

Item 6 – Public Participation

David Freedman, 4 Laurel Road, was concerned about a letter sent home today with fourth grade students in Hawley School. They are going to fill a room with liquid smoke and if anyone has asthmatic concerns they need to inform the schools. He suggested there may be another way to have this drill. There was some urgency to have the parents return the form.

Dr. Reed said this was part of Fire Prevention Week and would be done in association with the fire department.

MOTION: Mr. Gaines moved that the Board of Education go into executive session to discuss the NASA contract and invited Dr. Reed and Mr. Bienkowski. Mr. Alexander seconded. Motion passes unanimously.

Item 7 – Executive Session

Executive session began at 9:49 p.m.

Item 8 – Return to Public Session for Possible Vote

MOTION: Mr. Alexander moved that the Board of Education approve the NASA contract as presented. Mr. Gaines seconded. Motion passes unanimously.

MOTION: Mr. Alexander moved to adjourn. Mr. Gaines seconded. Motion passes unanimously.

Item 9 – Adjournment

The meeting adjourned at 10:12 p.m.

Respectfully submitted:

Kathy Hamilton
Secretary

**NEWTOWN BOARD OF EDUCATION BID FORM
ATHLETIC FIELD TRIP TRANSPORTATION
DUE MAY 9, 2012 @ 9:30 A.M.**

| CONNECTICUT | Est. Runs | YEAR 1 7/1/12-6/30/13 | YEAR 2 7/1/13-6/30/14 | YEAR 3 7/1/14-6/30/15 | YEAR 4 7/1/15-6/30/16 | YEAR 5 7/1/16-6/30/17 |
|--------------------|----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| ANSONIA | 1 | \$170 | \$172 | \$174 | \$176 | \$178 |
| ASHFORD | 1 | \$350 | \$350 | \$350 | \$350 | \$350 |
| AVON | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| BEACON FALLS | 1 | \$170 | \$175 | \$180 | \$185 | \$190 |
| BERLIN | 5 | \$250 | \$250 | \$250 | \$250 | \$250 |
| BETHEL | 25 | \$175 | \$180 | \$180 | \$185 | \$190 |
| BLOOMFIELD | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| BRANFORD | 1 | \$250 | \$250 | \$255 | \$260 | \$265 |
| BRIDGEPORT | 25 | \$220 | \$220 | \$220 | \$220 | \$220 |
| BRIDGEWATER | 1 | \$150 | \$155 | \$160 | \$160 | \$160 |
| BRISTOL | 10 | \$250 | \$250 | \$250 | \$250 | \$250 |
| BROOKFIELD | 25 | \$175 | \$180 | \$180 | \$185 | \$190 |
| CANTERBURY | 1 | \$350 | \$350 | \$350 | \$350 | \$350 |
| CANTON | 1 | \$350 | \$350 | \$350 | \$350 | \$350 |
| CHESHIRE | 1 | \$210 | \$210 | \$212 | \$215 | \$215 |
| CHESTER | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| CLINTON | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| COLEBROOK | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| CROMWELL | 1 | \$250 | \$250 | \$250 | \$250 | \$250 |
| DANBURY | 25 | \$175 | \$180 | \$180 | \$185 | \$190 |
| DARIEN | 10 | \$230 | \$230 | \$230 | \$235 | \$235 |
| DERBY | 1 | \$175 | \$180 | \$180 | \$185 | \$190 |
| DURHAM | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| EAST HARTFORD | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| EAST HAVEN | 1 | \$250 | \$250 | \$250 | \$250 | \$250 |
| EAST LYME | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| EASTON | 1 | \$175 | \$180 | \$180 | \$185 | \$190 |
| ENFIELD | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| ESSEX | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| FAIRFIELD | 10 | \$210 | \$210 | \$215 | \$215 | \$220 |
| FARMINGTON | 5 | \$250 | \$250 | \$255 | \$260 | \$260 |
| GAYLORDSVILLE | 1 | \$175 | \$180 | \$180 | \$185 | \$190 |
| GLASTONBURY | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| GREENWICH | 1 | \$230 | \$230 | \$230 | \$230 | \$230 |
| GROTON | 5 | \$300 | \$300 | \$300 | \$300 | \$300 |
| GUILFORD | 5 | \$250 | \$250 | \$250 | \$250 | \$250 |
| HAMDEN | 15 | \$230 | \$230 | \$230 | \$235 | \$235 |
| HARTFORD | 15 | \$300 | \$300 | \$300 | \$300 | \$300 |
| HIGGANUM | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| KENT | 1 | \$200 | \$200 | \$200 | \$200 | \$200 |
| LEDYARD | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| LITCHFIELD | 5 | \$230 | \$230 | \$230 | \$235 | \$235 |
| MADISON | 1 | \$250 | \$250 | \$250 | \$250 | \$250 |
| MANCHESTER | 5 | \$300 | \$300 | \$300 | \$300 | \$300 |
| MERIDEN | 1 | \$230 | \$230 | \$230 | \$230 | \$230 |
| MIDDLEBURY | 25 | \$175 | \$180 | \$180 | \$185 | \$190 |
| MIDDLEFIELD | 1 | \$250 | \$250 | \$250 | \$250 | \$250 |
| MIDDLETOWN | 10 | \$250 | \$255 | \$260 | \$265 | \$270 |
| MILFORD | 5 | \$230 | \$230 | \$230 | \$235 | \$235 |
| MONROE | 25 | \$175 | \$180 | \$180 | \$185 | \$190 |
| MOODUS | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| MYSTIC | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| NAUGATUCK | 5 | \$200 | \$205 | \$210 | \$210 | \$215 |
| NEW BRITAIN | 1 | \$250 | \$250 | \$250 | \$250 | \$250 |

