



September Progress Report

Presented to Beaverton School District

September 20, 2011

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Performance Report

Summary of Achievement of Arco Iris Students

At Arco Iris we assess our students' achievement based on a continuous growth process. This means they are assessed against themselves, with the goal of an upward trajectory that shows they are moving forward with no regression. We use numerous forms of assessment to ensure that our students are growing in their learning. The basis of student growth is measured using Beaverton School District and State of Oregon learning targets as a baseline. We use rigorous curriculums and teaching strategies to attain our goal of high achieving, successful students. Based on our assessments, we know that our students demonstrate growth in their individual learning.

Assessment Tools

Arco Iris uses several different assessments to track our student's progress on a weekly, trimester, and annual basis. Our assessments are outlined on the table below. Examples were provided in our 2010/2011 Annual Report.

Assessment	Purpose	Use	Frequency
Spanish Reading Assessments (SRAs)	Assesses Spanish reading fluency and comprehension.	Places students in appropriately leveled Spanish groups and tracks end-of-year progress.	Beginning and end-of-year.
Spanish Proficiency Evaluation	Provides an evaluation of each students proficiency in oral and written communication	Assists in placing students in appropriately leveled Spanish groups and tracks end-of-year progress.	At the end of each trimester.
Progress Reports	Shows individual child's overall progress in all subjects throughout the year.	Demonstrates to parents and students individual progress and pattern of growth throughout the year.	Produced each trimester. Parent/teacher conferences twice per year.
Development Reading Assessments (DRAs)	Assesses English reading fluency and	Places students in appropriately	Beginning, middle, end-of-year.

Assessment	Purpose	Use	Frequency
	comprehension.	leveled reading groups and tracks progress throughout the year.	
Oregon Assessment of Knowledge and Skills (OAKs) Assessments • Results below.	Assesses students' mastery of Oregon content standards.	Informs Arco Iris how our students compare to the rest of the state. Used as a baseline of student progress.	Up to three times per year as-needed.
Benchmark Assessments for all Subjects	Assesses and tracks ongoing progress of our students on a regular basis.	Guides teaching strategies for students' daily learning. Identifies specific learning gaps and individual, ongoing needs of our students.	Weekly; end-of-unit; and beginning, middle, end-of-year.
Singapore Math Assessments • Minute Math	Assess and tracks ongoing progress of mental math skills.	Guides teaching strategies for daily learning at an individual level.	Weekly.
Writing Samples	Measures and assesses student's performance and growth regarding the writing process.	Guides teaching strategies and to identify learning gaps in student's writing.	Weekly, end-of-unit; and beginning, middle, and end of year.

2010-2011 OAKS Testing Results

Arco Iris third and fourth graders completed the OAKS assessment for reading and math, and the fourth graders completed the writing assessment. Our students did well on state tests for reading and math. All but one student met or exceeded in reading and all but two students met or exceeded in math for third and fourth grades. In all cases of students that didn't meet, they nearly met.

Regarding writing samples, of the eight 4th graders, two met, one nearly met, and five did not meet. All of our students scored three or higher; none scored a one or two.

Subject	Arco Iris Spanish Immersion School % Met or Exceeded	Beaverton School District % Met or Exceeded	State of Oregon % Met or Exceeded
Reading – 3 rd grade	100%	87%	81%
Math – 3 rd grade	100%	64%	49%

Reading – 4 th grade	88%	87%	83%
Math – 4 th grade	88%	67%	53%
Writing – 4 th grade	25%	56%	41%

2011-2012 OAKS Testing Plan

Arco Iris students in grades 3 through 5 will take the OAKS tests beginning this fall, for a baseline assessment in math and reading. We will either test them at our facility or provide their transportation to NW Regional Education Services District in Hillsboro, Oregon. Our students who do not “exceed” state standards will take the tests up to three times during the year. Results of the 2011-2012 OAKS testing will be included in our annual report in Spring of 2012.

Financial Update

The Arco Iris fiscal calendar is aligned with the Beaverton School District fiscal calendar, July 1 – June 30. Currently our books are representative from July 2010 through August 2011. The Arco Iris Balance Sheet, through August 2011 and Profit and Loss statement through August 2011, have been included as attachments.

The Arco Iris team serves as good stewards of the public and private funds it receives and will continue to receive. Our fiscal responsibility to our staff, families, and taxpayers, not to mention the State of Oregon and Beaverton School District is why we operate with such care.

Arco Iris was informed in August that the US Department of Education did not continue grant funding for charter schools in many states, including Oregon. Unfortunately, for Arco Iris it means we will not receive our last phase of funding valued at \$200,000. This did not affect our 2011-2012 school year opening but it does mean we have to tighten our belts. The Arco Iris school board worked quickly to open dialogue with ODE as well as immediately completed a budget review process. The school is operating on a revised and balanced budget through revenue generation and expense cutting. The exercise was successful that our core programming, academic year, and staffing were untouched in the process. We have proactively communicated our fiscal challenges with our families, and have attached our letter to them from our board chairwoman, Mary Taylor.

Below is a summary of highlights to note regarding our budget:

- Arco Iris’ student enrollment continues to bring new funds into the district due to the number of students who would have continued homeschooling, private school, or who are out of district. Almost 60% of our student population comes from outside the District, up from 54% last year.
- We have become a magnet for Beaverton. Families moving to Portland for work have found our school and located to Beaverton in order to attend our school. One family moved from the Netherlands for a job at PSU; another came from Michigan, waiting to buy their home until they knew the exact location for our new school site. We continue to have families traveling from St. Helens, Portland, Hillsboro, and Tigard in order to attend our school.

- Generally, most of the budget categories projected came in under budget except for professional development due to our board's ongoing commitment to curriculum development and staff training.
- Under the charter agreement, Arco Iris is responsible for a number of student services not covered by Beaverton School District. We currently contract for counseling services and nursing. These were unanticipated and unbudgeted expenses and have been included in budget categories moving forward.
- As discussed above, the loss of our grant required a cut of \$200k from our 2011/2012 budget. Due to conservative fiscal management, we have not had to cut teacher headcount, salaries, or days from the school year. But it does impact our ability to purchase our middle school curriculum as originally planned. We are in the process of evaluating other means for procuring and developing our middle school curriculum.

The Arco Iris annual financial audit will be underway in the immediate term, with a municipal auditor just secured in early September. We have received a 90-day extension to our audit from BSD staff due to the difficulties in securing a municipal auditor. We have been proactive in communicating with the district regarding this challenge. After the audit is complete, results will be presented to Claire Hertz for specific financial reporting.

Summary of 2011-2012 Classes and Enrollment

Beginning in the 2011-2012 academic year, all classrooms at Arco Iris are blended grades. We believe that a blended classroom environment will strengthen our students learning as well as build our community. Learning targets and state standards have been used as a guide for every subject, including English. The learning targets will be covered for each grade level, through a careful and methodical process that includes all concepts in a well sequenced and balanced program. At Arco Iris, we believe that peer-to-peer learning is key to language immersion and a blended classroom environment is much more conducive to this type of learning. Blended education is based on continuous growth and meeting the needs of each student. This way of teaching works best for students who have diverse levels of language proficiency, which defines our students at Arco Iris. Our teachers will monitor each student's specific needs and growth, and will assess their language development individually.

