



ENROLLMENT HANDBOOK

PUBLISHED IN WINTER 2014

The Fuente Nueva Charter School Mission is to empower kindergarten through fifth 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.

Fuente Nueva Charter School

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CONTENTS

<i>A Note from the Director</i>	3
<i>Important Dates</i>	4
<i>Our Mission and Values</i>	4
<i>The Director and Teachers</i>	5
Staff List and Contact Information	5
Beth Wylie, Charter Director	5
Priscilla Viramontes, Extended Day Program Director	6
Renee Marrero, Kindergarten Teacher	6
Rocio Corona, 1 st Grade Teacher	6
Angela Rivera, 2 nd Grade Teacher	7
Agustín Amaro, 3 rd Grade Teacher	7
Jennifer Glueck, 4 th /5 th grade Teacher	8
Angela Kidd, English Language Arts Teacher	9
<i>School Schedule</i>	9
<i>Class Configuration</i>	10
<i>Program Commitment</i>	10
Long Term Investment	10
Getting Involved	11
Attendance	11
Home Support	11
<i>Enrollment Policy and Procedure</i>	12
Continuous Open Enrollment for the Current School Year	12
Early Enrollment for Transitional Kindergarten	12
Open Enrollment for Upcoming School Year	13
Admissions Requirements	13
Transitional Kindergarten	14
Wait List Offers	14
<i>Addendum</i>	15
<i>Interesting links about Immersion Education</i>	16

A NOTE FROM THE DIRECTOR

Dear Parents,

Thank you for your interest in Fuente Nueva. Our school community is located in Arcata next to farm land known as the Arcata Bottoms. In our ninth year, we serve students in kindergarten through fifth 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 publication is designed to provide a snapshot of what it means to choose our school. During our enrollment period we host events that will also help you to become familiar with our program. You are encouraged to schedule a visit to Fuente Nueva, during which you may spend time observing in the classrooms as well as have an opportunity to meet with me and ask any questions you may have.

There are many reasons to choose Fuente Nueva as a school for your child(ren). We ask that over all other reason, you choose our school for the Spanish immersion program. I like to think of all the other pieces that I love as “icing on the cake.” If you are coming just for the “icing” and don’t highly value the “cake,” it is very likely that you will move away from Fuente in future years. As an immersion program where students learn in two languages, transferring from Fuente Nueva midway through a child’s elementary school career is particularly difficult. To gain the full benefits of an immersion school, students must complete the entire program. Therefore, we ask that while you carefully consider your choice of schools, you see Fuente Nueva as a place for the entire course of their elementary education, not just for kindergarten.

Enclosed 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

Saturday, March 1	Open enrollment period begins <i>Return completed applications to the office between now and April 15.</i>
Thursday, Feb. 27	Science Night 6:00 – 7:30 p.m.
Thursday, March 6	Parent Information Night 6:00 p.m. Room 6. Come meet the teachers and parents of Fuente Nueva and learn about our program.
Tuesday, April 15	Open enrollment closes at 4 p.m. <i>Enrollment applications are due by 4pm.</i>
Thursday, April 17	Open House 6:00 – 7:30 p.m.
Wednesday, April 16	Lottery is held, lists are posted at the school and parent notification letters are sent.
Friday, May 2	All enrollment packets must be complete by 4 p.m. to accept slot.
Monday, May 5	Students with incomplete enrollment packets will be placed last on the waitlist.
Thursday, May 22	Move Up Day. <i>Newly enrolled students visit the classroom for activities and a snack. Parents of Transitional Kindergarten and Kindergarten students are requested to attend.</i>
Thursday, May 22	Spring Readers' Theatre Event Curtain at 6:15 p.m.

