

# **Spokane Public Schools Language Immersion Program Handbook**

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## Immersion Program

Language Immersion is language instruction in which typical learning activities and experiences are conducted in the minority language. The new language is the medium as well as the object of instruction. Immersion programs are centered around subject area instruction in the new language that occurs for at least 50% of the day. Immersion classes typically follow the same curricula and often use the same translated materials as non-immersion schools in the district.

Our specific program is a Spanish immersion program that currently operates within the 50/50 framework; students spend half of their time in Spanish and half of their time in English. Students learn all content areas in both languages with the ultimate goal being language acquisition.

## Mission Statement

The mission of the **Libby Center** is to provide educational programs that aim to develop caring, inquiring, inventive, and intellectually curious young people who help to create a better and more peaceful world through intercultural understanding and respect.

In the **Language Immersion Program**, we strive to provide equitable education for all students while encouraging them to become active participants in the world around them. We cultivate multilingual, caring, and critical thinkers. We inspire them to be responsible, balanced, culturally competent, and globally minded citizens. The 21<sup>st</sup> century skills learned in our program make students uniquely prepared to affect positive change across various lines of difference.

## Educational Philosophy of the Program

Being the first of its kind in our district, our program offers a 50/50 Spanish immersion model in which the students receive half of their instruction in Spanish and half of their instruction in English. All subjects are taught in both languages. The nature of this program builds biliterate and bilingual learners while also fostering globally-minded citizens. This new program adds 50 new kindergarteners each school year with the final goal of expanding to a full elementary program.

In our program, we seek to provide a quality differentiated learning environment that complements the individual learning styles and special abilities of bilingual, biliterate, and bicultural students. Our instruction derives from research-based best instructional practices when working in multilingual learning environments. We strive to establish a community of risk-taking students who work to acquire and foster a love of languages and culture, while actively inquiring into the world around us. Our inquiry-based approach nurtures curiosity, language fluency, and cultural intelligence. We engage students in a holistic, rigorous academic curriculum taught through Spanish language immersion. We believe language immersion promotes cultural intelligence and curiosity. We challenge our own perspectives and seek to understand those of others through open and free discussion, and various collaborative modalities. Our students take responsible action within and beyond our school community. Our multicultural faculty is dedicated to meeting the needs of all students in order to support the growth of the whole child: moral, intellectual, social, and emotional.

## Enrollment Information

Enrollment into the immersion program is done through an application and lottery. The time period to apply is between January 1st through February 15th for the upcoming school year. Applications are done through the online portal on the district website: <https://enroll.spokaneschools.org/enrollment>

The lottery takes place in late February and families are notified at that time about the status of their application. Those not enrolled are placed on a waitlist should openings occur. The waitlist only lasts for one school year so those who did not get accepted may wish to reapply for the following year.

The district allows priority for siblings of currently enrolled students, but you still must apply for the younger siblings during the time period mentioned above. Students who live outside of district boundaries receive last priority and have very little chance of being accepted. There are usually twice as many applications as there are seats available.

From second grade on, the program will only accept students who already have some Spanish language skills.

## International Baccalaureate Primary Years Programme

In addition to being a Spanish immersion program, we are also in our candidacy to become an authorized International Baccalaureate (IB) school. IB is an inquiry-based, student-centred, holistic approach to learning. Their mission is:

*“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”*

As an elementary school, we work within the Primary Years Programme (PYP). This transdisciplinary framework builds internationally-minded citizens prepared for the 21<sup>st</sup> Century. IB describes PYP below:

*“In response to the challenges and opportunities found in our rapidly changing complex world, and in line with movements in global education to develop lifelong learners, a future-focused PYP has evolved. The PYP curriculum framework emphasizes the central principle of agency that is threaded throughout the three pillars of the curriculum: the learner, learning and teaching and the learning community. Augmenting the focus of the “written, taught, and assessed” curriculum with the human elements—the learner and the learning community—underlines that everyone connected to the school community has voice, choice and ownership to impact learning and teaching. These holistic components complement and reinforce each other to form a coherent whole.”*

## The Learner Profile

In working to build global citizens who, through their own agency and self-efficacy, work to create a better and more peaceful world, IB has identified 10 attributes of an IB learner. These attributes are called the learner profile.

