the full spectrum of artistic expression through the study of visual arts, theater, movement, and music.

A strong emphasis on social studies as a foundation for learning and interpreting the arts is integral to our program's artistic focus. This study of world history and culture provides a context in which children can experience and interpret their own creativity as well as the world around them.

***Our arts program is partially funded by parent donation and fund raising. This past year our parents donated \$75 per year per student.*** This contribution is requested of every parent and is an important part of our arts budget, making up about half of our total arts program funding. Scholarships are available.

## VISUAL ARTS

The ability to create art is a seminal and innate human ability that certainly stands as one of humanities first modes of communication and, without a doubt, human experiences have been captured and suspended in time for us to contemplate through the many mediums of visual art. For many of us, when we were initially exposed to our first “art” implement, we seemed to have a natural want to create art on the walls and surroundings in our homes, much to the dismay of some parents.

With that in mind, in presenting the visual arts to our students and moving away from the walls of our homes, we provide students an opportunity to learn in a studio environment and to express their inner selves through their art work. Jan Ramsey, our art instructor, leads students in this process with gentle guidance as they discover the elements of visual art, which include the following: line, color, shape/form, texture, value and space. Our students learn how to use multiple mediums and techniques, skills, processes and tools as they refine their innate artistic talents.

## MUSIC & MOVEMENT

We are pleased to have Kathe Lyth as our music and movement teacher for all grades. She teaches children twice a week using the Kodály teaching method. At the heart of the Kodály Method is the belief that music literacy is the right of every human being. It stresses that anyone who is capable of reading language is also capable of reading music. Incorporating developmentally appropriate sequencing students start learning the building blocks for reading and composing music in Kindergarten. Movement and folk songs are an important part of every lesson. Kathe does a fantastic job making music learning accessible to all styles of learners. Her firm and loving approach provides a smooth lesson in which students experience a rich musical education.

## READERS’ THEATRE

Twice a year, students in all grade levels participate in a Readers’ Theatre performance in both English and Spanish. Performances vary from the traditional presentation of a book read and acted out to a more elaborate theatrical performance. This opportunity builds self confidence and self esteem while giving them an opportunity to work on public speaking and theatrical skills. The performance is also a chance for Spanish language skills to be showcased in a community format. Parents, staff and community volunteers provide the support needed for these events. Readers’ theatre has grown to be a loved tradition by the students and greater community.

## PHYSICAL EDUCATION

A healthy mind needs a healthy body. Our students are engaged in a variety of physical education opportunities under the guidance of their own classroom teacher and Juliana Goldstein, who is the PE coordinator in addition to her kindergarten duties. Our curriculum teaches them a variety of traditional sports along with creative cooperative games that create character in addition to providing physical exercise. Positive sportsmanship skills are promoted and physical skills are taught while students learn about the importance of keeping their bodies healthy.

The extended day program also incorporates various physical education opportunities for the children with guest teachers' coming from HSU's YES house to teach cooperative games entitled *New Games*. Students are thrilled to learn from the HSU students and enjoy not only the games but the bonds that are built.

## INTERVENTION AND SPECIAL NEEDS

### *CLASSROOM SUPPORT*

All students learn in different ways on different days. At Fuente Nueva, staff work to meet the diverse needs of students by providing individualized behavioral and educational plans that support the student's learning experience. Title I services are provided for students who are at risk of falling below grade level standards. Students with a higher need for services are assessed and given formalized Individual Education Plans with the support of the parents, our resource and intervention teachers, classroom teacher and charter director.

### *IMMERSION AND SPECIAL NEEDS*

While there is not a lot of conclusive research about the effectiveness of an immersion program for students with special needs it is commonly felt that most students can and will perform well in an immersion program. Students with mild learning disabilities and delays are well supported by the variety of techniques that are common in a language immersion classroom that are also regularly utilized strategies for the struggling learner. Pre-identified language-processing difficulties should seriously be considered prior to enrollment. *Still, many children with mild learning disabilities, knowledgeable teachers, and supportive families can and do achieve well in immersion programs and develop proficiency in a second language* (Fortune, Tedick 2003).