All Star

**NEWTOWN BOARD OF EDUCATION BID FORM
ATHLETIC FIELD TRIP TRANSPORTATION
DUE MAY 9, 2012 @ 9:30 A.M.**

| CONNECTICUT CONT'D | Est. Runs | YEAR 1 7/1/12-6/30/13 | YEAR 2 7/1/13-6/30/14 | YEAR 3 7/1/14-6/30/15 | YEAR 4 7/1/15-6/30/16 | YEAR 5 7/1/16-6/30/17 |
|---------------------------|----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| NEW CANAAN | 1 | \$200 | \$205 | \$210 | \$215 | \$220 |
| NEW FAIRFIELD | 10 | \$210 | \$210 | \$215 | \$215 | \$220 |
| NEW HARTFORD | 5 | \$300 | \$300 | \$300 | \$300 | \$300 |
| NEW HAVEN | 10 | \$230 | \$230 | \$235 | \$235 | \$240 |
| NEW LONDON | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| NEW MILFORD | 25 | \$175 | \$180 | \$180 | \$185 | \$190 |
| NEWINGTON | 5 | \$300 | \$300 | \$300 | \$300 | \$300 |
| NEWTOWN | 155 | \$85 | \$86 | \$87 | \$88 | \$90 |
| NEWTOWN (1 WAY)(NYA) | 112 | \$45 | \$45 | \$47 | \$48 | \$50 |
| NORTHFORD | 1 | \$250 | \$250 | \$250 | \$250 | \$250 |
| NORTH HAVEN | 1 | \$230 | \$230 | \$230 | \$230 | \$230 |
| NORWALK | 15 | \$230 | \$230 | \$230 | \$235 | \$235 |
| ORANGE | 1 | \$200 | \$205 | \$210 | \$215 | \$220 |
| OXFORD | 10 | \$175 | \$180 | \$180 | \$185 | \$190 |
| PLAINVILLE | 1 | \$230 | \$230 | \$230 | \$230 | \$230 |
| PUTNAM | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| REDDING | 20 | \$175 | \$180 | \$180 | \$185 | \$190 |
| RIDGEFIELD | 10 | \$210 | \$210 | \$215 | \$215 | \$220 |
| SALSBURY | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| SEYMOUR | 5 | \$175 | \$180 | \$180 | \$185 | \$190 |
| SHELTON | 5 | \$200 | \$205 | \$210 | \$210 | \$210 |
| SIMSBURY | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| SOUTH WINDSOR | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| SOUTHBURY | 1 | \$175 | \$180 | \$180 | \$185 | \$190 |
| SOUTHINGTON | 1 | \$230 | \$230 | \$230 | \$230 | \$230 |
| SOUTHPORT | 1 | \$200 | \$200 | \$200 | \$200 | \$200 |
| STAMFORD | 1 | \$230 | \$230 | \$230 | \$230 | \$230 |
| STORRS | 5 | \$300 | \$300 | \$300 | \$300 | \$300 |
| STRATFORD | 30 | \$220 | \$220 | \$225 | \$225 | \$230 |
| TOMLINSON | 1 | \$230 | \$230 | \$230 | \$230 | \$230 |
| TORRINGTON | 1 | \$230 | \$230 | \$230 | \$230 | \$230 |
| TRUMBULL | 15 | \$190 | \$195 | \$195 | \$200 | \$200 |
| UNCASVILLE (new) | 4 | \$300 | \$305 | \$310 | \$315 | \$320 |
| WALLINGFORD | 1 | \$250 | \$250 | \$250 | \$250 | \$250 |
| WASHINGTON | 5 | \$210 | \$210 | \$215 | \$215 | \$220 |
| WATERFORD | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| WATERBURY | 5 | \$200 | \$205 | \$210 | \$215 | \$220 |
| WATERTOWN | 5 | \$210 | \$210 | \$215 | \$215 | \$220 |
| WEST HARTFORD | 5 | \$300 | \$305 | \$310 | \$315 | \$320 |
| WEST HAVEN | 1 | \$230 | \$230 | \$230 | \$230 | \$230 |
| WESTON | 10 | \$190 | \$195 | \$195 | \$200 | \$200 |
| WESTPORT | 5 | \$210 | \$210 | \$215 | \$215 | \$220 |
| WETHERSFIELD | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| WILLIMANTIC | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| WILTON | 10 | \$200 | \$205 | \$210 | \$215 | \$220 |
| WINCHESTER | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| WINDHAM | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| WINDSOR | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| WINDSOR LOCKS | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| WINSTED | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| WOLCOTT | 1 | \$210 | \$210 | \$215 | \$215 | \$220 |
| WOODBIDGE | 1 | \$210 | \$210 | \$215 | \$215 | \$220 |
| WOODBURY | 1 | \$180 | \$180 | \$180 | \$180 | \$180 |
| WOODSTOCK | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| | 810 | | | | | |