### *Inquirers*

“We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.”

### *Knowledgeable*

“We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.”

### *Thinkers*

“We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.”

### *Communicators*

“We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.”

### *Principled*

“We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.”

### *Open-Minded*

“We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.”

### *Caring*

“We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.”

### *Risk-takers*

“We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.”

### *Balanced*

“We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.”

### *Reflective*

“We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

We as teachers commit to modeling these ten attributes of the learner profile as we work collaboratively to instill those same attributes in our students. For ideas of how to support the learner profile at home, see [here](#).

## Restorative Practices

In our program, we take a constructive approach to classroom and school culture. As with all schools in the district, we use [restorative practices](#) when interacting with students. The district defines restorative practices as “an approach to promoting positive behaviors that focuses on understanding the conflict and how to repair the harm, rather than traditional discipline.” When we use restorative practices, we:

- Build positive relationships and interactions with and between students,
- Repair relationships when they have been ruptured, and
- Create a school community that is founded in trust, respect, and empathy for one another.

The benefits of restorative practices and moving from rupture to repair are numerous. It helps students to self-regulate and understand their own feelings; it helps students to see the consequences (both positive and negative) of their actions; it builds empathy and an understanding of others; it enhances their critical thinking skills and helps them to see the world through multiple perspectives; it helps them become more independent problem solvers as they work to repair their own relationships; it helps them take accountability for their actions; and it helps address the needs of those harmed in different interactions.

Ruptured relationships are repaired through an open and calm dialogue, facilitated by the teacher until students are able to hold their own reparative conversations. We reflect from both perspectives what the conflict was, identify the needs of both parties, and collaboratively come to a solution.

1. What happened?
2. What do we need to change this?
3. How can we make it better? What do we need to do in the future?

Teachers and other school staff are trained in restorative practices and are committed to using them at all times.

## PBIS

In addition to restorative practices, we use the PBIS framework. PBIS stands for Positive Behavior Intervention System. PBIS helps schools and districts identify needs, develop strategies, and evaluate their current practices toward success for all students. PBIS also teaches students appropriate behaviors and provides the supports necessary to sustain those behaviors. It is funded federally and state-wide to support schools to develop and implement a multi-tiered approach to social, emotional, behavioral, and academic interventions for all students. It improves the outcomes for all students, and particularly students with disabilities and students from underrepresented groups.

At Libby Center and in our program, PBIS is used schoolwide. We set clear behavioral expectations, building those with students and other members of our learning community. Libby Center students are expected to show EPIC behavior:

- Excellence
- Perseverance
- Integrity
- Community

We teach these expectations to students and reinforce them through repeated practice. We have a system to recognize students consistently doing the right thing. Across the school, teachers and other staff give students dragon dollars when

spotted meeting and exceeding behavioral expectations. Dragon dollars are placed in a bin in the office and on Friday's random winners are drawn to receive prizes. We have schoolwide PBIS assemblies each semester to recognize and celebrate students at each grade level consistently showing EPIC behavior. Individual classroom teachers have their own classroom systems for incentives and consequences that are shared with students and families at the start of each school year.

While individual classrooms have their own system of progressive consequences, we also have a schoolwide system of consequences. When students need additional support, we use both Tier I (school wide) and Tier II (classroom and individual) interventions. When students need Tier II interventions, the teacher will request support from the Tier II Student Support Team. This team consists of the classroom teachers, specials teachers, the counselor, the PBIS coach, an administrator, and our special education teacher. The teacher who requested the meeting brings any information showing what has already been tried and the current need for additional support. The team will collaboratively discuss what steps will be taken to further support the student. This plan will then be shared with families. By using these data driven and team-based meetings, we can prevent the development or worsening of certain behaviors. This then encourages the teaching of positive behaviors and social interactions in *all* school settings.

