

**World Language Program
Options for Decision Making**

**OPTION 1 Do Nothing; Decide Against Implementing a World Language Program at the
Elementary and Middle School Levels**

Rationale: Based on the findings of the feasibility study that has been done, a value added program cannot be developed within the parameters that have been set. Therefore administrative staff would not recommend developing a program at this time.

PRO:

- Maintains current program and the opportunity to focus on program improvement
- Eliminates concern about changes to the current program
- Maintains allied arts offerings in middle school
- Eliminates hiring/staffing issues

CON:

- Disregards public's interest in elementary and middle school World Language program
- Fails to acknowledge best interests of students and disregards research findings:
 - Optimum age for developing second language learning skills occurs prior to high school
 - Students who start learning a second language earlier can attain higher levels of proficiency as they continue the language in high school
 - Students who start learning a second language earlier will be better learners of whatever language they choose to study in high school
- Presents marketing challenge for the school district—more difficult to promote MV among metro districts that have found ways to enhance their elementary and middle school programs with world language instruction

OPTION 2 Delay Implementation for 1 Year

Rationale: Based on the findings of the feasibility study a value-added world language program can be developed, but additional time to work out the details of program implementation is needed.

PRO:

More time for:

- Exploring personnel options—hiring, staffing, licensure
- Staff preparation and curriculum work
- Providing more information/communication
- Exploring additional options for middle school
- Continued study—visiting schools and learning from staff in other Districts

CON:

- Difficult to identify significant difference in District circumstances between '09 and '10 that would impact program start-up
- Loss of momentum
- May erode the efforts that Principals have undertaken to clarify information and expectations regarding the program impacts associated with the implementation of the WL program
- Budget restrictions will impact perceptions—staff and community members may question new program development as they see the effects of necessary budget reductions
- Would need a temporary “place-holder” for WL in 4th and 5th grade Unit Studies—a program element that could be implemented in '09 and then eliminated the following year to make room for WL

OPTION 3

<p>09-10 Implement in 4th and 5th Grades Unit Studies All Students Delay Middle School implementation 1 year</p>	
<p>PROS Additional Time to: Examine all options and design a phase-in plan; design elective possibilities</p> <p>Explore staffing options</p> <p>Work on curriculum integration in the middle school program</p> <p>Consider elementary experience that may impact design of middle school curriculum</p>	<p>CONS</p> <p>Difficult to substantiate the reason for the delay—circumstances not changing</p> <p>Miss staffing opportunities presented by attrition</p> <p>Miss opportunity to have elementary and middle language faculty work together to design the first year of the program</p> <p>See Cons associated with Option #2</p>

OPTION 4

<p>09-10 Implement in 8th Grade Full year; Required for all students No 6th and 7th grade program No Elementary program</p>	
<p>PROS Full year of the language with appropriate time and frequency</p> <p>Potential for more students to get to proficiency in Level 1, and be able to qualify by assessment to go into level 2 in 9th grade</p> <p>Straight-forward staffing</p>	<p>CONS Disregards community interest in elementary language program</p> <p>Disregards research supporting starting second language learning during elementary years</p> <p>Eliminates other allied options in 8th grade</p>

OPTION 5

<p>09-10 Implement in 4th and 5th Grades Unit Studies All students 09-10 Implement in Grades 6, 7, and 8 on Elective Basis Only</p>	
<p>PROS Choice for students</p>	<p>CONS Staffing challenge</p> <p>Cannot predict numbers of sections</p> <p>Would need to establish an elective system which currently does not exist in the middle schools</p> <p>Not continuous with elementary program—difficult to justify having the program be inclusive at elementary and elective at middle school</p>

OPTION 6 NEW MIDDLE SCHOOL PROPOSAL

09-10 Implement in 4th and 5th Grades All students
09-10 Implement 6th Grade 1 Quarter of World Language, and in 7th and 8th Grades alternating days of WL and Physical Education classes all year All students