## LUNCH PROGRAM

Nourishing our bodies with a balanced diet is essential for a well prepared learner. At FNCS we teamed up with the Arcata School District to provide nutritious and kid-friendly lunch program. The district staff are committed to continual improvement of their program, including many local and organic ingredients. Humboldt creamery milk and fresh fruit is also served with every meal.

Students who qualify may receive a free or reduced price lunch. The regular cost of a lunch is \$3.50 and is ordered on a daily basis.

## FAMILIAS

With a strong value placed on community Fuente Nueva has created a program to help foster cross age relationships in our school. Familias is a weekly lesson where students are combined into a group that includes students of all grade levels. Returning students remain in the same *Familia* each year so they build long term friendships and understanding. Each teacher and the director teach the *Familia* lesson for a five or six week sessions. The teachers choose lessons that are enriching and develop connections between the students. Examples of *Familia* lessons include: folk songs, karate, yoga, baile folklórico dance, ceramics and cooperative games. It is a rewarding and essential building block to the familia that we call Fuente Nueva.

## EXTENDED DAY PROGRAM

We look upon our aftercare program as a relaxed extension of our school day. During aftercare, children have the opportunity to participate in structured and unstructured arts and crafts, additional extracurricular activities, citizenship, extended reading and story time, homework club and of course, ample free play. In addition, it is important for us that the children have the opportunity to develop life skills centered on the activities and chores of the aftercare program itself. We welcome visiting parents into the aftercare program and would be happy to hear from any parents who wish to organize a special activity or lesson.

Aftercare is offered from dismissal until 5:30 p.m. A fee of \$3.25 is charged per contracted hour for this service. Drop-in rates are \$3.75 per hour. Subsidized childcare is available through Changing Tides Family Services. It is recommended that you contact them as soon as possible in order to become eligible for low-cost/no-cost childcare. Changing Tides can be reached at 444-8293.

Before care is also offered starting at 7:30 a.m. and is located in room 16. The charge for this service is \$1.50/day regardless of any drop off time between 7:30 a.m. and 8:00 a.m.

## GETTING INVOLVED

Fuente Nueva gives parents the opportunity to involve themselves in their child's learning experience and school community. We like to say that we are a work in progress with many successes. We are always open to ideas for improvement and pride ourselves on our ability to grow. ***Our school is who we are today due to the tremendous efforts and commitment of our parents. Each family is expected to volunteer at least four hours a month in or out of the school.*** Many parents volunteer beyond the four-hour expectation. This greatly affects the richness

of our students experience at our school. Opportunities for meeting the volunteer hours are varied. We do our best to find a task that works for every family.

Here is a list of the many ways that parents have contributed to our school.

- Serve on the Fuente Nueva Charter Council (our governing Board of Directors)
- Serve on the Parent Teacher Organization (PTO) Board
- Volunteer in the classroom
- Bring a unique lesson to the classroom in one's own area of expertise
- Chaperone on a field trip
- Organize special events like biannual performances/socials
- Fundraising through the PTO
- Recycling, odd jobs, yard duty, classroom improvement, work days
- And countless other ways that continue to change and evolve

## PROGRAM COMMITMENT

### LONG TERM INVESTMENT

Successful immersion students require a commitment from all of those involved. All stakeholders must have a greater commitment to an immersion school. Teachers are continually developing their immersion teaching skills on top of the set demands of the average classroom teacher. The administration must also work hard to stay abreast of the latest techniques and strategies being used in the immersion classroom. As a team we must continually evaluate our progress towards our program goals and adjust the instruction as necessary.

Parent commitment is equally important. Parents must commit to enrolling their child and following through the entire program in order to receive the full benefits of learning a second language. Parents must also be a strong advocate with their child as to the reasons they are studying a second language. Without this parent buy-in students are often confused as to why their teachers are insisting that they work in a language other than their own. In addition to the students' success in the school, immersion programs also require a long term commitment in order to keep enrollment levels at an adequate number. The school is often unable to replace a student who leaves beyond the 1<sup>st</sup> grade year, thus creating very small class sizes in the upper grades. While there are many benefits to smaller class sizes when a class is too small funding amounts

become an unwanted issue. Fuente Nueva is understanding of life's changing paths and at the same time respectfully requests that you seriously consider if you are able to make a long term commitment.