OUR MISSION AND VALUES

The Fuente Nueva Charter School Mission is to empower kindergarten through fifth 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:

Name	Title	Email
Beth Wylie	Charter Director	bwylie@humboldt.k12.ca.us
Kelly Drew	School Secretary	kdrew@humboldt.k12.ca.us
Renee Marrero	Kindergarten Teacher	rmarrero@humboldt.k12.ca.us
Rocio Corona	1 st Grade Teacher	rcorona@humboldt.k12.ca.us
Angela Rivera	2 nd Grade Teacher	arivera@humboldt.k12.ca.us
Agustín Amaro	3 rd Grade Teacher	jamaro@humboldt.k12.ca.us
Jennifer Glueck	4 th /5 th Grade Teacher	jglueck@humboldt.k12.ca.us
Angela Kidd	English Language Arts	akidd@humboldt.k12.ca.us
Robi Sclafani	School Counselor	rsclafani@humboldt.k12.ca.us
Berit Locatelli	Speech Therapist	fuentenueva@humboldt.k12.ca.us
Deirdré Amaro	Resource Teacher	damaro@humboldt.k12.ca.us
Priscilla Viramontes	Extended Day Program Director	pviramontes@humboldt.k12.ca.us
Damian Campos	Art Teacher	fuentenueva@humboldt.k12.ca.us
Adeena McBurney	P.E. Teacher	fuentenueva@humboldt.k12.ca.us
Hilson Parker	Music Teacher	fuentenueva@humboldt.k12.ca.us

BETH WYLIE, 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. In 2005 she became the “lead petitioner” for Fuente Nueva’s Charter Petition and later accepted the position of the Charter Director.

Upon earning a Bachelor of Arts 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, she dedicated herself to the role of stay-at-home mother.

When Beth joined the Fuente Nueva team in the role of Charter Director she gained valuable on the job experience as an administrator. Since her start at FNCS, Beth has gained her California Teaching Credential, authorization to teach English language 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 nine years with Fuente Nueva have provided an amazing opportunity to further her leadership skills while navigating the world of charter school administration. Beth describes herself as the glue that keeps the stakeholders in the school working together towards a shared vision.

Beth shares her love for Fuente Nueva with her husband, David, who is an active volunteer, and her three sons who are graduates of FNCS and now attend Arcata High in the 9th and 10th grade.

PRISCILLA VIRAMONTES, EXTENDED DAY PROGRAM DIRECTOR

Maestra Priscilla is new to the Director position in the Extended Day Program at Fuente Nueva, but she has been a member of our team for several years. Prior to joining the Fuente team, she was enrolled at Humboldt State University.

With five staff members under her supervision, strong ties to HSU's volunteer circuit and Child Development department, she coordinates a wide range of after-school activities, including arts and crafts, Garden Club, and Homework Club. Extended Day is a crucial part of our small school, and Priscilla is proud to offer children a place to develop their social, academic, and physical skills, and learn new ones under her care.

RENEE MARRERO, KINDERGARTEN TEACHER

Renee Marrero has come a long way from her trip to Spain in 1982 with a bag of trail mix and limited Spanish; to an, energetic, music filled bilingual Kindergarten teacher at Fuente Nueva. After numerous trips to Spain, marriage was eminent. Renee and her husband, who is from Cadiz, Spain, are celebrating their 29th anniversary this year. Over the years, Renee has balanced the need to be a stay at home mom with being a career mom. Renee graduated from Sonoma State University in 1991 with a degree in Mexican-American Studies with an emphasis in bilingual education. She did her student teaching and also worked as an aide at the Windsor Immersion Program, which is now called Calicalmecac.

Hailing from Klamath, CA her and her family migrated back to the north coast where she worked in the Head Start Program, the Even Start family literacy program in Eureka, and then at Pacific Union School where she began a Spanish program for K-8th graders. After budget cuts, Renee found herself without a job and their family moved to the Santa Cruz area where she taught as a 1st grade Spanish immersion teacher in Watsonville.

When Renee began volunteering at Fuente Nueva three years ago, she felt right at home, and when the Kindergarten position opened, she easily slipped right into it. Renee values family, and sees her class as a large extended family, listening with her heart every day to these little humans. They are so enlightened. Her hope is to nourish that spark of learning and curiosity that exists in each student.

ROCIO CORONA, 1ST GRADE TEACHER

Rocio Corona is in her seventh year at Fuente Nueva and currently teaches the first grade. 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. As an undergraduate student, Rocio spent a semester in Nepal. She has additionally traveled to Peru as well as to Mexico where much of her extended family still lives. After completing her undergraduate studies, Rocio became an AmeriCorps volunteer, which placed her at Jefferson Elementary in Eureka where she worked in the kindergarten classroom in the morning and ran the after-school program in the afternoon.