### **Program Expectations**

Teachers in the program commit to:

- Providing students with the best education possible.
- Developing multiliterate, multilingual, and multicultural global citizens by the end of their time in our program.
- Understanding and working to meet the unique needs of each individual student to the best of our abilities.
- Teaching in the best way we know how and doing whatever it takes to help all our students learn while utilizing common core state standards.
- Protecting the safety, interests, and rights of all students in the classroom.
- Modeling the IB learner profile for our students.
- Continually working to improve our practice in alignment with evidence-based best practices.
- Making ourselves available to families and students and addressing any concerns they may have.
- Being at school and present for all our students.
- Communicating clearly, professionally, and regularly with families – always in a timely manner.

The program hopes parents, families, and guardians can commit to:

- Supporting teachers and the stated goals of the program.
- Following the learner profile and modeling that for students.
- Getting your student to school before 8 am and allowing them to stay at school until 2:30 pm as much as possible to ensure they are receiving the most instructional minutes. Daily attendance is crucial to their success.
- Always supporting your child in the best way you know how and doing whatever it takes to help your child learn. Checking your child's homework each night/week, reaching out with any questions, and trying to read with them each night.
- Making yourself available to the children and the school, and addressing any concerns they may have.
- Understanding that your student must follow the expectations and norms of the school and classroom in order to protect the safety, interests, and rights of all individuals in the classroom. If they do not, they may lose certain privileges while we work to repair any damage done to our classroom community and reteach specific behaviors.

- Understanding that when you are on the Libby campus, you must also follow the expectations and norms of our learning community.
- Respecting the value in language-learning and committing to support your child's Spanish language acquisition even when not in school.
- Regularly checking students' backpacks, email, voicemail, and the Remind App for important home-school communication. Carefully read any papers or newsletters sent out by the teachers and/or school.
- Communicating clearly, professionally, respectfully, and regularly when concerns arise.

## **Communication**

In the Spanish language immersion program, we feel it is vital to keep you informed of your child's progress socially, emotionally, academically, and behaviorally throughout the course of the year. As such, it is imperative that we engage in mutually respectful, courteous, and professional communication between school and home. Lines of communication should never be one-way but rather open to all parties involved.

Teachers and other school staff use a variety of methods to communicate with families:

- Email
- Hard copy notices sent home with students
- Phone calls
- Text messages through the Remind App
- PeachJar (a new district program for sending home district-wide information)
- Libby Newsletter, sent out weekly by the Libby office staff
- Individual class and grade level newsletters
- Twice yearly parent-teacher conferences
- In-person parent meetings and workshops
- BrightArrow calls for time-sensitive information (such as school closures, early release days, etc.)

We know that the way in which we communicate with others should be done in the same manner that we teach our children to communicate. Teachers and families are our students' primary models for how we express ourselves in both times of conflict and non-conflict. Therefore, when communicating with families, teachers and school staff commit to the following guidelines:

- We will respond to all emails, calls, and text messages within 48 hours (two school days).
- We will remain professional, respectful, and objective in all communication.
- We will maintain confidentiality with any concerns or personal information shared.
- We will place priority and value on Spanish by sending home bilingual communication whenever possible.
- We understand that concerns and frustrations happen, and we will do our best to address them in fair and balanced ways using restorative practices as our guide.

In the same capacity as model for our students, the program hopes that families will keep the following things in mind when communicating with teachers, other school staff, and each other:

- Please check your child's backpack each day for paper communication.
- Please read the weekly Libby Newsletter and any classroom newsletters in their entirety.
- Please sign up for school and district apps like Remind and PeachJar to receive important information.
- Please check your email regularly, and provide us with an email you can check regularly, for other communication.



- Please maintain a professional, respectful, and courteous tone when raising concerns or frustrations. Please raise these concerns or ask questions in a timely manner so they can be addressed immediately.
- Please remember that while your child is assigned to a primary teacher, all teachers are collaborators and partners in all students' educational experiences. Please address all concerns to the team.
- If you need to speak with us in person, please schedule a time to do so. During arrival and dismissal are not ideal times as we are responsible for the safety of students during this time and must be mindful.
- If you wish to meet with us outside the two designated conference times, please send us an email. We are available before school from 7:30 to 8 and after school from 2:45 to 3:00 most days.
- Please remember that while we can listen to and address concerns, we cannot discuss other students or their families other than to assure you that appropriate action has been taken.