## VOLUNTEER

There are many schools in our area that do just fine without parent involvement. Although it is an ideal of any school it is not a fundamental piece of their success. At Fuente Nueva we rely on our parents to serve in several capacities. We do our best to make this easy for parents by matching talent to task. As previously stated four hours a month of volunteer work is requested from every family of an enrolled student. Fortunately we have a tremendous track record of a high level of parent support. This builds community in which parents can also grow and learn.

## ATTENDANCE

A child's success at school is directly related to his or her ability to have consistent regular attendance. In addition, our school budget is dependent upon the students' daily attendance. If a child does not attend school one day, we do not receive funding for that student on that day. Being a small school, student absences make a huge impact on our school budget. For both of these reasons please make every attempt to have your child attend school. If appointments need to be made, please make them after school. Families who choose to travel have the option of placing their child on independent study. If you are planning a vacation please contact the Charter Director with at least two weeks notice.

## HOME SUPPORT

Each student learns differently on different days. For some students the adjustment to an immersion program can be difficult. It is essential that there is regular and honest communication between parents and teachers over student progress and any problems that might arise. By working together we can ensure your child's success in our program.

Learning basic Spanish is an excellent way for parents to help support their children in our program. To encourage parents to learn how to speak Spanish, our goal is to organize Spanish classes for adults in the evening. If enough parents are interested this year, these classes could resume. Please note there is a charge for these classes.

## ENROLLMENT PROCEDURE

Children must be 5 years or older by December 2 (state law). For First Grade, children must be 6 years or older by June 1. Capacity for the school and individual classrooms is determined by the

Fuente Nueva Charter Council. The enrollment process and enrollment timeframe at Fuente Nueva Charter School will occur as follows:

- Open enrollment is available on a continuing basis for grades 1 through 5 and open positions shall be filled on a first-come, first-served basis.
- Students enrolling in any grade beyond the 5<sup>th</sup> school month of the 1<sup>st</sup> grade year will be required to take an oral language entrance exam in order to assess the student's proficiency in the Spanish language. Results of the assessment shall be presented to the parent/guardian. Only students with grade level proficiency in Spanish are encouraged to enroll. Final enrollment is based upon available space and parent/guardian choice.
- Registration packets are distributed and collected during the open enrollment period. We respectfully request that all packets are complete by the April 15 deadline referred to below.
- Open enrollment for the Kindergarten and upper grades with vacancies for the following school year is from March 1 to April 15. Completed enrollment forms must be received by 4 p.m. on the April 15 deadline. Enrollment forms will be counted and documented. In the event that capacity is not met for the any class, all students applying for enrollment will be enrolled and shall be considered "existing Charter School students" for the purposes of this procedure. In the event that the number of kindergarten enrollment applications exceeds capacity at the kindergarten grade level, enrollees will be determined by one and/or all of the following three stages until capacity is met:
  - Siblings of existing Charter School Students
  - Children of Charter School Employees
  - All other enrollees
- A random public lottery may be held in order to meet capacity for Kindergarten and upper grade openings for the following fall. The lottery will occur at a specially scheduled Charter Council Meeting following the enrollment deadline and will be documented by videotape. Enrollees will be determined by random selection until capacity is met.
- Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of any and all waiting lists will be determined in the same stages as outlined above.
- On April 16, enrollment or waiting list confirmations will be mailed.

- Completed registration information will be required by May 7<sup>th</sup> for each prospective student. If not received by May 14<sup>th</sup>, that student's enrollment slot will be forfeited.
- Waiting lists will be maintained for the current enrollment year only. Waiting lists will not carry over to the following year, and those applicants on the waiting list must re-apply the following year.
- Any enrollment forms received after the April 15<sup>th</sup> open-enrollment deadline shall be date- and time-stamped and
  - (a) placed on the end of the waiting list for the applicable grade in the order they are received; or
  - (b) if for a grade that is at capacity, but that does not have a waiting list, will be first on the waiting list for that grade; or
  - (c) if for a grade that is not yet at capacity, will receive automatic enrollment.
- Once placed on a waiting list, a student will remain on the list until one of the following occurs:
  - (a) The student is accepted in the school as space becomes available and enrolls.
  - (b) The parent/guardian requests that the student be removed from the list.
  - (c) The school year ends.
- When a space becomes available in a grade level, the slot will be offered to the first name on the waiting list for that grade level. The Charter School will notify the applicant of the available space. ***It is the responsibility of parents/guardians to update contact information.*** The Charter School shall not be responsible for failure to contact a wait-listed family due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:
  - (a) Accept the available slot. In order to accept the slot a parent must speak directly with the Charter Director or designated individual. For the purposes of this procedure, the Charter School must receive the response within two days of the offer in order for the acceptance to be valid.
  - (b) Decline the available slot and be removed from the waiting list.
  - (c) Decline the available slot and be placed at the end of the waiting list.