Our annual calendar generally follows BSD for beginning and end of year days and winter break, and federal/state holidays. Our daily schedule is 8:00 am to 3:00 pm Monday through Friday and 8:00 am to 2:15 on Fridays. We have fewer teacher in-service days because we use the hour early release on Fridays for teacher training. Our annual calendar and our daily calendar are included in the attachments section of this report.

The academic plan that is implemented for student course instruction in 2011-2012 is illustrated in the table below. Also included are the ratio of language instructional time (Spanish and English) based on the academic day and the learning targets used for planning and implementation.

1st/2nd grade	2nd/3rd grade	4th/5th grade
<p>English 25% Spanish 75%</p> <p>English Language Arts</p> <ul style="list-style-type: none"> • Story Town <p>Spanish Language Arts</p> <ul style="list-style-type: none"> • Lecturas (Scott Foresman) • Symtalk • Additional materials from school library and other resources. • Various work sheets based on content. <p>Science</p> <ul style="list-style-type: none"> • Ciencias (Harcourt) • Science Discovery Works (Houghton Mifflin) • Additional materials from school library and other resources. • Various work sheets based on content. <p>Social Studies</p> <ul style="list-style-type: none"> • Expectations of Excellence • Additional materials from school library and other resources. • Various work sheets based on content. 	<p>English 25% Spanish 75%</p> <p>English Language Arts</p> <ul style="list-style-type: none"> • Story Town <p>Spanish Language Arts</p> <ul style="list-style-type: none"> • Lecturas (Scott Foresman) • Symtalk • Additional materials from school library and other resources. • Various work sheets based on content. <p>Science</p> <ul style="list-style-type: none"> • Ciencias (Harcourt) • Science Discovery Works (Houghton Mifflin) • Additional materials from school library and other resources. • Various work sheets based on content. <p>Social Studies</p> <ul style="list-style-type: none"> • Expectations of Excellence • Additional materials from school library and other resources. • Various work sheets based on content. 	<p>English 50% Spanish 50%</p> <p>English Language Arts</p> <ul style="list-style-type: none"> • Story Town <p>Spanish Language Arts</p> <ul style="list-style-type: none"> • Lecturas (Scott Foresman) • Symtalk • Additional materials from school library and other resources. • Various work sheets based on content. <p>Science</p> <ul style="list-style-type: none"> • Ciencias (Harcourt) • Science Discovery Works (Houghton Mifflin) • Additional materials from school library and other resources • Various work sheets based on content <p>Social Studies</p> <ul style="list-style-type: none"> • Expectations of Excellence • History Alive: America's Past • Additional materials from school library and other resources. • Various work sheets based on content.
<p>Targets</p> <ul style="list-style-type: none"> • BSD Learning Targets (Science, Social Studies, English Language Development, Math, Art and P.E) • BSD Standards for Foreign Language Education • Singapore Math Curriculum 	<p>Targets</p> <ul style="list-style-type: none"> • BSD Learning Targets (Science, Social Studies, English Language Development, Math, Art and P.E) • BSD Standards for Foreign Language Education • Singapore Math Curriculum 	<p>Targets</p> <ul style="list-style-type: none"> • BSD Learning Targets (Science, Social Studies, English Language Development, Math, Art and P.E) • BSD Standards for Foreign Language Education • Singapore Math

1st/2nd grade	2nd/3rd grade	4th/5th grade
		Curriculum

CLASS DESIGN:

- Math is the only subject that is, for the most part, grade-level, according to Singapore math curriculum.
- All subjects are taught in Spanish, except English, according to the percentages established in the Charter Agreement. Math is taught in both languages.
- Spanish is taught in Language Arts and through content for Science and Social Studies.
- In Spanish Language Arts, reading is the guideline from which all the rest of the activities are designed. Each class is subdivided into groups according to the level of proficiency of each student.
- Symtalk has been secured as a supplemental curriculum to build oral and listening skills.
- Classroom teachers are responsible for P.E. and health and follow a written curriculum based on BSD and state requirements and learning targets.
- Art classes are scheduled every Friday. A teacher rotation is established to organize art for the entire school.
- Our science and social studies classes are taught through inquiry to promote student’s research skills.

We have prepared a summary table of our curriculum, supplemental materials, assessment tools, and staff trainings. This table is included in the attachments section of this report.

Current Enrollment at Arco Iris

As of September 14, 2012 we have 133 students enrolled in grades one through five. We have 53 1st/2nd graders; 54 2nd/3rd grader; and 26 4th/5th graders.

Update of Waitlists

As of September 14, 2011 we have six 1st graders; one 2nd grader; one 3rd grader; and zero 4th/5th graders.

Summary of 2011-2012 Staff Training

Our teachers and staff had the opportunity to attend training courses and conferences in the 2010-2011 academic year. A summary of this training was submitted in our Annual Report. Due to our loss of grant funding this year, conference attendances have been cut from our budget. We will continue to invest in our teacher trainings, including Singapore Math, PBIS, language immersion, and health and safety. Below is a summary of our 2011 training plan.

Singapore Math

In 2010/2011, our teachers spent nearly fifty hours in group and individual trainings and observations with Singapore Math trainer, Noga Collins. Mercedes Gomez, curriculum developer, led the internal planning and organization along with additional reinforcement of Singapore model implementation.

In August 2011, teachers had 20 hours training in the basics of Singapore Math methods to insure that every teacher follows Singapore math methods:

Fidelity to Methods: Follow the Singapore model of Concrete → Pictorial → Abstract. Concrete examples are used for introducing new concepts. The user guide provides best practices, creative teaching and direct instruction.

Fidelity to Materials: The 'Teacher's Guide' and textbook help with the teaching. The workbooks are used for whole class individual work. Use 'Intensive Practice' and 'Challenging Word Problems' for advanced students and the 'Extra Practice' for struggling students.

Differentiate: Singapore curriculum materials are differentiated. While the main lesson is taught to the student group, students have an opportunity to practice with more challenge or more basic repetition, based on their achievement and accuracy.

Enrich: The math experience can be enriched in different ways. Bring math into other lessons when appropriate. Demonstrate to students, or let them discover, how math is part of nearly everything around them. Enriching activities, such as daily data collection are easily applied. These activities cannot and must not replace the regular class work but can be an extra layer when time permits.

Schedules and time management: The grade level math curriculum must be completed each year as each unit can be matched to BSD's learning targets. Mile stones and time tables must be set to manage time effectively to achieve this goal.

Goals: Each student must be able to make personal gains and achieve grade level or higher by the end of the year.

Throughout the year, teachers were able to work with our Curriculum Director and math trainer to address the following individual needs:

- Content material to ensure competency in all subject matter
- Develop and expand on Singapore teaching techniques
- Differentiation within the classroom and at home
- Ongoing assessment and individual growth model
- Trouble shooting and special issues

Positive Behavior Support

Arco Iris teachers have had prior experience implementing Positive Behavior Support (PBIS), the behavior system used widely throughout Oregon schools, including Beaverton and adopted by Arco Iris. Giselle Escobar, behavior specialist, conducted a PBIS training for our staff to gain additional skills in effective delivery of the PBIS model. PBIS requires constant practice and consistency and therefore, continued support will be provided to teachers as the student population increases

Oregon Charter School Conference

Our Principal and Operations manager attended a two day Charter Conference for the Charter Schools of Oregon. This venue provided the opportunity for Charters around Oregon to participate in sharing knowledge on the start –up and operations of Charter Schools. This conference provided significant detail about Oregon Charter Law, and provided many contacts in our region for additional support. The next Charter Conference is set for spring 2012.

