



Foreign Language Academic Immersion Magnet Transition to Dufrocq Concerns

January 20, 2009

FLAIM PTO Transition Committee

Charlotte Brent, Chair

Emmett Robbins, PTO Pres.

Kelly Kent

Summer Steib

Susanna Reyes-Lee

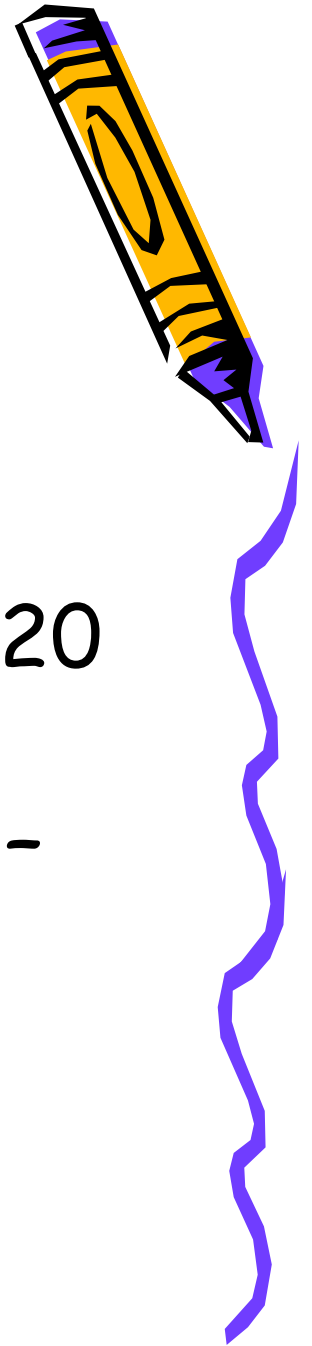
Pauline Ewing

Christine Merchant



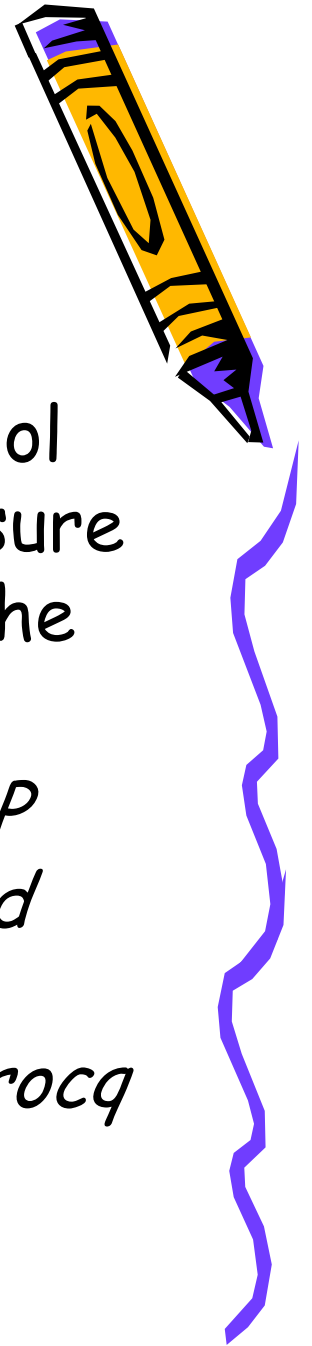
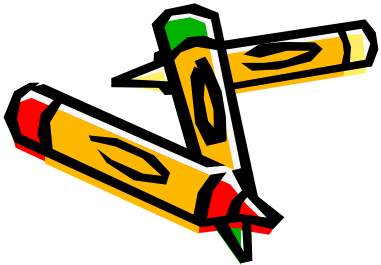
Meeting Agenda

- Brief review of Major Issues - 15 minutes
- BRPSS Administration Response - 20 minutes
- *Open forum for Parent Comments - 40 minutes*
- *Closing/next steps - 5 minutes*