- If the Charter School does not receive a response within two days (48 hours) of the offer, the Charter School will deem the parent to have declined the available slot and the student will be moved to the bottom of the waiting list.
- If the slot is accepted, the parent/guardian has seven days from the date of acceptance to return a completed registration packet and schedule a family orientation and start date for the student or the slot will be forfeited.
- If the slot is not accepted or a slot is forfeited due to failure to meet all registration deadlines, the slot will be offered to the next student on the list and the above procedure will continue until either the slot is filled or the waiting list is exhausted. Parents who have accepted enrollment but have forfeited their space due to late or missing registration materials will have the opportunity to be placed at the end of the waiting list.

In the event that a situation arises that is not covered by this procedure, the Fuente Nueva Charter Council will determine the fairest method for resolution of the issue. Students will be considered for admission without regard to ethnicity, national origin, gender or disability.

## ADDENDUM



### How Language Is Stored in the Brain



The science of brainmapping is providing new information on how people develop the ability to speak different languages. Researchers at Memorial Sloan-Kettering Cancer Center in New York are using new imaging techniques called functional MRI. This technique captures images while the brain is at work. It has been found that the ability to speak a second language is stored in different places in the brain depending on the age at which a person becomes bilingual.

It has been determined that learning a second language later in life is fundamentally different than learning language early in life. Young children who learn a second language along with their native tongue store this capacity

in a single sector in the brain. But if a second language is acquired later (such as in high school), the brain designates a separate area for it. The researchers in this study caution these results don't provide any definitive answers and further research is necessary. However, other researchers maintain it is very unlikely that anyone can acquire the proficiency of a native without learning the language before puberty. It isn't clear why the brain would use a separate area for a second language learned later in life. It may be that adults learn languages differently than younger children or that once a specific area for language production is established, its capacity can't be expanded. A new language must be processed through a different area of the brain.

These findings may help explain why people who move to the United States as adults never lose a foreign accent even when they speak perfect English. In contrast, those who learn two languages at an early age retain an ability to speak both as if each was their native language.

The implications of this study could greatly impact when and how a second language is learned in the United States. Language experts across the country are advocating that students begin the study of a second language in elementary school. Studies such as this will draw the attention to their claims and cause many schools to revisit how and when students learn a second language.

*From Modern Language  
News Notes 1997*

#### ***Bilingual Reflections of a 9<sup>th</sup> grader in Spanish immersion program***

"After reflecting back on my experiences as an immersion student, there are so many different reasons why I would really recommend sending children to immersion schools. I believe that a language immersion education is one of the best gifts that a parent can give them. It is a unique gift one can give to children that will remain with them for their entire lives." -Annie Heiderman

#### ***Y en español***

"Hay muchas diferentes razones por las que yo recomiendo mandar a sus hijos a escuelas de inmersión. Creo que es uno de los mejores regalos que pueden darles. Esto es algo que mis padres me han dado y que ha afectado a mi vida de una forma impresionante. Es algo único que puede regalar a sus hijos que permanece con ellos por toda su vida." -Annie Heiderman

## INTERESTING LINKS ABOUT IMMERSION EDUCATION

<http://www.cde.ca.gov/sp/el/ip/>

<http://www.carla.umn.edu/immersion/ACIE.html>

<http://rsi.rdale.org/modules/groups/homepagefiles/cms/494481/File/RSI.wmv?sessionid=174bf508c41cc18d0ff717a4c9622e8>

<http://www.pbs.org/teachers/earlychildhood/articles/language.html>

<http://www.cal.org/resources/digest/0304fortune.html>