### Language Philosophy

In our Spanish Immersion program, all teachers are teachers of language and all students are language learners. Each student has their own linguistic background which makes unique contributions to our learning community. Recognizing this is vital for defining the cognitive development of a student and maintaining their cultural identity. For our students and families, we commit to providing a learning community that promotes and supports language development in a multilingual environment, to fostering international-mindedness, and to encouraging and supporting a community of compassionate communicators.

We use language as a crucial tool in helping learners understand and navigate the world around them. Language is fundamental to learning, thinking, and communicating and plays a central role in our Spanish immersion curriculum. To create a unique, multilingual learning environment and to foster global understanding, we offer a second language program that begins in kindergarten where students experience learning in a 50/50 Spanish immersion environment. We do so by bringing both native Spanish speakers and nonnative speakers together to learn from and with each other in an integrated setting. Through collaboration, we learn from and teach each other.

#### *Dual Immersion Spanish and English:*

In our immersion classrooms, half of all instruction is given in English while the other half is in Spanish. This enables students to participate in learning and make connections in their mother tongue as they gain confidence while learning new languages. Students are given the opportunity to engage with the core contents while developing proficiency in the new language.

#### *Practices in the Dual Immersion Program:*

- Both English and Spanish are used as the vehicle of instruction. In all classrooms, 50% of instruction is delivered in Spanish and 50% in English.
- All subjects are taught in both languages.
- Language is seen as a trans-disciplinary element throughout the curriculum.
- Teachers of English and Spanish will have native or near native language skills in the language they teach.
- There is consistent collaboration between teaching team partners to assure transfer of knowledge, to assure full curriculum coverage, and to effectively bridge the two languages between the classrooms and across the grade levels.
- Grade level teams meet frequently to discuss and plan for instruction in subjects taught in both languages. This may include visiting each other's classroom to observe students in the other language and as well as regular collaborative meetings.

- Language teams across different grade bands meet regularly to discuss proficiency benchmarks, language acquisition goals, and curriculum development and modifications. The purpose is to ensure vertical alignment in terms of language acquisition. This may include peer observations and collaborative team meetings.

#### *Assessment:*

The purpose of assessment in language acquisition is to determine students' strengths and growth areas, guide meaningful instruction, improve student learning, and inform stakeholders at all levels: from the classroom, to the program, to the district.

- Students are given the opportunity to creatively demonstrate their language knowledge via a variety of mediums: oral presentations, exhibitions, performances, and multimedia presentations in both languages.
- Multiple standard measures to assess student language proficiency are used in grades K-5, with the ACTFL standards being used as the guide.

#### *Student Support:*

To support Spanish language learners, SPLIPL provides a variety of programs and resources.

- Teacher websites and newsletters that contain information about what is being taught in the classroom
- A partnership and collaboration with local universities to have bilingual student teachers working in our building
- The library/media contains books in many of our students' mother tongues, including books that explore culture and language. Students have access to a wide variety of media in the minority and majority language, as well as mother tongue: books, audio books, magazines, movies, music, and online resources.

To support English Language Learners, Language Immersion Program provides the following resources:

- Interpreters for conferences, SST, and IEP meetings
- ELD support provided by an ELD instructor as directed by the district
- In classroom strategies and interventions aligned with evidence-based best practices (i.e. Project GLAD)

#### *Staff Support:*

To support Spanish language teachers, SPLIPL has developed ongoing structures and systems.

- Spanish music teacher and classroom teachers support vocabulary development through songs.
- Teachers participate in professional development opportunities related to majority and minority language teaching.
- Spanish Immersion team meetings.
- Collaboration about language continuum with middle and high school language teachers.

### **Special Education and Inclusion Policy**

The **PURPOSE** of this policy is:

- To identify, assess and provide for students with special educational needs.

- To support all staff in working with students with special educational needs.
- To ensure that all enrolled students are provided equal access to the curriculum and to rigorous academic experiences.
- To communicate the responsibilities of all stakeholders in the success of students with special needs.