**NEWTOWN BOARD OF EDUCATION BID FORM
ATHLETIC FIELD TRIP TRANSPORTATION
DUE MAY 9, 2012 @ 9:30 A.M.**

| MASSACHUSETTS | Est. Runs | YEAR 1 7/1/12-6/30/13 | YEAR 2 7/1/13-6/30/14 | YEAR 3 7/1/14-6/30/15 | YEAR 4 7/1/15-6/30/16 | YEAR 5 7/1/16-6/30/17 |
|----------------------|----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| AGAWAM | 1 | \$350 | \$350 | \$350 | \$350 | \$350 |
| BECKETT | 10 | \$400 | \$400 | \$400 | \$400 | \$400 |
| BOSTON | 1 | \$400 | \$400 | \$400 | \$400 | \$400 |
| MONTEREY | 1 | \$400 | \$400 | \$400 | \$400 | \$400 |
| SPRINGFIELD | 1 | \$400 | \$400 | \$400 | \$400 | \$400 |
| STURBRIDGE | 1 | \$400 | \$400 | \$400 | \$400 | \$400 |
| | 15 | | | | | |

NEW YORK

| | | | | | | |
|-----------------|----|-------|-------|-------|-------|-------|
| BREWSTER | 4 | \$205 | \$210 | \$215 | \$220 | \$225 |
| BRONX | 1 | \$400 | \$400 | \$400 | \$400 | \$400 |
| CARMEL | 1 | \$210 | \$210 | \$210 | \$210 | \$210 |
| FISHKILL | 1 | \$250 | \$250 | \$250 | \$250 | \$250 |
| KENNEDY AIRPORT | 1 | \$400 | \$400 | \$400 | \$400 | \$400 |
| LAGRANGE | 1 | \$375 | \$375 | \$375 | \$375 | \$375 |
| MAHOPAC | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| MOHAWK | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| MONROE | 1 | \$350 | \$350 | \$350 | \$350 | \$350 |
| NEW YORK CITY | 1 | \$400 | \$400 | \$400 | \$400 | \$400 |
| NEWBURGH | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| NORTH SALEM | 1 | \$250 | \$250 | \$250 | \$250 | \$250 |
| PORT CHESTER | 1 | \$375 | \$375 | \$375 | \$375 | \$375 |
| POUGHKEEPSIE | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| PURCHASE | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| TARRYTOWN | 1 | \$300 | \$300 | \$300 | \$300 | \$300 |
| WEST POINT | 1 | \$350 | \$350 | \$350 | \$350 | \$350 |
| | 20 | | | | | |

Rhode Island

Warwick

| | | | | | |
|---|-------|-------|-------|-------|-------|
| 1 | \$400 | \$400 | \$410 | \$410 | \$410 |
|---|-------|-------|-------|-------|-------|

New Jersey

Princeton

| | | | | | |
|---|-------|-------|-------|-------|-------|
| 1 | \$400 | \$400 | \$410 | \$410 | \$410 |
|---|-------|-------|-------|-------|-------|

Performance Bond

Annual Charge

| | | | | |
|---------|---------|---------|---------|---------|
| \$1,200 | \$1,250 | \$1,300 | \$1,350 | \$1,400 |
|---------|---------|---------|---------|---------|

a) Rate Excess of Five Hours

| | | | | |
|------|------|------|------|------|
| \$50 | \$55 | \$60 | \$65 | \$70 |
|------|------|------|------|------|

b) Cancellation Fee

| | | | | |
|------|------|------|------|------|
| \$50 | \$55 | \$60 | \$65 | \$70 |
|------|------|------|------|------|

c) Maximum Cancellation Fee

| | | | | |
|------|------|------|------|------|
| \$50 | \$55 | \$60 | \$65 | \$70 |
|------|------|------|------|------|