Trainings for 2011-2012

Arco Iris has prepared a draft training and professional development plan for academic year 2011-2012, included on the table below.

TRAINING	DATE	HOURS	STAFF ATTENDING	PURPOSE
SINGAPORE MATH	Throughout the year. Includes: Introduction to Singapore On-going	20 hours; August 30 hours	All Spanish Teachers	To ensure that teachers are instructed in teach Singapore Math teaching methods.
SINGAPORE MATH MENTORING AND COACHING	On-going	80 hours	All Spanish Teachers	Follow up to assess teachers and provide coaching as needed.
PBIS	Introduction to PBIS work shop Follow up (3 annual)	4 hours; August 12 hours	All Staff	Establish school-wide behavioral procedures and guidelines.
SPANISH	Twice a month on Fridays	40 hours	All Spanish Teachers	Ongoing training and mentoring for staff in Spanish Language Arts (grammar, spelling, literature and writing process).
SYMTALK	Initial training	4 hours; August	All Spanish Teachers	Train Spanish Teachers to use the teaching strategies and using materials appropriately.
SPANISH IMMERSION TRAINING	Initial training	6 hours; August	Spanish Teachers	Training regarding the aspects of language immersion and teaching strategies based on language

TRAINING	DATE	HOURS	STAFF ATTENDING	PURPOSE
				acquisition stages.
STORY TOWN	Initial work shop Ongoing training	6 hours; August By trimester	English Teachers	Training regarding teaching strategies and using materials appropriately.

Goals for Improvement This Year and Beyond

Introduction

Arco Iris is always striving to continuously improve in all aspects. Our families completed two separate surveys this year that provided our team with invaluable and important feedback on the school. The results of both will be incorporated into our annual School Improvement Plan (SIP). The School improvement plan will also include important additional input from our Board, Management Team, and staff.

Improvement goals for 2011-2012

The Arco Iris board and staff have established a set of goals for improvement that are based on feedback from our parent survey conducted at Arco Iris and ODE as well as other obligations. This document does not take the place of our School Improvement Plan, which is a separate document generated under state and federal requirements. The following have been identified as improvement goals for 2011-2012. Our School Improvement Plan will be submitted to BSD by this fall to Jon Bridges.

Area to Improve: Student Writing Skills
Goal: Improve student writing skills. 4th grade students scored 25% on the OAKS writing tests last Spring and we would like to bring this up to 80%. State average was 41% on the OAKS tests.
Actions: <ul style="list-style-type: none"> • Implement journaling to develop regular writing habits • Understand the writing process • Understand and demonstrate different types of writing • Understand paragraphs • Learn how to organizing essays, stories, and other documents • Build and improve vocabulary
Area to Improve: Outreach
Goal: Participate in events to inform the community that our bilingual school is available and open to all students in Beaverton. Events and actions to consider include:
Actions: <ul style="list-style-type: none"> • Oregon Council for Hispanic Advancement (OCHA) • Participate in NW Family and Kids Festival

- Participate in Washington County Library – Spanish story time
- Work with Tualatin Hills Parks and Recreation on a partnership on community bilingual education
- Hold Information Nights with groups such as Intel’s Latino Network
- Perform at celebrations in the community

Area to Improve: Diversity
Goal: Provide more translation of our materials in Spanish to support increased diverse student population.
Actions: <ul style="list-style-type: none"> • Brochure in Spanish • Translate more pages on our website into Spanish • Summer camp flyers in Spanish
Area to Improve: Teacher Professional Development
Goal: Provide mentoring and relevant profesional development that insures our teacher’s continuous growth and improvement in the all áreas of teaching.
Actions: <ul style="list-style-type: none"> • Professional development plan as outlined “Future Trainings for 2011-12 above.
Area to Improve: Student access to Technology
Goal: Provide more enrichment activities using technology
Actions: <ul style="list-style-type: none"> • Obtain additional equipment for classroom use. • Instruct students in keyboard typing. • Instruct students on how to use the internet for project research

A Summary of Staff and Qualifications

This section provides a list of our teachers, staff members, and administrators at Arco Iris, including qualifications, description of duties, etc.

Administrative Staff:

Maureen Childs, Principal

Mercedes Gomez, Curriculum Director, as well as PT Teacher for 4/5th grade.

Stacy Inman, Admissions and Operations Manager

Teaching Staff:

Mercedes Gomez, Part-time 4/5th grade

Nikki Falbo, PT 4/5th grade and PT English Language Arts

Rosa Sangiovanni, 2/3rd grade

Stephanie McClain, 1/2nd grade

Maria Toscan, 2/3rd grade

Mercedes Martinez, 2/3rd grade

Support Staff:

Perla Sangiovanni, Teacher's Assistant, Afterschool Program Coordinator

Details are as follows:

Teachers:

<p>Name: Mercedes Gomez</p> <p>Position: Teacher, 4/5th Grade Teacher; Curriculum Development Director</p> <p>Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.</p> <p>Instructs students in citizenship and basic subject matter.</p> <p>Accountable for students' mastery of academic standards.</p> <p>Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.</p> <p>Date of Initial criminal background investigation: 6/9/2010</p> <p>Date of initial licenses: 6/9/2010-6/9/2013</p> <p>License/Endorsements/Certifications: Charter School Registry, Multiple Subjects Self Contained</p> <p>Degrees: Bachelors in Teaching</p> <p>Qualifications: Mercedes has extensive experience in teaching language immersion and directing schools. She comes to us from Mexico City where she was a teacher and administrator. For 6 years, Mercedes was a Principal overseeing the opening of an English Immersion School and Music Conservatory which included an elementary, middle, and high school. One of her greatest accomplishments was when her school was named one of the top three private schools in the state, in only two years. For three years she served as the State Coordinator for the Federal High Schools in the Mexican state of Colima. Mercedes holds a Bachelor's Degree in Teaching and Pedagogy. She brings her vast experience and knowledge of language immersion, administration of schools, and teaching to Arco Iris.</p>
<p>Name: Stephanie McClain</p> <p>Position: 1/2nd grade Teacher</p> <p>Degrees: BA in Elementary Education & Human Development</p> <p>Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art,</p>

health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 8/6/2009

Date of initial licenses: 8/6/2009-8/5/2012

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained

Qualifications: Stephanie is a licensed teacher with a dual degree in Human Development and Elementary Education and is a fluent Spanish speaker. In addition to serving as our first grade teacher last year, her teaching experience includes serving as second, third, and fourth grade teacher in Colegio Argentino, Ensenada, Baja, California, Mexico. She has additional experience as an English teacher at Chung Dahm Institute in Seoul, South Korea. She has also taught in the Early Learning Center at Warner Pacific College in Portland, Oregon.