Special Education Needs **for the Language Immersion PYP programme** means a student requiring special care who – based on the opinion of a committee of experts – has physical difficulties affecting mobility, sensory impairments, mental, language and communication disorders, has autism spectrum disorder or other mental development disorder (acute learning disorder, attention deficit disorder or behavioural control disorder). Students with these needs will receive appropriate accommodations and modifications to their educational program, developed via the school's Special Education Department's evaluation process. The special education process for the school is the same as the process across the school district: 1) Students are identified as possibly needing special education and related services; 2) Child is evaluated; 3) Eligibility is decided; 4) Child is found eligible for services; 5) IEP meeting is scheduled; 6) IEP meeting is held, and the IEP is written; 7) After the IEP is written, services are provided; 8) Progress is measured and reported to parents/guardians; 9) IEP is reviewed; 10) Child is reevaluated.

**Inclusion** for the Language Immersion Program means that all students enrolled in the program, based on their admissions criteria, have access to the curriculum. All enrolled students have the opportunity to participate in all aspects of their school community. Students are provided access to the curriculum in the least restrictive environment. Classroom teachers and specialists collaborate following an inclusive approach. Teachers address student needs through classroom differentiation, scaffolded instruction, and any modifications/accommodations as outlined by a student's IEP or 504-C plan. The Response to Intervention (RTI) model in our school, which provides intervention and support for all students at increasing levels of intensity, is based on individual needs. Classroom support for all students with special education needs may include modifications to the curriculum, classroom accommodations, enrichment activities, gifted education curriculum, small group instruction, or one-on-one support. These supports will be collaboratively decided on between all stakeholders (general education teachers, special education teachers, administrators, school counselors, student, and family members). In the case that the team determines a student requires special supports outside the classroom, pull-out services will be provided by the school district to meet academic, social, or emotional needs. Paraprofessionals may also be provided when needed.

Data relating to a student's academic and behavioral needs is collected at various points in their education. During the evaluation process, teachers must have collected and must be prepared to present data indicating a need (or lack thereof) for special education services. Once a student has received an IEP or a 504, then our school must be in alignment with federal and state laws under IDEA (2004) and Section 504 (1973). Within a student's IEP or 504 plan, specific instructional and behavior objectives are listed, and teachers and schools are required to meet these. The progress of students receiving special education services and other accommodations must be monitored and tracked by teachers through the careful collection of data. All data collected relating to the academic and behavioral growth of all students is kept confidential outside of the student's IEP or 504 team (following IDEA, Section 504, and FERPA laws). Data collected will be used in large part to revise IEPs and 504s on an annual basis. When students change schools or districts, all cumulative folders will be transferred.

### **Volunteering in the classroom**

In the Spanish language immersion program, we believe that students learn most effectively when parents and teachers work hand in hand. An authentic, open partnership between home and school is the best way to foster growth that is sustainable and meaningful. As part of this partnership, we believe it is important for parents to have the opportunity to

volunteer in the classroom whenever they are able. This is valuable in a variety of ways: 1) the collaboration between parents and teachers is made visible to students, 2) parents see the work being done in class and are able to further celebrate student successes, and 3) families are able to see the strategies teachers use in class to support student learning and can take those home with them.

You may be asked to do a variety of tasks as a parent volunteer. Please check with your child's teacher about the type of work they need you to do. Volunteer opportunities may include:

- Reading a book aloud to the class
- Working with students in a small group or one-on-one setting
- Copying, filing, and organizing
- Planning class parties
- Leading a class outdoor game
- Teaching an art lesson
- Chaperoning a field trip
- Being a guest speaker
- Other assorted teacher tasks at school/home
- Leading playground games during recess
- Leading an afterschool program (if you are interested, please check with the main office for the appropriate paperwork)

As a volunteer in the classroom or on a field trip, you become a representative of Libby Center. It is the expectation that you uphold Libby Center and Language Immersion expectations and norms. You are no longer just a parent of your child but a teacher of students other than your own. You are volunteering in a classroom or on a field trip to the betterment of the learning community, not simply to engage with your child. This can be a shift in mindset, so please consider the following guidelines.