RATES APPLY FROM DEPARTURE TO RETURN ON ALL TRIPS UP TO FIVE HOURS. TRIPS THAT EXCEED FIVE HOURS WILL BE CHARGED INCREMENTALLY FOR ACTUAL TIME @ THE RATE OF **(a)** PER HOUR. RATES ARE EXCLUSIVE OF ROAD FEES, PARKING, TOLLS, ETC.

CANCELLATIONS SHALL BE PROVIDED IN WRITING AT LEAST 24 HOURS PRIOR TO THE SCHEDULED EVENT FOR REASONS OTHER THAN WEATHER. IN THE EVENT OF INCLEMENT WEATHER, A TWO-HOUR MINIMUM ADVANCE NOTICE IS REQUIRED FOR CANCELLATIONS OR A FEE OF **(b)** WILL BE DUE FROM THE REQUESTING PARTY.

SHOULD THE BOARD/SCHOOL FAIL TO PROVIDE THE REQUIRED CANCELLATION NOTICE, AND SHOULD THE CONTRACTOR INCUR A DEMONSTRATED COST AS A RESULT OF THE CANCELLATION, THE BOARD/SCHOOL SHALL PAY A CANCELLATION FEE THAT EQUALS THE FULL RATE OF THE CANCELLED TRIP, NOT TO EXCEED A MAXIMUM FEE OF **(c)** FOR EACH BUS CANCELLATION.

AUTHORIZED SIGNATURE: _____

DATE: _____

PRINTED NAME: Leslie Sheldon

TITLE: Operation's Manager

March 4, 2015

**REPORT REGARDING COMPARISON OF OUT OF DISTRICT PLACEMENTS, ENROLLMENT
AND SPECIAL EDUCATION EXPENDITURES**

Although there has been a significant decrease in enrollment state-wide, our numbers identified as special education eligible have increased. As stated in my presentation to the board in January 2015, Newtown is not unique to this trend; however, our challenges become more complex not only due to factors from 12/14 but also due to declining instructional resources. State-wide, special education numbers have increased by 2,508 students. Currently, our special education population is in line with this increase. In this year alone, the October 1st count of 474 students has *increased* to the current number of 505 students identified.

Although overall enrollment is decreasing, greater numbers of special education identified students will continue to affect the budget. I caution that further reducing the resources, programs and staff necessary for all students has a direct effect on the quality and continuum of special education programming across the district. Tier I instruction includes instruction and educational opportunities we provide for *all students*. When this level of support (or funding for it) is reduced, the instructional foundation is compromised and those who have programs built on this premise may become more dependent on special education supports to meet their needs in the least restrictive environment. Additionally, special education student needs change and many times there is no way to project for these changes. The bottom line is that when we do not have enough regular and special education resources we need to add additional school-based resources or look out- of-district to meet these federally legislated needs.

To better compare where we stand in relation to other districts of similar size, enrollment and demographic, the attached table highlights data regarding the amount of dollars spent on special education, the % of out-of-district placement and total cost expenditures associated. The data suggests that we again, are not unique in our numbers of out-of-district placements, total cost expenditures or numbers of identified students in relation to current enrollment. I caution that any further reductions to allocated programming may contribute to an increase in mandated spending in special education during an already difficult time to predict what will be needed to meet the needs of our students.

Respectfully Submitted,

Julie G. Haggard

March 4, 2015

REPORT REGARDING COMPARISON OF OUT OF DISTRICT PLACEMENTS, ENROLLMENT AND SPECIAL EDUCATION EXPENDITURES

| Town DRG B | Total Enrollment | Total Students Identified for Special Education | Total # Students Placed Out of District | % Placed Out of District | Total Expenditures in Special Education | Total % Spec. Ed. Expenditure of Total Budget |
|-------------------|-------------------------|--|--|---------------------------------|--|--|
| Avon | 3,344 | 337 | 16 | 4.70% | \$9,052,664.00 | 17.63% |
| Madison | 3,143 | 385 | 19 | 4.90% | \$10,876,953.00 | 21.08% |
| Glastonbury | 6,274 | 644 | 33 | 5.10% | \$16,577,547.00 | 16.75% |
| *Cheshire | 4,508 | 510 | 29 | 5.70% | \$15,349,497.00 | 23.47% |
| Newtown | 4,749 | 474 505 | 31 32 | 6.50% 6.3% | \$14,881,517.00 | 19.08% |
| Brookfield | 2,736 | 342 | 24 | 7% | \$6,818,802.00 | 16.79% |
| Monroe | 3,310 | 373 | 28 | 7.50% | \$10,370,256.00 | 19.39% |
| Guilford | 3,426 | 409 | 40 | 9.80% | \$14,865,985.00 | 26.17% |

*Note Cheshire, who is closest to us in terms of # of schools, and enrollment has a much larger % of their TCE as special education expenditure

* October 1st 2014 data obtained from the most recent CSDE reports. Newtown has been adjusted for current counts as of today's report.