Name: **Nikki Falbo**

Position: Teacher, 4/5th grade; English Language Arts Teacher

Description of Duties: Teaches reading, English language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 5/18/2011

Date of initial licenses: 5/18/2011-12/2/2014

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained

Degrees: MA in Elementary Education; BA in Social Science

Qualifications: Nikki is a licensed teacher and fluent Spanish Speaker. She'll have a dual-role serving as part-time English Language Arts teacher and 4th/5th Grade teacher. Nikki has over six years of elementary teaching experience serving as a teacher in the Dual-Immersion Program, 5th grade at Beach School in Portland, Oregon. In addition she has taught Kindergarten at Atkinson Elementary School in Portland, Oregon. She served as Lead Teacher at the Portland Jewish Academy and taught fourth grade at Mayatan Bilingual School in Copan Runias, Honduras. Nikki has a Master of Arts in Elementary Education; Advanced Spanish Studies, Guacamaya School, Copan Runias, Honduras; and a Bachelor of Arts in Social Sciences.

Name: **Maria Toscano**

Position: Teacher, 1/2nd grade

Degrees: MA in Teaching; BA in Social Science, Spanish

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 7/29/2011

Date of initial licenses: 7/29/2011-3/2/2015

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained

Qualifications: Maria is a licensed teacher and holds a Master of Arts in Elementary Education and a Bachelor of Arts in Social Science and Spanish. She is a native Spanish speaker. She has spent her career working with children. Her teaching experience includes completing her practicum and student teaching in Kindergarten and third grades at Archbishop Howard School in Portland, Oregon. For three years, she served as an Educational Assistant for the Parkrose School District. In addition, she has taught Spanish as a foreign language to children three to ten years of age and has served as a teacher abroad in Seville, Spain. For the past nine years, Maria's ongoing summer job is as a swimming instructor for the Parkrose School District where she teaches children ages 6 to 12 to swim!

Name: **Rosa Sangiovanni**

Position: Teacher, 2/3rd grade

Degrees: MA in Bilingual Education; BA in Psychology

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 3/5/2010

Date of initial licenses: 3/5/2010-4/15/2012

Endorsements/Certifications: Initial I Teaching License, Multiple Subjects and Spanish

Qualifications: Rosa is a licensed teacher with 29 years of experience as a teacher, specializing in language immersion. A native Spanish speaker, Rosa holds a Master's Degree in Bilingual Education and a Bachelor's Degree in Clinical Psychology. Her extensive experience includes teaching Spanish at Neil Armstrong Middle School in Forest Grove, Oregon. Additionally she served as a Bilingual teacher and English Department Coordinator at the Palms Academy in Humaco, Puerto Rico. She also has over 20 years teaching experience as an elementary and middle school teacher in the Dominican Republic.

Name: **Mercedes Martinez**

Position: Teacher, 2/3rd grade

Degrees: Bachelor of Arts Degrees in Interdisciplinary Studies and Education with a Minor in English.

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation:8/31/11

Date of initial licenses: Charter School Registry in process

License/Endorsements/Certifications: Charter School Registry in process,

Qualifications: Mercy is a senior-level Spanish and ESL teacher with over 30 years of experience teaching students in a second language and culture. She has extensive experience in curriculum design and development; differentiated instruction (which is key to our blended classroom model); multicultural awareness (a major part of our mission); and student assessment (crucial to our continuous growth model). Her career includes serving as the Spanish teacher at the SEI Academy in Portland, Oregon; serving as the Lower School Spanish teacher at Catlin Gabel School in Portland, Oregon, where she taught for eleven years; as first grade teacher at the International School in Portland, Oregon for five years; and as a Pre-Kindergarten through 8th grade teacher at Academia Cristo Rey: Rios Piedras, Puerto Rico where she taught English as a second language to Spanish speaking students for eleven years. She is a native Spanish speaker and has Bachelor of Arts Degrees in Interdisciplinary Studies and Education with a Minor in English.

Administrative staff:

Name: **Maureen Childs**

Position: Principal

Degrees: BA, Elementary Education

Description of Duties: Hire and manage staff appropriately to support school needs.

Actively participate as a member of the Management Team. Support the goals and fulfill the functions and responsibilities as defined in the Management Team role description

Represent the charter school at local, state and national events.

Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school. Insure compliance with all laws, board policies and civil regulations.

Supervise in a fair and consistent manner effective discipline and attendance systems with high

standards, consistent with the philosophy, mission, values and goals of the school.

Oversee development and delivery of school curriculum.

Ensure students meet or exceed state standards on the OAKs tests.

Date of Initial criminal background investigation: 5/19/2010

Date of initial licenses: 5/19/2010-10/17/2013

Endorsements/ Certifications: Initial I Teaching License, Multiple Subjects Self Contained, Charter Administrative Registry in Process

Qualifications: Maureen Childs serves as our Principal and English Language Arts Teacher. She is a licensed teacher with a Bachelor's Degree in Elementary Education. Her experience includes Kindergarten/1st grade and 3/4th grades blended classrooms. She has six years of experience as Site Director for afterschool enrichment programs serving children in 1st to 5th grades. She understands how children learn and strives to reach her students through their individual learning styles and interests, where she uses multi-age strategies and techniques. Maureen's administrative experience comes from serving as Board Chair and Director for her local school board for 12 years. Before entering into education, she had a 20 year career as a Marketing Manager in the Environmental/ Engineering Industry. Her educational and professional experience makes her a valuable part of our administrative team.

Name: **Stacy Inman**

Position: Admissions & Operations Manager

Degrees: BS in Education

Description of Duties: Manages enrollment, attendance; schedules substitutes, arranges trainings, and supports general student wellness (ie. Ice packs, band-aids, sick child parent calls. Instructs students in citizenship and basic subject matter.

Supervise effective and clear procedures for the operation and functioning of the school dealing with building maintenance, personnel communication, office operations, and emergency procedures. Ensures compliance with all laws, board policies and civil regulations.

File required reports with local, state and federal educational agencies and the school advisory board.

Date of Initial criminal background investigation: 8/18/11

Date of initial licenses:

Endorsements/Certifications: OCCD's Directors Certification

Qualifications: Stacy serves as our Admissions and Operations Manager. She holds a Bachelor's Degree in Education from University of Oregon and completed the OCCD's Director's Certification Program through PSU. She has spent the better part of her career working with children. In college, she worked for the campus center for children, and carried out her internship with the Relief Nursery in Eugene. She also served as the On-Site Director for a Spanish Immersion school for three years, prior to joining us at Arco Iris. She has experience and knowledge in immersion education, managing admissions, compliance with state licensing procedures, and all aspects of running day-to-day operations of school.

Support Staff:

Name: **Perla Sangiovanni**

Position: Teacher's Assistant

Degrees: Elementary Education in process

Description of Duties: Supervises students during lunch and recess. Manages afterschool program.

Date of Initial criminal background investigation: 8/31/11

Date of initial licenses: n/a

Endorsements/Certifications: n/a

Qualifications: Perla is an experienced Teacher's Assistant and is currently working towards her teaching degree at Portland State University. She is a native Spanish speaker and most recently served as a Teacher's Assistant for the Forest Grove School District where she tutored elementary school students in math, reading, and writing. She will assist our teachers in the classroom, and supervise children at lunch and recess.