- Immediately upon arrival, sign in at the main office and wear the designated visitor's tag for the duration of my time in the school.
- Do not exchange home directory information without parental and administrative approval, and only if it is required as part of your role as volunteer. Do not exchange telephone numbers, home addresses, email addresses, or other home directory information with students for any other purpose.
- Maintain confidentiality outside of school regarding student and school information.
- Share any concerns you may have with teachers and school administrators at appropriate times, not during instructional minutes. We value open and respectful dialogue with our families and are dedicated to having constructive conversations. If not an appropriate, non-instructional time, you agree to follow the teacher's expectations and maintain their leadership in the classroom until you are able to express your concerns to the teacher or administrator directly.
- Do not under any circumstances disclose, use, post, or disseminate photographs or personal information about students or others. If you have further questions, please see our program social media policy.
- Agree to only do what is in the best personal and educational interest of each child, upholding the expectations and norms of our program.
- Please remember that your child is still a member of the classroom community and expected to meet all behavioral and academic expectations. They are expected to complete the work and participate with the class the entire time as they would normally.
- As a reminder, disciplinary action and classroom management is the responsibility of school staff. Please follow their lead when intervening with students. If there is an immediate safety threat, please assist.

- When working with students academically, do not simply provide them with answers. Look to the teacher for guidance on how to facilitate their learning and guide them to the discovery of new knowledge.
- Respect the needs of the teachers about how time is used as a volunteer. Please communicate with the teacher ahead of time and follow their lead on the best way to support the teacher.
- Consult with the teacher about bringing in any younger children during your volunteer time. They are generally allowed provided they do not disrupt the learning happening in the classroom or do not prevent you from completed your volunteer work.
- In the Spanish classroom, only Spanish-speaking volunteers will be able to support students with academic work. The expectation is that Spanish is spoken exclusively during these times. However, other volunteers may help in the Spanish classroom; their work will be primarily to support with tasks that are not student-centered.

You agree to follow these guidelines as a member of the Language Immersion and Libby Center community. Should you be unable to meet these expectations, warnings will be given and you may ultimately be unable to volunteer in the classroom. Please see [here](#) for the Spokane Public Schools District Policy on parent involvement.

If you are interested in volunteering, please complete the necessary volunteer paperwork and return it to the office with a photo copy of your ID. This will be sent to the central office for a background check and approval. Once approved, you can email your child's teacher to set up a time to volunteer! If you are unable to volunteer in the classroom, please consider returning the paperwork regardless. You will need it to attend any field trips!

## **Specials**

In our program, we believe in educating the whole child by providing them a well-rounded education that meets all of their social, emotional, and cognitive needs. As such, we believe that all specials classes are just as vital as core content subjects. Students in our program are fortunate to receive a variety of specials classes that enrich their educational experience every day. Students take music, art, physical education, and Social-Emotional Learning (SEL) classes each week. Students attend music and physical education twice per week, art once per week, and the new SEL classes twice per week. In our program, specials classes are taught in English. Please click the links below for information on general topics covered in each specials class.

- [Visual and Performing Arts](#)
- [Physical Education](#)
- [Social-Emotional Learning](#)

## **Library Books**

We believe that students should have access to a variety of multicultural books and should have choice in the books they read. This helps to build a lifelong love of reading and an understanding of the knowledge to be gained through literature. Although we currently do not have a school librarian who teaches weekly classes in library sciences to our students, all students in our program still have access to the school library and will be able to check out books. In grades K and 1, the books students check out will be kept in the classroom. Beginning in second grade, students may take home their library books. Students are expected to take care of their library books and return them in the same condition they check them out in. Students are taught to turn the pages with care so as not to rip them, to not break the spine or fold down the

pages when marking where they left off, to not eat or drink while reading their library books, to not throw the library books or lose them, and to respect the fact that these books are shared with all students in the building.