Rocio 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, as both a day-to-day and long-term substitute teacher, a Spanish teacher for grades K-5, a summer school teacher for Spanish speaking preschool children coming into kindergarten, and as a classroom teacher for fifth grade students in South Central Los Angeles.

ANGELA RIVERA, 2ND GRADE TEACHER

Angela Rivera joined our Fuente Nueva family in 2010 and is currently teaching 2nd grade. Maestra Rivera was born in Guatemala and lived there until she was 11 years old, at which point her family moved to her mother's hometown: Fortuna, CA. Angie attended Fortuna Middle School and graduated from Fortuna Union High School. She traveled all over California attending different colleges and universities before moving back to Humboldt County to attend Humboldt State University. In 2007 she received her undergraduate degree in Liberal Studies and went on to receive her teaching credential in 2008.

Before teaching at Fuente Nueva, Maestra Rivera had been working at Alice Birney Elementary School for five years. At Alice Birney, Angie provided academic support and instruction to students in grades kindergarten through sixth grade who speak a language other than English at home while also working closely with their families in order to bridge home and school contact.

Maestra Rivera consciously establishes rapport with her students to build their self-worth. She individualizes and diversifies her teaching techniques so that each student's learning style can experience success in her classroom. Her priority is to create a student-centered atmosphere.

AGUSTÍN AMARO, 3RD GRADE TEACHER

Agustín was raised in Southern California and spoke only in Spanish in the home throughout his youth. Directly after graduating from high school, Agustín was hired there to teach students how to draw. During that 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 a 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 here at Fuente and who 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, Agustín and Deirdre are raising their sons—Lorenzo and Sebastián with Spanish as their first language. Agustín has worked as a classroom teacher for nine and a half years —this is his seventh year with Fuente Nueva Charter School.

Recently, Agustín earned his preliminary administrative credential. At present, he is our third 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 and he supports their learning beyond school hours—offering support and challenge sessions for all learners in all areas. Finally, Agustín wishes to endow his students with a passion for knowledge and an understanding that learning is a process that never ends and that it is a vital endeavor beyond the realm of school.

JENNIFER GLUECK, 4TH/5TH GRADE TEACHER

Jen is currently in her seventh 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 is teaching the Spanish portion of the day in the 4th/5th grade classroom. She came to Fuente Nueva with four years of teaching experience, three years as a 5th and 6th grade Science and Spanish language teacher in New Jersey, and one year as a 1st 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.

ANGELA KIDD, ENGLISH LANGUAGE ARTS TEACHER

Angela received her B.A. 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 5th grade in London, England. After teaching and learning in London's multicultural climate, she sought out career opportunities and left teaching in her Pennsylvania hometown.

In 2002 she was hired to teach a 5th grade classroom in Monterey, California. She and her husband moved across the country to start new careers on the west coast. While teaching 5th grade in Monterey, she also attended California State University at Monterey where she received an M.A. degree in education. Highlights of her three years in the Monterey School District include the following: starting two school garden programs, working as the readers' and writers' workshop coach, writing a grant for art education in 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 personal 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 Maestra Angela teaches language arts to the second through fifth grade students. Her instruction focuses on a readers' and writers' workshop that uses children's literature and poetry. Angela enjoys the opportunity to weave in social studies and science research, and writing with an emphasis on social justice and activism.

SCHOOL SCHEDULE

	Monday	Tuesday - Friday
Before school care	7:30 – 8:15 a.m.	
School opens to welcome students	8:15 a.m.	
Schools day begins	8:30 a.m.	
Snack	9:40 – 9:50 a.m.	
Morning recess	9:50 – 10:00 a.m.	
Lunch recess	K/1 11:35 a.m. – 12:00 p.m. 2 nd -5 th 12:20 -12:45 pm	
Lunch	12:00 – 12:20 p.m.	
Kindergarten dismissal	1:30 p.m.	2:15 p.m.
1st, 2nd and 3rd grade dismissal		2:45 p.m.
4th – 5th grade dismissal		2:55 p.m.
Extended Day Program	Dismissal – 5:30 p.m.	