March 4, 2015

**REPORT REGARDING COMPARISON OF OUT OF DISTRICT PLACEMENTS, ENROLLMENT
AND SPECIAL EDUCATION EXPENDITURES**

Education shall supply for the fee per page specified in section 1-212, a copy of the transcript of the formal sessions of the hearing board to the parent or guardian or emancipated minor or a pupil eighteen years of age or older and to the local or regional board of education.

(d) If a child sixteen years of age or older voluntarily terminates enrollment in a school district and subsequently seeks readmission, the local or regional board of education for the school district may deny school accommodations to such child for up to ninety school days from the date of such termination.

Sec. 10-220. Duties of boards of education. (a) Each local or regional board of education shall maintain good public elementary and secondary schools, implement the educational interests of the state as defined in section 10-4a and provide such other educational activities as in its judgment will best serve the interests of the school district; provided any board of education may secure such opportunities in another school district in accordance with provisions of the general statutes and shall give all the children of the school district as nearly equal advantages as may be practicable; shall provide an appropriate learning environment for its students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among its schools, and (3) a safe school setting; shall have charge of the schools of its respective school district; shall make a continuing study of the need for school facilities and of a long-term school building program and from time to time make recommendations based on such study to the town; shall report annually to the Commissioner of Education on the condition of its facilities and the action taken to implement its long-term school building program, which report the commissioner shall use to prepare an annual report that [he] said commissioner shall submit in accordance with section 11-4a to the joint standing committee of the General Assembly having cognizance of matters relating to education; shall advise the Commissioner of Education of the relationship between any individual school building project pursuant to chapter 173 and such long-term school building program; shall have the care, maintenance and operation of buildings, lands, apparatus and other property used for school purposes and at all times shall insure all such buildings and all capital equipment contained therein against loss in an amount not less than eighty per cent of replacement cost; shall determine the number, age and qualifications of the pupils to be admitted into each school; shall develop and implement a written plan for minority staff recruitment for purposes of subdivision (3) of section 10-4a; shall employ and dismiss the teachers of the schools of such district subject to the provisions of sections 10-151 and 10-158a; shall designate the schools which shall be attended by the various children within the school district; shall make such provisions as will enable each child of school age, residing in the district to attend some public day school for the period required by law and provide for the transportation of children wherever transportation is reasonable and desirable, and for such purpose may make contracts covering periods of not more than five years; may place in an alternative school program or other suitable educational program a pupil enrolling in school who is nineteen years of age or older and cannot acquire a sufficient number of credits for graduation by age twenty-one; may arrange with the board of education of an adjacent town for the instruction therein of such children as can attend school in such adjacent town more conveniently; shall cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is living in the school district to attend school in accordance with the provisions of section 10-184, and shall perform all acts required of it by the town or necessary to carry into effect the powers and duties imposed by law.

What research is available about the effectiveness of the Kindergarten Spanish program?

Second language study benefits understanding and security in community and society

- Research suggests that attitudes about other groups and peoples are formed by the age of ten and are often shaped between the ages of four and eight. Learning a language at a young age helps connect a child with another culture while they are still open-minded and have not yet begun to restrict their views of others whom they perceive to be different. (Curtain & Pesola 1988)
- The benefits of foreign language study last throughout one's lifetime. Recent research indicates that knowing two languages may help stave off age-related mental decline. Researchers compared monolingual to bilingual adults in a test of cognitive function, and bilingualism seemed to offer a protective benefit. (Bialystok 2004)
- The benefits to society are many. Americans fluent in other languages improve global communication, enhance our economic competitiveness abroad, and maintain our political and security interests. (Center for Applied Linguistics 2004)