Attachments

Funding letter

Profit/Loss Statement

Annual Calendar

Daily Schedule

Table of Staff Training and Assessment

Information on Blended Classrooms



August 30, 2011

Dear Arco Iris Parents,

In an effort to be proactive in our communications with you, we wanted to let you know that we were recently informed that the US Department of Education did not continue grant funding for charter schools in many states, including Oregon. Unfortunately, for Arco Iris it means we will not receive our last phase of funding valued at \$200,000. This will not affect our opening but it does mean we have to tighten our belts.

The Arco Iris Board worked quickly to open dialogue with senior managers at the Oregon Department of Education (ODE). Additionally, we will be engaging with others to support legislation to re-issue these funds. Because our budget for the 2011-12 academic year was approved with the grant funding in place, we immediately went through another budget review process and created a newly balanced budget through revenue generation and heavy expense cutting. The exercise was successful in that our core programming and staffing were untouched in the process.

The intent of ODE's Implementation grant was for Charter schools to build solid infrastructure and assist with their start up and sustainability efforts. We have been fortunate to have start-up funds as they allowed us to buy equipment and get this school off the ground. The second year of the grant was going to focus on professional development for teachers and staff as well as develop our middle school program. Our revised budget eliminates additional professional development opportunities for teachers and staff, including travel, but it does maintain Singapore Math training and language assessment trainings for teachers. Internal training, coaching and team collaboration will play a larger role and will be supported by the school management team.

A summary and rationale of the major budget adjustments are outlined below:

The majority of our school funding comes from the Beaverton School District, who receives funding from the State based on the number of students attending our school. We receive 80% of the ADMw (Average Daily Membership weighted) that the District receives from the State for each of our students. Therefore, students are our largest and most important source of revenue (other revenues include before/after school programs and donations).

Arco Iris' revised budget now reflects 120 full time students enrolled at all times (after estimated attrition). Attrition is common in charter schools (15% is not unusual) and we must operate with a stable student population. To protect against the budget impacts of attrition and to maintain a stable funding level, we have decided to initially increase our classroom capacity to 28 students. As attrition occurs, then we hope to maintain a steady enrollment level of approximately 25 students per classroom.

Increasing students in the classroom is common in all districts around the state due to funding cuts, including schools within the Beaverton School District. After conferring with our curriculum director and principal regarding impact to classroom teaching, we determined that an increase of one to three students per class, would have little to no impact on teaching and learning. In blended classrooms kids learn in small groups and are grouped and regrouped according to proficiency levels; not by grade or age levels allowing for a more fluid, student-centered classroom that ensures each child is challenged and moving forward. Our curriculum director, Mercedes Gomez, has extensive experience building and mentoring teaching teams. She will lead professional development that is based on the curriculum she has developed which is specifically tailored to Arco Iris' Spanish Immersion mission and blended classrooms.

Additionally, our fundraising efforts will be focused and reflect the Arco Iris mission and vision. We also have built a before and after-school enrichment program that offers quality Spanish enrichment that we are confident we can grow as a reliable revenue stream. You will be hearing more about our fundraising efforts in the near term.

Infrastructure expenses were also cut in our budget balancing process. We will not be purchasing additional laptops for the mobile computer lab. Fortunately, our grant last year allowed us to purchase an additional six laptops for students at the end of the last academic year. Now, small groups of students will use the technology on a rotating basis. The budget will support maintenance of the equipment as well as safety protocols for student usage.

Last year, the school started building its library. We have started a wonderful collection, but unfortunately will not be adding to the bookshelves in an aggressive manner. Teachers will have a small budget to purchase books to add to their classroom collection and we hope that our generous parents will continue to donate books during the year.

The most significant reduction in expenditures was related to curriculum and materials to build our middle school program. Transitioning our children to middle school is like starting a new school and a significant investment was allocated from the grant for the planning and purchasing related to this growth. We will be working on a plan in the next eight weeks to address new revenue streams for this development as we still plan to expand through 6th grade in 2012-2013.

Over the past two years, we have operated with fiscal responsibility and control. This will not change, in fact, we will execute with additional controls as we monitor cash flow and growth. Please be assured that the Arco Iris board is in constant communication with each other and the school management team as we move into the 2011-12 school year.

You may be wondering how you can help. As always, there are many ways to get involved in the school.

- The new budget will be voted on at the next board meeting on Wednesday, September 14 and we encourage you to attend the business session and listen in to our discussions.
- You will receive more information about the fall annual giving campaign which supports the general operations of the school in upcoming weeks. Also, please continue to support our community building fundraising events and helping the Parent Teacher Organization in its efforts as well.
- Throughout the year, the school will ask for volunteer help for classroom and administrative support. Please let your teacher and the management team know if you have time and talent to share.

We will keep updated you as we learn more about the situation and plan for our on-going growth. However, should you have questions in the meantime, please contact any of the three board members listed below.

Sincerely,

Mary Taylor
Arco Iris Board President

Cc:

Mary Taylor, President
Danielle Siver, Vice President
Deonne Knill, Director

mary.taylor@arcoirisschool.org
danielle.siver@arcoirisschool.org
deonne.knill@arcoirisschool.org

Arco Iris Spanish Immersion Charter School
Balance Sheet
As of June 30, 2011

	Total
ASSETS	
Current Assets	
Bank Accounts	
USNB- Ck	11,418.50
Total Bank Accounts	\$11,418.50
Accounts Receivable	
Accounts Receivable (A/R)	21,837.30
Receivable Admw- BSD	0.00
Total Accounts Receivable	\$21,837.30
Other Current Assets	
Recievable- Day care	1,666.00
Total Other Current Assets	\$1,666.00
Total Current Assets	\$34,921.80
Fixed Assets	
Furniture and Equipment	
Computers	6,588.30
Data & Phones	7,014.60
Desks & Furniture	5,430.57
Leasehold Improvements	450.00
Total Furniture and Equipment	19,483.47
Total Fixed Assets	\$19,483.47
Other Assets	
Prepaid rent	3,882.50
Total Other Assets	\$3,882.50
TOTAL ASSETS	\$58,287.77
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	0.60
Total Accounts Payable	\$0.60
Other Current Liabilities	
Payroll Liabilities	0.00
Total Other Current Liabilities	\$0.00
Total Current Liabilities	\$0.60
Total Liabilities	\$0.60
Equity	
Unrestricted Net Assets	51.00
Net Income	58,236.17
Total Equity	\$58,287.17
TOTAL LIABILITIES AND EQUITY	\$58,287.77

Arco Iris Spanish Immersion Charter School
Profit & Loss
 July 2010 - June 2011

	<u>Total</u>
Income	
Direct Public Support	
Individ, Business Contributions	6,100.39
Total Direct Public Support	<u>6,100.39</u>
Other Types of Income	
Miscellaneous Revenue	40.00
Total Other Types of Income	<u>40.00</u>
Program Income	
ODE Grant	104,251.21
Program Service Fees	45,640.42
Total Program Income	<u>149,891.63</u>
State of Oregon support	
Admw- Bvtn Sch Dist	302,898.43
Total State of Oregon support	<u>302,898.43</u>
Total Income	<u>\$458,930.45</u>
Expenses	
Business Expenses	
Business Registration Fees	300.00
Entertainment Meals	110.69
Total Business Expenses	<u>410.69</u>
Community Outreach	4,630.96
Contract Services	
Legal Fees	6,457.31
Outside Contract Services	9,935.81
Total Contract Services	<u>16,393.12</u>
Facilities and Equipment	
Cleaning & Maint	4,466.00
Equip Rental and Maintenance	723.08
Property Insurance	2,526.45
Rent	19,448.50
Security	134.00
Software	560.13
Utilities	3,147.40
Total Facilities and Equipment	<u>31,005.56</u>
License & Taxes	45.00
Operations	
Advertising	25.00
Bank Fees	109.35
Books, Subscriptions, Reference	24,648.18
Dues & Publications	451.80
Equip lease	2,012.35
Field Trips	718.25
Food	6,234.72