CLASS CONFIGURATION

Each year the Fuente Nueva Charter Council, in collaboration with the teaching staff and administration, creates the best classroom configuration to meet the needs of the students. Student enrollment numbers in each grade level along with student needs will be taken into consideration when this decision is made. The below possible configurations should be expected by parents who enroll their child in Fuente Nueva:

Kindergarten	up to 22 students (considering 24 students)	<i>stand-alone class</i>
1st grade	up to 22 students (considering 24 students)	<i>stand-alone class</i>
2nd grade	up to 22 students (considering 24 students)	<i>stand-alone class or combined classrooms, configuration determined annually based on student enrollment; grades may be split into two classrooms.</i>
3rd – 5th grade	<i>stand-alone or combined classrooms, configuration determined annually based on student enrollment; grades may be split into two classrooms</i>	

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 in addition to the set demands of the typical classroom teacher. The administration must also work diligently to stay abreast of the latest research as well as strategies being used in the immersion classroom. As a team we must continually evaluate our progress toward our program goals and adjust the instruction as necessary.

Parent commitment is equally important. Parents are encouraged to commit to enrolling their child 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. Furthermore, students who leave in the early years have a delay in the English language development that would have easily been compensated for in the immersion program but may cause difficulty in a traditional classroom.

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 1st grade year, thus creating small class sizes in the upper grades. While there are many benefits to smaller class sizes social issues often arise when a class becomes too small. Moreover, funding levels are affected by lower enrollment. 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.

GETTING INVOLVED

Fuente Nueva gives parents the opportunity to involve themselves in their child's learning experience and school community. We are always open to ideas for improvement and pride ourselves on our ability to grow. ***Our school is what it is 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 Amigos de Fuente Nueva Board (FNCS booster club)
- 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 such as biannual performances/socials
- Fundraising through the PTO
- Recycling, odd jobs, yard duty, classroom improvement, all-campus work party days
- And countless other ways that continue to change and evolve

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 students' daily attendance. If a child does not attend school for any reason, we do not receive funding for that student on that day. Being such 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 every day. 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 School Secretary or the Charter Director at least two weeks in advance.

HOME SUPPORT

Supporting English language development at home is an essential role for parents to play. This can be simply reading to your child or playing simple games. Learning basic Spanish is an excellent way for parents to help support their children in our program. This in no way is essential but even learning simple phrases shows your child that you value the work they are doing during the school day. We strive to offer Spanish classes for parents for a sliding scale fee. Classes are dependent upon the instructor's availability and parent interest.

Every 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 regarding student progress and any problems that may arise. By working together we can ensure your child's success in our program.

ENROLLMENT POLICY AND PROCEDURE

Any student in the State of California is eligible to attend Fuente Nueva Charter School (FNCS). Fuente Nueva Charter School will actively recruit a diverse student population and does not discriminate for any reason. Open enrollment and lottery information are posted physically on campus in a publicly accessible location.

Fuente Nueva will inform our community about our educational offerings through several methods, including but not limited to the following: distributing informational, multilingual brochures to local preschools and doctors' offices, as well as submitting open enrollment announcements to local newspapers.

CONTINUOUS OPEN ENROLLMENT FOR THE CURRENT SCHOOL YEAR

If a position is available during the course of the year and there is no waitlist for that position, enrollment is available on a first-come first-served basis. This means that the student who is first interested, age eligible, and ready to immediately attend will be given the position. Positions will not be held for more than five school days.

Students enrolling in any grade beyond the fifth school month of the first grade year will be required to take an oral language entrance assessment in order to assess the student's proficiency in the Spanish language. Results of the assessment shall be presented to the parent/guardian. We will also share with the parents traits that are held by students who find successes and challenges in entering our program beyond first grade. Students who are eager to learn a second language and enjoy a challenge or students with grade level proficiency in Spanish are encouraged to enroll. Final enrollment is based upon available space and parent/guardian choice.

EARLY ENROLLMENT FOR TRANSITIONAL KINDERGARTEN

As per California State Education code (*sec 48900b*), students who turn five after December 2nd may apply for early enrollment. Students may begin attending on the first day the child is five. The charter council must approve the early enrollment and will do so based on available space and the recommendation of the parent and kindergarten teacher. The council shall vote on the early enrollment at the meeting prior to child's fifth birthday. If approved, that seat will then become occupied for the purpose of continuous open enrollment. When more than one family applies for early enrollment at one time, the student's admission will be approved in the order of the child's age eligibility, (the child who turns five first).