Second language study enhances career opportunities

- Studying a foreign language helps students understand English grammar better and improves their overall communication and problem-solving skills. Beyond the intellectual benefits, knowledge of a foreign language facilitates travel, enhances career opportunities, and enables one to learn more about different peoples and cultures. (National Research Council 2007)
- In a survey of 581 alumni of The American Graduate School of International Management in Glendale, Arizona, most respondents said they had gained a competitive advantage from their knowledge of foreign languages and other cultures. They said that not only was language study often a critical factor in hiring decisions and in enhancing their career paths, it also provided personal fulfillment, mental discipline, and cultural enlightenment. (Grosse 2004)
- In recent years, the U.S. government has expressed a need for fluent speakers of languages other than English, particularly in less commonly taught languages such as Arabic and Chinese (U.S. General Accounting Office 2002).
- Students of foreign languages may have better career opportunities. (Carreira & Armengol 2001)

Second language study found to improve chances of college acceptance, achievement and attainment

- Students who were in "rigorous" programs in high school—that included three years of foreign language study—were likely to earn better grades in college and less likely to drop out. (Horn & Kojaku 2001)
- Graduating high school seniors with two or more years of foreign language study showed significant superiority in performance on achievement tests in English when compared with nonforeign language students. (Bastian 1980)

Second language study promotes cultural awareness and competency

- In an age of global interdependence and an increasingly multicultural and multiethnic society, early foreign language study gives children unique insight into other cultures and builds their cultural competency skills in a way that no other discipline is able to do. “The age of ten is a crucial time in the development of attitudes toward nations and groups perceived as ‘other’ according to the research of Piaget, Lambert and others. At age 10, children are in the process of moving from egocentricity to reciprocity and information received before age 10 is eagerly received.” (Curtain & Dahlberg 2004)
- “...(E)xposure to a foreign language serves as a means of helping children to intercultural competence. The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language.” (Curtain & Dahlberg 2004)
- “The positive impact of cultural information is significantly enhanced when that information is experienced through foreign language and accompanied by experiences in culturally authentic situations.” (Curtain & Dahlberg 2004)
- Experiences in learning a second language and learning another culture will facilitate teachers' interactions with their students' learning experience. Competent teachers understand that positive self-concept and positive identification with one's culture is the basis for academic success. (Lemberger 1990)
- Foreign language learners are more tolerant of the differences among people. (Carpenter & Torney 1974)

World Language FLES Program

Monthly Curriculum Outline

Grade: Kindergarten

The primary goal of the FLES program is effective, communicative proficiency in Spanish. Language acquisition is a cumulative, ongoing process and accuracy is the result of deliberate interpretive and presentational experiences. All monthly goals and objectives will be continually reinforced and revisited throughout the year. Spanish is taught in context through the use of songs, games, books, crafts and activities. The Spanish curriculum connects to and expands on topics taught in other disciplines, such as Language Arts, Social Studies, Math, Music, Physical Education, and Art. By enhancing and expanding other content areas, World Language study supports Common Core Standards in those areas. Technology is a tool to access information, make lessons more engaging, and provide students with opportunities to communicate with students in Spanish speaking communities.

Connection to National Standards for World Language Education:

Communication: Communicate in Languages Other Than English

- 1.1 Students engage in conversations, provide and obtain information, and exchange opinions
- 1.2 Students understand and interpret spoken language on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

- 3.1 Students reinforce and further their knowledge of other disciplines through the study of a world language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Comparisons: Develop Insight into the Nature of Language and Culture

- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

- 5.1 Students use language both within and beyond the language class setting.

Essential Questions:

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?
- How do people of other countries and cultures celebrate holidays?

Enduring Understandings:

Students will understand that:

- People in other countries and other cultures communicate using different words to name objects and ideas.
- In order to better understand people of a different culture we must speak their language.
- People in other countries and other cultures have different holidays and celebrations. They use different products and have different traditions to celebrate their holidays.



MONTH: September

| | |
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| <p>Objectives:</p> <p>THEME: Getting to Know Each Other</p> | <ul style="list-style-type: none"> • Student will interact with teachers and peers using greetings and farewells in Spanish. (1.1) (1.2) • Students will use expressions of politeness in Spanish. (1.1) (1.2) • Students will state their names using Spanish construction. (1.2) (1.2) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1) |
| <p>Language:</p> | <p>Greetings, farewells Politeness words: please, thank you, your welcome GAME: ¿Cómo te llamas? Me llamo (name) Songs: “The Wheels on the Bus”, “The More We Get Together” Book: <u>Brown Bear, Brown Bear, What do you see?</u></p> |
| <p>Connections to Content Areas:</p> | <p>Language Arts: Early Emergent Readers Music and Physical Education: Rhythm and Movement</p> |