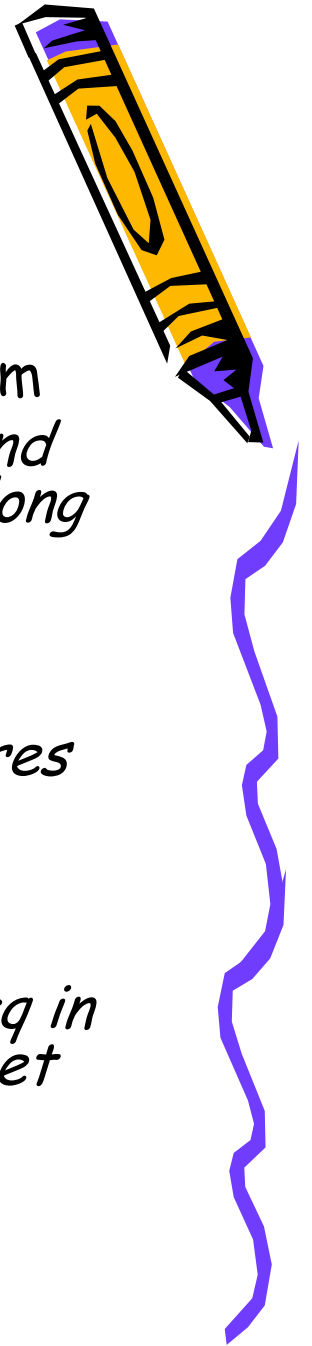
Purpose

- To enlist the support of the EBRP School Administration and School Board to ensure the longevity, viability and success of the FLAIM program
- *To request specific actions by the EBRP School Administration and School Board for the continued success of FLAIM during and after the Transition to Dufrocq*



Major Concerns

- School Administration and School Board doesn't understand the unique needs of the FLAIM program
- *A principal that understands, supports, develops and grows the FLAIM program is ESSENTIAL to the long term viability and success of the FLAIM program*
- FLAIM Program will not be in a dedicated Magnet school at Dufrocq
- *Ensure that the FLAIM program LEAP/ILEAP scores are kept separate*
- Ensuring that the FLAIM program has a long term growth plan
- *Ensuring students are grouped together at Dufrocq in a separate area to facilitate immersion in the target languages*



School Administration and School Board doesn't understand the unique needs of the FLAIM program

- FLAIM is NOT an ESL or dual language program
- *Teacher needs are DIFFERENT*
- Children gain a vastly different world view than in any other magnet
- *This program can set EBRP School System apart and draw many families back to public school*



A principal that understands, supports, develops and grows the FLAIM program is ESSENTIAL to the long term viability and success of the FLAIM program

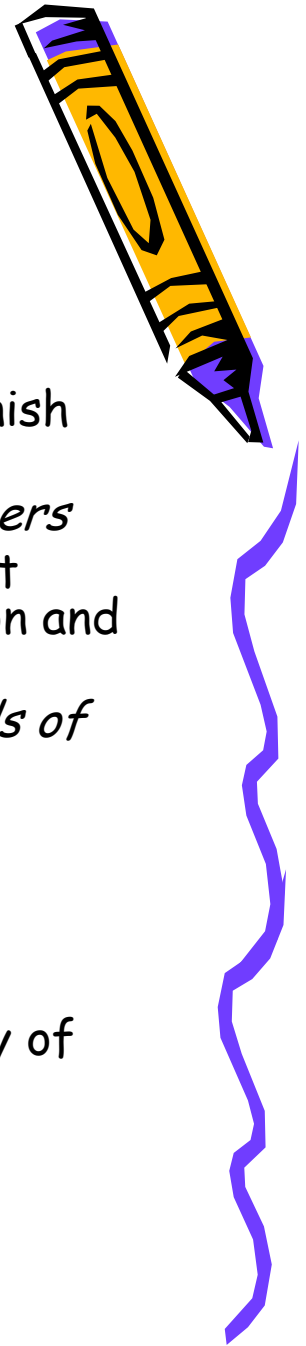


- Immersion programs failed in past at Winbourne Elementary and South Blvd because of UNINTERESTED principals
- *Must drive the success of program. Success doesn't just happen!*
- Must support teachers differently and resource teachers differently than other magnet programs
- *Supports special immersion activities that teach the children the language and many cultures of the languages*