	<u>Total</u>
Misc	0.00
Postage, Mailing Service	98.19
Printing and Copying	1,531.38
Security	993.95
Staff Development	16,026.26
Supplies	21.94
Class room	3,651.56
School supplies	22,292.06
Total Supplies	25,965.56
Telephone, Telecommunications	2,572.49
Total Operations	81,387.48
Other Types of Expenses	
Fundraising exps	860.00
Health Ins	7,473.88
Insurance - Liability, D and O	5,548.95
Other Costs	249.00
Total Other Types of Expenses	14,131.83
Payroll Expenses	
Paychex fees	874.62
Payroll Taxes	24,067.27
Visa Fees	825.00
Wages- Admin Staff	63,723.41
Wages- Daycare	3,250.45
Wages- Substitute	3,394.48
Wages- Teachers	129,433.22
Workmans comp ins	1,035.59
Total Payroll Expenses	226,604.04
Textbooks	25,396.55
Travel and Meetings	
Travel	689.05
Total Travel and Meetings	689.05
Total Expenses	\$400,694.28
Net Income	\$58,236.17

Arco Iris Spanish Immersion Charter School
Profit & Loss
 June 2011

	<u>Total</u>
Income	
Program Income	
ODE Grant	21,837.30
Program Service Fees	11,697.99
Total Program Income	33,535.29
State of Oregon support	
Admw- Bvtn Sch Dist	24,782.71
Total State of Oregon support	24,782.71
Total Income	\$58,318.00
Expenses	
Community Outreach	1,372.00
Contract Services	
Outside Contract Services	5,460.70
Total Contract Services	5,460.70
Facilities and Equipment	
Cleaning & Maint	600.00
Equip Rental and Maintenance	259.30
Rent	225.00
Software	9.99
Total Facilities and Equipment	1,094.29
Operations	
Books, Subscriptions, Reference	7,942.44
Dues & Publications	131.80
Food	777.05
Printing and Copying	711.19
Staff Development	1,900.00
Supplies	
Class room	15.00
School supplies	16,741.97
Total Supplies	16,756.97
Telephone, Telecommunications	120.09
Total Operations	28,339.54
Other Types of Expenses	
Health Ins	1,122.08
Insurance - Liability, D and O	393.85
Other Costs	249.00
Total Other Types of Expenses	1,764.93
Payroll Expenses	
Paychex fees	217.08
Payroll Taxes	2,000.11
Wages- Admin Staff	5,595.50
Wages- Teachers	12,594.49
Total Payroll Expenses	20,407.18

	<u>Total</u>
	<u>20,407.18</u>
Total Expenses	<u>\$58,438.64</u>
Net Income	<u><u>\$ -120.64</u></u>

Arco Iris Spanish Immersion Charter School
Balance Sheet
As of August 31, 2011

	Total
ASSETS	
Current Assets	
Bank Accounts	
USNB- Ck	3,526.09
Total Bank Accounts	\$3,526.09
Accounts Receivable	
Accounts Receivable (A/R)	-0.20
Receivable Admw- BSD	0.00
Total Accounts Receivable	\$ -0.20
Other Current Assets	
Recievable- Day care	0.00
Total Other Current Assets	\$0.00
Total Current Assets	\$3,525.89
Fixed Assets	
Furniture and Equipment	
Computers	16,152.30
Data & Phones	7,014.60
Desks & Furniture	6,100.25
Leasehold Improvements	450.00
Total Furniture and Equipment	29,717.15
Total Fixed Assets	\$29,717.15
Other Assets	
Prepaid rent	3,882.50
Total Other Assets	\$3,882.50
TOTAL ASSETS	\$37,125.54
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	0.60
Total Accounts Payable	\$0.60
Other Current Liabilities	
Payroll Liabilities	0.00
Total Other Current Liabilities	\$0.00
Total Current Liabilities	\$0.60
Equity	
Unrestricted Net Assets	58,287.17
Net Income	-21,162.23
Total Equity	\$37,124.94
TOTAL LIABILITIES AND EQUITY	\$37,125.54

Arco Iris Spanish Immersion Charter School
Profit & Loss
 July - August, 2011

	Total
Income	
Program Income	
Membership Dues	-120.00
ODE Grant	19,978.33
Program Service Fees	5,207.00
Total Program Income	25,065.33
State of Oregon support	
Admw- Bvtn Sch Dist	14,773.81
Total State of Oregon support	14,773.81
Total Income	\$39,839.14
Expenses	
Business Expenses	
Business Registration Fees	50.00
Entertainment Meals	7.56
Total Business Expenses	57.56
Community Outreach	681.00
Contract Services	
Outside Contract Services	133.40
Total Contract Services	133.40
Facilities and Equipment	50.00
Cleaning & Maint	450.00
Rent	8,300.64
Software	49.90
Utilities	452.67
Total Facilities and Equipment	9,303.21
Operations	
Advertising	25.00
Dues & Publications	100.00
Equip lease	518.30
Postage, Mailing Service	19.29
Printing and Copying	225.32
Supplies	
Class room	1,193.99
School supplies	176.13
Total Supplies	1,370.12
Telephone, Telecommunications	247.18
Total Operations	2,505.21
Other Types of Expenses	
Health Ins	3,999.12
Insurance - Liability, D and O	3,704.25
Other Costs	133.60
Total Other Types of Expenses	7,836.97

	<u>Total</u>
Payroll Expenses	675.50
Paychex fees	98.20
Payroll Taxes	3,873.32
Wages- Admin Staff	12,280.42
Wages- Teachers	23,556.58
Total Payroll Expenses	40,484.02
Total Expenses	\$61,001.37
Net Income	\$ -21,162.23



■ Holiday: No School	■ First and Last Day of School
■ School Closed	■ Teacher Grading: No School
■ Pre-Service/No Students	■ Conferences: No School
■ Trimester Wrap Up: Mandatory Student Attendance	

2011-2012 School Calendar

July 2011						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						19

October 2011						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					21

November 2011						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						19

December 2011						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						10

January 2012						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						21

February 2012						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			
						20

March 2012						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						17

April 2012						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						16

May 2012						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						22

June 2012						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						9

The calendar is based on 197 certified days (174 days student days, 5 holidays, 10 pre-service, 4 teacher grading, and 4 parent/teacher conference).

Total academic hours based on 174 student days 1,193.25 hours.