MONTH: October

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| <p>Objectives:</p> <p>THEME: Birthdays</p> | <ul style="list-style-type: none"> • Students will respond physically to classroom directions. (1.2) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will compare and contrast the organization of the days of the week (starts with Monday, not Sunday). (2.1) (4.2) • Students will celebrate festivals/holidays of the target culture (birthdays and name day). (2.1) (2.2) (3.2) (4.2) • Students will listen to/view popular English and Spanish nursery rhymes. (1.1) (1.2) (3.1) (4.1) |
| <p>Language:</p> | <p>Sit down, stand up, turn around, jump Days of the week Song: “Happy Birthday”: Happy Birthday, party, gifts Nursery Rhymes: “Hickory, Hickory Dock”, “Jack and Jill”, “Little Miss Muffet”</p> |
| <p>Connections to Content Areas:</p> | <p>Language Arts: Early Emergent Readers: Nursery Rhymes Music and Physical Education: Rhythm and Movement Social Studies: Calendar</p> |



MONTH: November

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| <p>Objectives:</p> <p>THEME: Calendar (and Numbers)</p> | <ul style="list-style-type: none"> • Students will count 1-10, using manipulatives. (1.1) (1.2) (3.1) • Students will respond to question about age with one word answer (number). (1.1) (1.2) • Students will listen to/view books Spanish books. (1.1) (1.2) (3.1) (4.1) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will recognize and create labels for classroom objects. (1.1) (1.2) (3.1) • Students will recite Spanish poem (with visuals). (1.1) (1.2) (3.1) (4.1) |
| <p>Language:</p> | <p>Numbers 1-10 Classroom objects Months of the year Poem: “Months of the year” Dr. Seuss book: <u>10 Apples Up On Top</u> Song: “¿Cuántos años tienes?” Calico</p> |
| <p>Connections to Content Areas:</p> | <p>Language Arts: Labeling Unit Math: Counting and One-to-One Correspondence to 10 Physical Education: Rhythm and Movement Social Studies: Calendar</p> |



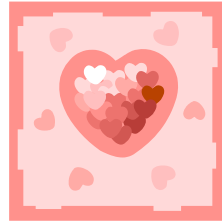
MONTH: December

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| <p>Objectives:</p> <p>THEME: Holidays (and Colors)</p> | <ul style="list-style-type: none"> • Students will celebrate Spanish traditions. (2.1) (2.2) (3.1) (3.2) (4.2) • Students will identify 8 colors in Spanish. (1.1) (1.2) (4.1) • Students will sing traditional Spanish holiday songs. (1.1) (1.2) (4.1) • Students will listen to/view books about Spanish holidays and festivities. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2) |
| <p>Language:</p> | <p>Holiday vocabulary: Christmas, New Years, Epiphany, gifts, tree, decorations, lights. Red, Orange, Yellow, Green, Blue, Purple, Black, and White Book: <u>One Fish, Two Fish, Brown Bear, Brown Bear, What do you see?</u> Song: “De Colores”, “Campanas de Belén” GAME: 4 corners: colors</p> |
| <p>Connections to Content Areas:</p> | <p>Art: Colors Language Arts: Early Reading Strategies: use of illustrations and word recognition Math: Counting Music and Physical Education: Rhythm and Movement Social Studies: Holidays/traditions in Spanish speaking cultures</p> |



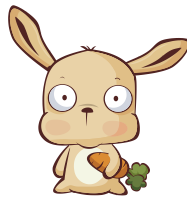
MONTH: January

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| <p>Objectives:</p> <p>THEME: Seasons (and Weather)</p> | <ul style="list-style-type: none">• Students will organize the calendar into seasons. (1.1) (1.2) (3.1)• Students will identify weather during the 4 seasons. (1.1) (1.2) (3.1)• Students will sing songs, recite poems and create crafts about weather. (1.1) (1.2) (4.1) |
| <p>Language:</p> | <p>Spring, Summer, Fall, Winter Rain, Sun, Windy, Snow, Cold, Hot Song: "Rain, Rain, Go Away" Poem: "Itsy, Bitsy, Spider" Paper plate wheel: matching seasons to months to weather</p> |
| <p>Connections to Content Areas:</p> | <p>Art: Craft organizing seasons, months, weather Music and Physical Education: Rhythm and Movement Social Studies: Calendar Science: Weather and Seasons</p> |



MONTH: February

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| <p>Objectives:</p> <p>THEME: Friendship</p> | <ul style="list-style-type: none"> • Students will answer questions about calendar: seasons, months, and days. (1.1) (1.2) (3.1) • Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (3.2) (4.1) • Students will create Valentine’s for a friend in Spanish. (1.1) (1.2) (2.2) (3.1) (4.2) (5.1) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) |
| <p>Language:</p> | <p>Yesterday, Tomorrow, Today Book: <u>Te Amo, Sol – Te Amo, Luna</u> Valentine’s Day: friend, heart, peace, like, friendship, gift, sweet, hug, boy, girl Songs: “Te Quiero”, “Día del Amor y la Amistad”</p> |
| <p>Connections to Content Areas:</p> | <p>Art: Valentine craft Language Arts: Repeated Patterns, Easy Readers Music and Physical Education: Rhythm and Movement Social Studies: Calendar Science: Seasons and Weather</p> |