PROS

- Consistent implementation re Health, PE and WL
- Continuous Phy Ed classes for all students
- Adequate time and frequency for all subjects
- Fitness model—consistent Phy Ed over the year rather than concentrated in a portion of the year
- Improvement over other proposed options in terms of time and frequency of the language instruction

CONS

- 1 qtr less phy ed
- Reduced allied arts options

OPTION 7A CURRENT PROPOSAL (Options A and B are the same except as pertains to FACS. In option A FACS is eliminated at CH and EW and maintained at HV. In Option 7B, FACS is eliminated at all 3 schools.)

09-10 Implement in 4th and 5th Grades Unit Studies All students	
09-10 Implement in 6th Grade 1 Qtr, 7th Grade 1 Qtr, and 8th Grade 1 semester All students	
<p>PROS</p> <p>Starts second language instruction at optimal ages</p> <p>Will prepare students who continue the language to attain a higher level of proficiency in high school</p> <p>Will prepare all students to study a language in high school</p> <p>Highly motivated students who study the language from 4th through 8th grade will be prepared to take the placement test for Level 2</p> <p>Elementary program connects with middle school program—students will study the language each year from 4th through 8th grades</p> <p>The models have already been designed; reviewed and discussed widely</p> <p>Staff is aware of the implications of the proposed models and have had input</p> <p>Focuses and enhances the elementary unit studies model</p> <p>Principals have determined how the models can be staffed</p> <p>Maintains allied program with varied offerings</p> <p>Community Ed enrichment program enhances second language learning opportunities for all elementary students</p> <p>Curricular offerings and Community Ed offerings combine in a robust response to community’s interest having second language instruction in the elementary and middle school grades</p>	<p>CON</p> <p>Middle school option is not consistent with elementary program in regards to time and frequency</p> <p>FACS is eliminated at CH and EW and reduced at HV</p> <p>Reduces the allied arts options at all middle schools</p> <p>Program reductions at the middle level are not uniform among the 3 schools</p>

OPTION 7B New Version of the Current Proposal

THIS OPTION WAS CREATED IN RESPONSE TO A REQUEST FROM SCHOOL BOARD MEMBERS AT THE JANUARY 13TH MEETING TO OFFER AN OPTION WHICH WOULD BRING THE MIDDLE SCHOOLS INTO CLOSER ALIGNMENT BY REMOVING FACS FROM HIGHVIEW. THAT IS THE ONLY DIFFERENCE BETWEEN OPTION 7A AND 7B

<p>09-10 Implement in 4th and 5th Grades Unit Studies All students 09-10 Implement in 6th Grade 1 Qtr, 7th Grade 1 Qtr, and 8th Grade 1 semester All students</p>	
<p>PROS Starts second language instruction at optimal ages</p> <p>Will prepare students who continue the language to attain a higher level of proficiency in high school</p> <p>Will prepare all students to study a language in high school</p> <p>Highly motivated students who study the language from 4th through 8th grade will be prepared to take the placement test for Level 2</p> <p>Elementary program connects with middle school program—students will study the language each year from 4th through 8th grades</p> <p>The models have already been designed; reviewed and discussed widely</p> <p>Staff is aware of the implications of the proposed models and have had input</p> <p>Focuses and enhances the elementary unit studies model</p> <p>Principals have determined how the models can be staffed</p> <p>Maintains allied program with varied offerings</p> <p>Community Ed enrichment program enhances second language learning opportunities for all elementary students</p> <p>Curricular offerings and Community Ed offerings combine in a robust response to community’s interest having second language instruction in the elementary and middle school grades</p> <p>Increased uniformity among middle school offerings.</p>	<p>CON Middle school option is not consistent with elementary program in regards to time and frequency</p> <p>FACS is eliminated at all three middle schools.</p> <p>Reduces the allied arts options at all middle schools</p>