Hours: Monday-Thursday 8:00-3:00, Friday 8:00-2:15

Trimester Periods: (1st: September 6, 2011-November 23, 2011) (2nd: November 28, 2011-March 2, 2012) (3rd: March 12, 2012-June 14, 2012)

ACOIRIS SCHEDULE 2011-2012

MONDAY

	1 ST /2 nd Stephanie	1 st /2 nd Maria	2 nd / 3 rd Merci	2 nd /3 rd Rosa	4 th /5 th Mercedes
7:45-8:00	DROP OFF	DROP OFF	DROP OFF	DROP OFF	DROP OFF
8:00-8:15	MATH	MATH	MATH	MATH	MATH
8:15-8:30	MATH	MATH	MATH	MATH	MATH
8:30-8:45	MATH	MATH	MATH	MATH	MATH
8:45-9:00	MATH	MATH	MATH	MATH	MATH
9:00-9:15	SNACK	SNACK	SNACK	SNACK	MATH
9:15-9:30	ELA	ELA	SLA	SLA	MATH
9:30-9:45	ELA	ELA	SLA	SLA	SNACK
9:45-10:00	ELA	ELA	SLA	SLA	SLA
10:00-10:15	ELA	ELA	SLA	SLA	SLA
10:15-10:30	SLA	SLA	ELA	ELA	SLA
10:30-10:45	SLA	SLA	ELA	ELA	SLA
10:45-11:00	SLA	SLA	ELA	ELA	SLA
11:00-11:15	LUNCH	LUNCH	ELA	ELA	SLA
11:15-11:30	LUNCH	LUNCH	ELA	ELA	SLA
11:30-11:45	RECESS	RECESS	LUNCH	LUNCH	ELA
11:45-12:00	SLA	SLA	LUNCH	LUNCH	ELA
12:00-12:15	SLA	SLA	RECESS	RECESS	LUNCH
12:15-12:30	SLA	SLA	SLA	SLA	LUNCH
12:30-12:45	SLA	SLA	SLA	SLA	RECESS
12:45-1:00	SLA	SLA	SLA	SLA	ELA
1:00-1:15	RECESS	RECESS	SLA	SLA	ELA
1:15-1:30	SLA	SLA	RECESS	RECESS	ELA
1:30-1:45	SLA	SLA	SLA	SLA	ELA
1:45-2:00	SLA	SLA	SLA	SLA	RECESS
2:00-2:15	SLA	SLA	SLA	SLA	ELA
2:15-2:30	SLA	SLA	SLA	SLA	ELA
2:30-2:40	Tarea	Tarea	Tarea	Tarea	ELA
2:40-2:50	Preparar salida	Preparar salida	Preparar salida	Preparar salida	Preparar salida
2:50-3:00	PICK UP	PICK UP	PICK UP	PICK UP	PICK UP
3:15-3:30					
3:30-3:45					
3:45-4:00					
4:00-4:15		AFTER SCHOOL			
4:15-4:30					
4:30-4:45					
4:45-5:00					
5:00-5:15					
5:15-5:30					
5:30-5:45					
5:45-6:00					

NOTE: SNACK MEANWHILE STUDENTS GET READY, NOT STOPPING ACTIVITIES FOR SNACK

ACOIRIS SCHEDULE 2011-2012

TUESDAY

	1 st /2 nd Stephanie	1 st /2 nd Maria	2 nd / 3 rd Merci	2 nd /3 rd Rosa	4 th /5 th Mercedes
7:45-8:00	DROP OFF	DROP OFF	DROP OFF	DROP OFF	DROP OFF
8:00-8:15	MATH	MATH	MATH	MATH	MATH
8:15-8:30	MATH	MATH	MATH	MATH	MATH
8:30-8:45	MATH	MATH	MATH	MATH	MATH
8:45-9:00	MATH	MATH	MATH	MATH	MATH
9:00-9:15	SNACK	SNACK	SNACK	SNACK	MATH
9:15-9:30	ENGLISH	ENGLISH	SYMTALK	SYMTALK	MATH
9:30-9:45	ENGLISH	ENGLISH	SYMTALK	SYMTALK	SNACK
9:45-10:00	ENGLISH	ENGLISH	SYMTALK	SYMTALK	SYMTALK
10:00-10:15	ENGLISH	ENGLISH	SYMTALK	SYMTALK	SYMTALK
10:15-10:30	SYMTALK	SYMTALK	ENGLISH	ENGLISH	SYMTALK
10:30-10:45	SYMTALK	SYMTALK	ENGLISH	ENGLISH	Gramática
10:45-11:00	SYMTALK	SYMTALK	ENGLISH	ENGLISH	Gramática
11:00-11:15	LUNCH	LUNCH	ENGLISH	ENGLISH	Gramática
11:15-11:30	LUNCH	LUNCH	ENGLISH	ENGLISH	Gramática
11:30-11:45	RECESS	RECESS	LUNCH	LUNCH	ELA
11:45-12:00	Gramática	Gramática	LUNCH	LUNCH	ELA
12:00-12:15	Gramática	Gramática	RECESS	RECESS	LUNCH
12:15-12:30	Gramática	Gramática	Gramática	Gramática	LUNCH
12:30-12:45	Gramática	Gramática	Gramática	Gramática	RECESS
12:45-1:00	P. E.	P. E.	Gramática	Gramática	ENGLISH
1:00-1:15	P. E.	P. E.	Gramática	Gramática	ENGLISH
1:15-1:30	Recess	Recess	P. E.	P. E.	ENGLISH
1:30-1:45	Ex. Escrita	Ex. Escrita	P. E.	P. E.	ENGLISH
1:45-2:00	Ex. Escrita	Ex. Escrita	Recess	Recess	P. E.
2:00-2:15	Ex. Escrita	Ex. Escrita	Ex. Escrita	Ex. Escrita	P. E.
2:15-2:30	Ex. Escrita	Ex. Escrita	Ex. Escrita	Ex. Escrita	ENGLISH
2:30-2:40	Tarea	Tarea	Tarea	Tarea	ENGLISH
2:40-2:50	Preparar salida	Preparar salida	Preparar salida	Preparar salida	ENGLISH
2:50-3:00	PICK UP	PICK UP	PICK UP	PICK UP	PICK UP
3:00-3:30					
3:30-3:45					
3:45-4:00					
4:00-4:15	AFTER SCHOOL				
4:15-4:30	AFTER SCHOOL				
4:30-4:45					
4:45-5:00					
5:00-5:15					
5:15-5:30					
5:30-5:45					
5:45-6:00					