MONTH: March

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| <p>Objectives:</p> <p>THEME: Animals: Likes/Dislikes</p> | <ul style="list-style-type: none"> • Students will identify popular animals and pets. (1.1) (1.2) (3.1) • Students will identify the sounds animals make (different depending on language). (3.1) (3.2) (4.2) • Students will listen to/view Spanish version of familiar English stories (Dr. Seuss). (1.1) (1.2) (3.1) (4.1) • Students will use expressions for likes and dislikes. (1.1) (1.2) (3.1) (3.2) (4.1) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) |
| <p>Language:</p> | <p>Dog, cat, bird, mouse, fish, caterpillar, butterfly, rabbit, snake Sounds various animals make Books: <u>Green Eggs and Ham</u> Me gusta(n).../No me gusta(n)... Song/Poem: “Los pollitos dicen...”; “Old MacDonald’s Farm”</p> |
| <p>Connections to Content Areas:</p> | <p>Language Arts: Dr. Seuss Month Music and Physical Education: Rhythm and Movement Science: Living and Nonliving</p> |



MONTH: April

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| <p>Objectives:</p> <p>THEME: Foods: Likes/Dislikes</p> | <ul style="list-style-type: none"> • Students will identify some popular foods in both cultures. (1.1) (1.2) (2.2) (3.1) (4.1) (4.2) • Students will identify on map where the Monarch butterflies migrate to. (3.1) • Students will listen to/view Spanish version of English texts. (1.1) (1.2) (3.1) (4.2) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) |
| <p>Language:</p> | <p>Apple, pear, cheese, strawberry, mango, papaya, banana, orange, sweet, coconut, to eat Tree, leaf, fly, map Books: <u>Adiós Óscar</u>, <u>Hungry Little Catterpillar</u> Song: Cookie Monster Food Rap “Let’s eat!”</p> |
| <p>Connections to Content Areas:</p> | <p>Language Arts: Repeated Patterns, Easy Readers Music and Physical Education: Rhythm and Movement Social Studies: Map of Mexico Science: Butterflies, Migration</p> |



MONTH: May:

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| <p>Objectives:</p> <p>THEME: Family</p> | <ul style="list-style-type: none">• Students will identify members of the nuclear family. (1.1) (1.2) (3.1)• Students will celebrate Mexican Holiday: Cinco de Mayo. (2.1) (2.2) (4.2)• Students will sing a Spanish song during the Mother’s/important person’s Day presentation. (1.1) (1.2) (3.1) (4.2) (5.1) |
| <p>Language:</p> | <p>Family members: mom, dad, sister, brother Mother’s day Book: <u>Cuadros de Familia</u> Song: “5 Little Monkeys Jumping on the Bed”, “Hush Little Baby”</p> |
| <p>Connections to Content Areas:</p> | <p>Language Arts: Repeated Patterns, Easy Readers Music and Physical Education: Rhythm and Movement Social Studies: Family: Mother’s Day</p> |



MONTH: June

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| <p>Objectives:</p> <p>THEME: Family</p> | <ul style="list-style-type: none"> • Students will listen to/read folktales and fairytales in Spanish. (1.1) (1.2) (2.1) (3.1) (3.2) (4.1) (4.2) • Students will expand their family vocabulary. (1.1) (1.2) (3.1) • Students will identify numbers 11-20, using manipulatives. (1.1) (1.2) • Students will play math bingo in Spanish with their dad/important person presentation. (1.1) (1.2) (3.1) (4.2) (5.1) |
| <p>Language:</p> | <p>Book: <u>Three Little Bears</u> Family members: uncle, aunt, cousin, grandmother, grandfather Make Counting Book Song: “5 Little Fingers”: finger family Math Bingo</p> |
| <p>Connections to Content Areas:</p> | <p>Language Arts: Fairytale/Folktale Unit Math: Number Sense 1-20 Social Studies: Family: Father’s Day</p> |



Assessment

- **Students will perform a song and/or poem at the Mother's Day Tea in May**
- **Students will participate in math games in Spanish at the Father's Day Celebration in June.**
- **Parent survey**
- **Teacher survey**

Materials: videos, songs, stories, games, art supplies

Online: Babytv español, Calico, Spanish playground, Hispanic culture on line, Toobys

Books: Hispanic Games and Rhymes, Let's Play Games in Spanish, Teach me Spanish, Teach me more Spanish, Story books (like those mentioned in outline)