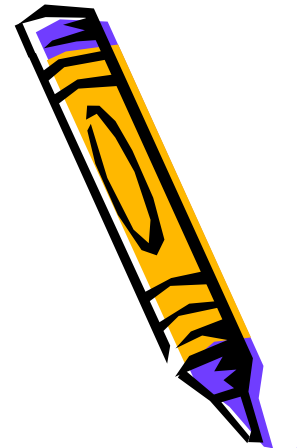


Externally Documented Immersion Principal Criteria

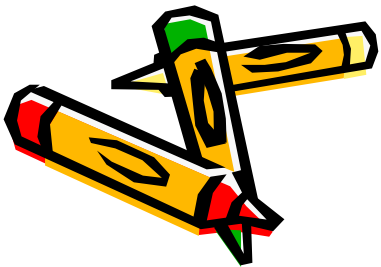
- Promote and have a strong knowledge of the French and Spanish cultures
- *Adjust to and understand the varying needs of foreign teachers*
- Demonstrate great enthusiasm for and long-term commitment to foreign language immersion programs through collaboration and promotion with the school community and all stakeholders
- *Utilize a fair and useful approach when dealing with the needs of students and parents involved in the immersion programs*
- Promote strong and lasting collaboration and understanding between the foreign teachers and those staff members not involved in the immersion programs
- *Ensure accessibility to the immersion programs*
- If not already bilingual or trilingual, be open to the possibility of language training



External Resources for Immersion Principal Criteria

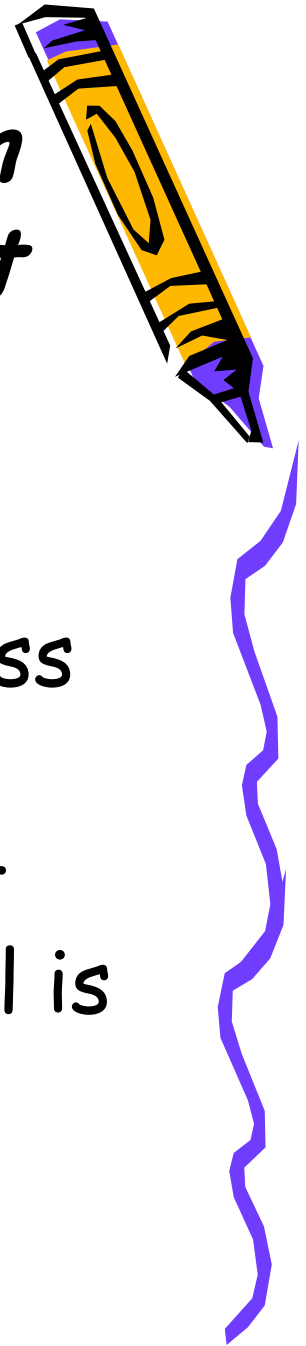


- Go to google.books.com and look for the book called *Immersion Education: International Perspectives* by Robert Johnson and Merrill Swain--both of whom are considered to be major experts in immersion education. There's a section on immersion administrators on pg. 244. It specifically talks about how immersion program principals need to be immersion advocates in order for the program to work and when immersion programs are forced on administrators, the programs often suffer
- http://www.scilt.stir.ac.uk/publications/documents/immersion/Chapter_5.pdf
(beginning on pg. 10)
- http://www.kke.ee/index.php?lang=eng&menus_ID=1&pages_ID=1&mark=0
- http://jobs.publiccharters.org/index.php?post_id=106&offset=60
- http://education.alberta.ca/apps/aisi/literature/pdfs/Teaching_in_French_FSJean.pdf



*FLAIM Program will not be in
a dedicated Magnet school at
Dufrocq*

- Parents choose this program because of it's success, uniqueness and diversity.
- Parents want a total environment where every aspect of the school is focused on excellence



*Ensure that the FLAIM
program LEAP/ILEAP scores
are kept separate*

- FLAIM scores (112) dramatically better than Dufrocq's scores (84)
- *Mixing scores will dilute the success of FLAIM and hide the real needs of the neighborhood program*
- Currently, Winbourne and Dufrocq are on the same campus, but scores are still separate. So, separate scores can be done.



Ensuring that the FLAIM program has a long term growth plan



- The success of this program has brought growth
- *More people want their children in this program*
- This program has the applications for 3 entry level classes
- *Putting the Middle School and Elementary school at one location will ensure longevity of program and provide support structure for the teachers of both programs*



Ensuring students are grouped together at Dufrocq in a separate area to facilitate immersion in the target languages



- Reinforces the Immersion concept to hear announcements, hall conversations, see posters all in the second language
- Reinforces the cultural enrichment that takes place by having teachers interact with students/teachers in the second language



Requested Actions by EBRP SS

- Choose a principal based on proven success record with Immersion programs and neighborhood programs. A principal who has shown success year after year. A principal who drives success
- *Make Dufrocq into an All Magnet school*
- Keep the FLAIM LEAP/ILEAP scores separate until Dufrocq is an all Magnet school
- *Keep the Immersion program completely separate in the facilities and in the governance*