In line with other elementary schools in the district, students are responsible for the library books that they check out. If a student turns in a library book late, fines will be incurred. If a student damages or loses a library book, they will need to pay for the book or replace it. Students cannot check out another library book until they have returned overdue books or paid for/replaced damaged or lost books. The classroom teacher and library clerk will use their professional judgement to determine when and how students must pay for/replace lost or damaged library books. If students appear to be unready to check out library books and be responsible for them, they may lose the privilege to check out books until they demonstrate their readiness. For other students, special plans can be made between the teacher, library clerk, and student to ensure that they are responsible for future library books and continue to check out. In this way we can continue building independence and responsibility in our young learners.

### **Arrival and Dismissal Procedure**

Given that we share the building with two other programs (Odyssey and Tessera), we are committed to providing a safe and organized environment during arrival and dismissal. It is our hope that parents and family members will uphold the expectations regarding arrival and dismissal, knowing that this procedure was built with the best interests of the students in mind.

#### *Arrival*

Students who arrive to school via the bus will enter through the side door by the cafeteria and either go to the cafeteria for breakfast or head straight out to the playground. Students who are dropped off by their parents will enter the playground through the **south gate on Pacific Street** (next to the door students have been entering through currently). We ask that whenever possible parents simply drop their child off at the sidewalk and allow them to walk to the playground. There will be supervision on the playground starting at 7:40, and this will help with both the flow of traffic and building independent habits with our students. The gate will be unlocked at 7:40 am by the support staff who will be supervising students outside. There **will not** be supervision before 7:40 am. At 7:55 am, students will line up and be picked up from the playground by their teacher. The gate will be locked again at 8 am and any students arriving late will need to go through the front office. If you drop off your child and they eat breakfast normally, they will first go to the playground and then can walk into the building through the recess door to go to the cafeteria.

#### *Dismissal*

The gate will be unlocked again at 2:30 pm by teachers or support staff. Any students who are picked up from school will wait for their parents on the playground. Parents may enter through the south gate on Pacific Street. The gate will be locked at 2:45 pm and any students who have not yet been picked up will go to the office to wait. For the safety of the students we are supervising during this time, we ask that parents not use dismissal time to discuss concerns with teachers or to set up meeting times.

Please note that unless it is raining heavily, arrival and dismissal will be held on the playground just like all other elementary schools across the district. This means that even in snow and cold weather, students will be outside. Please ensure that they are coming to school properly dressed for the weather. In the case of inclement weather, the gate will not be unlocked. During arrival, students will enter through the back door along Pacific Street and head to the gym to wait for their teachers. During dismissal, students will be released to family members from the back door along Pacific Street. If we can, we will notify parents of this via a robo-call or the Remind App. When unable to do so, however, families should be able to see right away upon arriving at the school if we are out on the playground.

## **Social Media**

In our program, teachers, staff, students, families, and other community members use social media and other networking programs to connect with others around the world, share and explore educational resources, enrich classroom learning in authentic and applicable ways, and network within and beyond our school community. As with all technology, in addition to the benefits there are also some risks. As teachers and staff at Libby Center, we commit to not posting photographs, videos, or other personal information about our students and families without the explicit consent of all students and parents involved. We ask that parents and other family members follow this same expectation. When volunteering in the classroom, assisting as a parent chaperone on field trips, and attending school-wide events (concerts, celebrations, workshops, etc.) you may take photos and videos of your child. Please, however, do not post on social media without the consent of each child's parent – even to closed and/or private social media groups. At the start of each school year, we send home media release forms requesting permission for the school and district to take photos of students while in the building. However, some families do not give consent and this release form is for school and district staff use ONLY. These social media release forms from the district do not apply to individual staff and family social media accounts. If you have further questions, please contact your child's teacher.

## **Field Trips**

We believe that field trips are an essential part of any curriculum. Field trips provide students with diverse, hands-on, real-world enriching learning experiences. Field trips:

- Enhance students' visual literacy by superimposing multi-sensory and intellectual inputs,
- Offer students authentic social-development opportunities with their peers,
- Expand students understanding of the world by giving them opportunities to see new things,
- Help students manage their own learning by making the learning experiences primarily student-interest driven, and
- Elaborate their understanding of the content through real-world application and extension of knowledge.