OPEN ENROLLMENT FOR UPCOMING SCHOOL YEAR

The open enrollment period for positions open in all grades starting for the following fall is from March 1 to April 15 (or the closest school day to the 15th). Enrollment applications may only be submitted during this period and must be received by 4 p.m. on the last day of the open enrollment period.

In the event that the number of enrollment applications exceeds capacity in a grade level, enrollees will be determined by a lottery in the following priority order until classroom capacity is met:

1. Siblings of existing FNCS students
2. Children of FNCS employees
3. Siblings of FNCS alumni
4. Students who were accepted by lottery but deferred their school start one year for readiness reasons and notified the school no later than one week after the start of the school year
5. All other applicants

The lottery will be held at the end of the next business day and acceptance notifications will be sent to parents through the mail. The list of accepted applicants will also be posted publicly at the school. The FNCS Director and at least one other school employee will conduct the lottery as a public event in order to ensure that lottery procedures are fairly executed. Procedures include announcing each applicant's name and lottery number and recording the number on paper.

All applications received during the open enrollment period will be included in the lottery. The lottery is conducted to determine applicants' classroom or waitlist placement. Your application will be valid for one year, until we open enrollment for the following school year. If we are unable to offer you enrollment in the year for which you applied, you must re-apply during the next year's open enrollment period.

We offer 22 kindergarten student openings. (*This policy is on the table to be amended in order to offer a maximum of 24 slots in grades K-2*) All other grades will have available spots based on student attrition and configurations of combined grades, which generally begin in second or third grade. Classroom and grade level capacity is determined by the governing board.

ADMISSIONS REQUIREMENTS

Following California State Education Code, FNCS maintains the following minimum age requirements:

- § Transitional kindergarten: age five on September 2 through December 2 of the school year. Transitional kindergarten is the first year of a two-year kindergarten program and offers a modified curriculum pursuant the guidelines at the California Department of Education.
- § Kindergarten: age five on or before September 1 of the school year.
- § First grade: age six before June 1 of the year they enter first grade.

Active parent support of the school through volunteering time and/or other resources and a firm commitment to provide a home environment that is conducive to learning are essential to student success. In particular, this means having a willingness to gain understanding of immersion education and to support their child's education in the home.

TRANSITIONAL KINDERGARTEN

According to the California Department of Education (CDE), a school may adopt a policy to fully implement transitional kindergarten starting in school year 2012–13. In the school year 2014–15, transitional kindergarten will be fully implemented.

School personnel may make a recommendation for a transitional kindergarten student to advance directly to first grade. This recommendation will be based on the student's academic and social/emotional readiness as dictated by the California Department of Education. Parents must agree with this recommendation in order for the student to be enrolled in first grade following transitional kindergarten.

WAIT LIST OFFERS

Initial rounds of offers are made by mail, while any subsequent offers are made through contacting applicants by phone or email. It is the applicant's responsibility to keep the school informed of any change in contact information. When an applicant will be unreachable for a period of time, they may provide the school contact information for a proxy to respond with their acceptance or denial of the position.

When an offer is made, FNCS requires that applicants notify the school within 48 hours to indicate whether or not they will accept; if offers are declined or applicants do not respond, the spot is then offered to the next applicant on the waitlist.

FNCS records all dates and dialogue regarding enrollment activity for each applicant. Each applicant's enrollment application is kept on file while actively on the waitlist. Packets are destroyed when positions are declined or the waitlist expires.

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 9TH 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

California Department of Education Two-Way Immersion: <http://www.cde.ca.gov/sp/el/ip/>

University of Minnesota Center for Advanced Research on Language Acquisition:
<http://www.carla.umn.edu/immersion/ACIE.html>

Robinsdale Spanish Immersion School video:
<http://rsi.rdale.org/modules/groups/homepagefiles/cms/494481/File/RSI.wmv?sessionid=174bff508c41cc18d0ff717a4c9622e8>

PBS Teachers: Language Immersion Programs:
<http://www.pbs.org/teachers/earlychildhood/articles/language.html>

Center for Applied Linguistics: "What Parents Want to Know about Foreign Language Immersion Programs:" <http://www.cal.org/resources/digest/0304fortune.html>