

PARENT RESPONSIBILITIES

- Commit to long-term participation in the language immersion program
- Volunteer in the classroom and attend two-way parent advisory committee meetings
- Read with your child (in English) 20-30 minutes daily
- Encourage the use of Spanish outside of school

OTHER IMMERSION PROGRAMS

Here is a list of other schools in our region who have implemented Dual Immersion programs:

- Moxee Elementary, Moxee
- Hawthorne Elementary, Kennewick
- Highland Middle School, Kennewick
- Edison Elementary, Kennewick
- Maya Angelou Elementary, Pasco
- Sharpstein Elementary, Walla Walla
- Blue Ridge Elementary, Walla Walla
- Lewis and Clark Elementary, Wenatchee
- Foothills Middle School, Wenatchee

[For more information, please contact:](#)

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IN
PARTNERSHIP
WITH:



DUAL LANGUAGE IMMERSION ELEMENTARY EDUCATION PROGRAM

Selah School District believes in ensuring high levels of learning for ALL students. To accomplish this we must ensure that second language learners do not fall behind academically while they learn how to speak, read, and write English.

Learning is paramount, regardless of the language.



Program Overview

Two-way English/Spanish immersion program provides native English and Spanish speaking students the opportunity to become bilingual, bi-literate, and bi-cultural by the time they enter middle school. Our dual immersion program is designed to serve speakers of both languages within the same classroom. Students are intentionally mixed in the same educational environment to provide communication and academic language development through an interactive setting. Program participation begins in Kindergarten and will continue through fifth grade.

Instructional Design

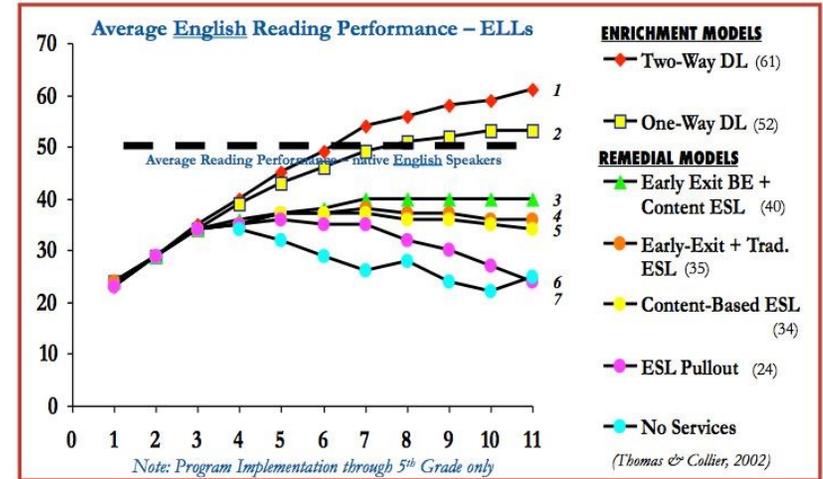
The instructional approaches for Dual Language Immersion Programs follow sound principles underlying bilingual and foreign language teaching methods. Learning is provided in an environment that allows students to engage in an meaningful environment and interact with one another. The needs of each language group includes: primary language development, second language acquisition development of cognitive language and literacy skills, and the development of a positive self-image and cross-cultural understanding. The curriculum in the program utilizes communication-based instruction, balanced literacy strategies and interactive participation. Initially all students learn to read and write in Spanish. English literacy skills are added as students progress through the grade levels.

Criteria for Participation

Enrollment for these programs is open to both native English and native Spanish speakers. Because of the limited number of classrooms, students whose parents have expressed interest and attended a mandatory information night will have their names put into the lottery. Names will be drawn randomly and students will be placed to assure both classes are evenly balanced with student academic levels, as is the procedure with all kindergarten classes. Students whose names are not drawn will be placed on a waiting list. English-speaking students are only allowed to enter the program in Kindergarten or first grade.



Research and Data: The most effective academic instructional model we can offer our Spanish-speaking students is a Two-Way Dual Language model.



Study included over 700,000 minority language students in 5 large districts across the country. Findings were validated by comparing to school systems in 26 states during the following 2 years.

OUR PRIMARY FOCUS

Our primary focus is on closing the achievement gap for Spanish-speaking students. Our dual immersion program places them in a situation where they grow academically because of content being delivered in their native language. Research shows that they become more fluent in English when they learn to read in their primary language.

However, there are several secondary benefits with having a dual immersion program.

1. All students in the program become bilingual, bi-literate.
2. Research shows that the entire school community benefits when multiple languages and cultural heritages are validated and respected.
3. Students who use two languages tend to perform better on executive function tasks and maintain better cognitive functioning with age.