All students will have the opportunity to attend a few field trips. In preparation for each field trip, classroom teachers will send home a permission slip, school lunch request form, and parent chaperone form. It is imperative to return permission slips as soon as possible, and by the specified due date, in order for your student to attend. Field trips are important learning opportunities within our curriculum and are not optional for students who simply do not want to attend. They will miss out on these valuable learning experiences that will be referenced during later classroom instruction. Students without a permission slip will not be allowed to attend and will have to remain at the school completing work in another classroom. Students will also be responsible for the missed learning that occurred as a result of not attending the field trip.

In order to make the most of our field trip opportunities, we will be asking for parent chaperones. Parent chaperones must be approved volunteers by the district (see the parent volunteering section for more information). Please see [Spokane Public Schools District's policy](#) regarding supervision and chaperones on school field trips. In grades K-5 there must be at least a 1:10 adult to student ratio. Depending on the location of the trip, we will do our best to keep this ratio at 1:5 whenever possible.

Not all parents will be able to be parent chaperones on all field trips. Given budgetary, space, and travel restrictions, realistically we will have to say no to some parents who may want to be chaperones. We will do our best to be equitable in selecting chaperones who turn in the paperwork in a timely manner and who have not had previous opportunities to volunteer in the classroom or attend field trips. If we do have to say no to your being a parent chaperone, please understand that we are doing this in fairness and consideration of ALL families in our program as opposed to just a few.

If selected as a parent chaperone, you will oversee a small group of students in your child's class. Therefore, in addition to the district's guidelines regarding who may be a parent chaperone and how to become one, we have a few expectations of family members on our trips:

- Model EPIC behavior for students on the field trip,
- Follow the teacher's lead in upholding stated expectations (both of Libby Center and the location of the field trip),
- Actively supervise the students,
- Ask permission to take pictures of students and do not post any pictures of students other than your own on any social media site (see our social media policy for more information),
- Help students follow the teacher's or guide's directions at all times, and
- Notify the teacher of any incidents or problems as soon as possible.

Only parents and family members who can meet these expectations will be allowed to be parent chaperones. In this way we can all work together to ensure that our field trips provide students with the best experiences possible!

### **Student Dress Code**

Our primary concern in matters of student dress and expression is ensuring the safety and well-being of all students within a beneficial learning environment. We believe that matters of student dress should be made in consultation with the student's family. In concurrence with Spokane Public Schools' [Student Dress Policy](#), student dress will only be regulated when "there is a reasonable expectation that a materials and substantial disruption of the educational process will result from the students' dress or appearance."

Clothing that is inconsistent with the mission of the district and the school may constitute a disruption of the educational process. This includes but is not limited to clothing that contains lewd, sexual, drug or other illicit substance-related messaging, gang-related apparel, and apparel with messaging that promotes hatred and causes harm to others. Uniforms of nationally recognized youth organizations or clothing worn in observance of a student's religious holiday are not subject to this policy.

The district has procedures in place to guide teachers and administrators in monitoring and addressing violations of this policy. They can be found on the district website [here](#).



## Appendix A – Key Terms Defined

- Immersion: *the method of teaching a foreign language through the exclusive use of that language, at least 50% of the time*
- Majority Language: *the language spoken by a majority of people in a given regional or national context. For example, English in the United States.*
- Minority Language: *a language other than the one spoken by a majority of people in a given regional or national context. For example, Spanish in the United States.*
- L1: *first language*
- L2: *second language*
- Mother-tongue: *the language which a person has grown up speaking since early childhood.*
- Bilingualism: *the use of and ability to speak at least two languages by an individual.*
- Biliteracy: *the ability to read and write proficiently in at least two languages.*
- Trans-disciplinary: *relating to more than one branch of knowledge, integrating different skills and content areas.*

## Appendix B – Sources and Research

- Center for Advanced Research on Language Acquisition ([CARLA](#))
- Center for Applied Linguistics ([CAL](#))
- [Benefits of Early Language Learning](#)
- American Council on the Teaching of Foreign Languages ([ACTFL](#))
- Dual Language Education of New Mexico ([DLeNM](#))
- National Association of Bilingual Educators ([NABE](#))
- Washington Association for Bilingual Education ([WABE](#))