NOTE: SNACK MEANWHILE STUDENTS GET READY, NOT STOPPING ACTIVITIES FOR SNACK

ACOIRIS SCHEDULE 2011-2012

WEDNESDAY

	1 ST /2 nd Stephanie	1 st /2 nd Maria	2 nd / 3 rd Merci	2 nd /3 rd Rosa	4 th /5 th Mercedes
7:45-8:00	DROP OFF	DROP OFF	DROP OFF	DROP OFF	DROP OFF
8:00-8:15	MATH	MATH	MATH	MATH	MATH
8:15-8:30	MATH	MATH	MATH	MATH	MATH
8:30-8:45	MATH	MATH	MATH	MATH	MATH
8:45-9:00	MATH	MATH	MATH	MATH	MATH
9:00-9:15	SNACK	SNACK	SNACK	SNACK	MATH
9:15-9:30	ELA	ELA	SLA	SLA	MATH
9:30-9:45	ELA	ELA	SLA	SLA	SNACK
9:45-10:00	ELA	ELA	SLA	SLA	SLA
10:00-10:15	ELA	ELA	SLA	SLA	SLA
10:15-10:30	SLA	SLA	ELA	ELA	SLA
10:30-10:45	SLA	SLA	ELA	ELA	SLA
10:45-11:00	SLA	SLA	ELA	ELA	SLA
11:00-11:15	LUNCH	LUNCH	ELA	ELA	SLA
11:15-11:30	LUNCH	LUNCH	ELA	ELA	SLA
11:30-11:45	RECESS	RECESS	LUNCH	LUNCH	ELA
11:45-12:00	SLA	SLA	LUNCH	LUNCH	ELA
12:00-12:15	SLA	SLA	RECESS	RECESS	LUNCH
12:15-12:30	SLA	SLA	SLA	SLA	LUNCH
12:30-12:45	SLA	SLA	SLA	SLA	RECESS
12:45-1:00	RECESS	RECESS	SLA	SLA	ELA
1:00-1:15	RECESS	RECESS	SLA	SLA	ELA
1:15-1:30	SLA	SLA	RECESS	RECESS	ELA
1:30-1:45	SLA	SLA	RECESS	RECESS	ELA
1:45-2:00	SLA	SLA	SLA	SLA	RECESS
2:00-2:15	SLA	SLA	SLA	SLA	ELA
2:15-2:30	SLA	SLA	SLA	SLA	ELA
2:30-2:40	Tarea	Tarea	Tarea	Tarea	ELA
2:40-2:50	Preparar salida	Preparar salida	Preparar salida	Preparar salida	Preparar salida
2:50-3:00	PICK UP	PICK UP	PICK UP	PICK UP	PICK UP
3:00-3:30					
3:30-3:45					
3:45-4:00					
4:00-4:15	AFTER SCHOOL				
4:15-4:30	AFTER SCHOOL				
4:30-4:45					
4:45-5:00					
5:00-5:15					
5:15-5:30					
5:30-5:45					
5:45-6:00					

NOTE: SNACK MEANWHILE STUDENTS GET READY, NOT STOPPING ACTIVITIES FOR SNACK

ACOIRIS SCHEDULE 2011-2012

THURSDAY

	1 ST /2 nd Stephanie	1 st /2 nd Maria	2 nd / 3 rd Merci	2 nd /3 rd Rosa	4 th /5 th Mercedes
7:45-8:00	DROP OFF	DROP OFF	DROP OFF	DROP OFF	DROP OFF
8:00-8:15	MATH	MATH	MATH	MATH	MATH
8:15-8:30	MATH	MATH	MATH	MATH	MATH
8:30-8:45	MATH	MATH	MATH	MATH	MATH
8:45-9:00	MATH	MATH	MATH	MATH	MATH
9:00-9:15	SNACK	SNACK	SNACK	SNACK	SNACK
9:15-9:30	ELA	ELA	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.
9:30-9:45	ELA	ELA	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.
9:45-10:00	ELA	ELA	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.
10:00-10:15	ELA	ELA	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.
10:15-10:30	C.N./ C.S.	C.N./ C.S.	ELA	ELA	C.N./ C.S.
10:30-10:45	C.N./ C.S.	C.N./ C.S.	ELA	ELA	C.N./ C.S.
10:45-11:00	C.N./ C.S.	C.N./ C.S.	ELA	ELA	C.N./ C.S.
11:00-11:15	LUNCH	LUNCH	ELA	ELA	C.N./ C.S.
11:15-11:30	LUNCH	LUNCH	ELA	ELA	C.N./ C.S.
11:30-11:45	RECESS	RECESS	LUNCH	LUNCH	ELA
11:45-12:00	C.N./ C.S.	C.N./ C.S.	LUNCH	LUNCH	ELA
12:00-12:15	C.N./ C.S.	C.N./ C.S.	RECESS	RECESS	LUNCH
12:15-12:30	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	LUNCH
12:30-12:45	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	RECESS
12:45-1:00	P.E	P.E	C.N./ C.S.	C.N./ C.S.	ELA
1:00-1:15	P.E	P.E	C.N./ C.S.	C.N./ C.S.	ELA
1:15-1:30	C.N./ C.S.	C.N./ C.S.	P.E	P.E	ELA
1:30-1:45	C.N./ C.S.	C.N./ C.S.	P.E	P.E	ELA
1:45-2:00	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	P.E
2:00-2:15	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	P.E
2:15-2:30	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	C.N./ C.S.	ELA
2:30-2:40	Tarea	Tarea	Tarea	Tarea	ELA
2:40-2:50	Preparar salida	Preparar salida	Preparar salida	Preparar salida	ELA
2:50-3:00	PICK UP	PICK UP	PICK UP	PICK UP	PICK UP
3:00-3:30					
3:30-3:45					
3:45-4:00					
4:00-4:15	AFTER SCHOOL				
4:15-4:30	AFTER SCHOOL				
4:30-4:45					
4:45-5:00					
5:00-5:15					
5:15-5:30					
5:30-5:45					
5:45-6:00					

NOTE: SNACK MEANWHILE STUDENTS GET READY, NOT STOPPING ACTIVITIES FOR SNACK

ACOIRIS SCHEDULE 2011-2012

FRIDAY

	1 ST /2 nd Stephanie	1 st /2 nd Maria	2 nd / 3 rd Merci	2 nd /3 rd Rosa	4 th /5 th Mercedes
7:45-8:00	DROP OFF	DROP OFF	DROP OFF	DROP OFF	DROP OFF
8:00-8:15	Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
8:15-8:30	MATH	MATH	MATH	MATH	English
8:30-8:45	MATH	MATH	MATH	MATH	English
8:45-9:00	MATH	MATH	MATH	MATH	English
9:00-9:15	SNACK	SNACK	SNACK	SNACK	SNACK
9:15-9:30	ELA	ELA	SLA	SLA	MATH
9:30-9:45	ELA	ELA	SLA	SLA	MATH
9:45-10:00	ELA	ELA	SLA	SLA	SLA
10:00-10:15	ELA	ELA	SLA	SLA	SLA
10:15-10:30	SLA	SLA	ELA	ELA	SLA
10:30-10:45	SLA	SLA	ELA	ELA	SLA
10:45-11:00	SLA	SLA	ELA	ELA	SLA
11:00-11:15	LUNCH	LUNCH	ELA	ELA	SLA
11:15-11:30	LUNCH	LUNCH	ELA	ELA	SLA
11:30-11:45	RECESS	RECESS	LUNCH	LUNCH	English
11:45-12:00	SLA	SLA	LUNCH	LUNCH	English
12:00-12:15	SLA	SLA	RECESS	RECESS	LUNCH
12:15-12:30	SLA	SLA	SLA	SLA	LUNCH
12:30-12:45	ARTE	ARTE	ARTE	ARTE	RECESS
12:45-1:00	ARTE	ARTE	ARTE	ARTE	ART
1:00-1:15	ARTE	ARTE	ARTE	ARTE	ART
1:15-1:30	ARTE	ARTE	ARTE	ARTE	ART
1:30-1:45	ARTE	ARTE	ARTE	ARTE	ART
1:45-2:00	Preparar salida	Preparar salida	Preparar salida	Preparar salida	Preparar salida
2:00-2:15	PICK UP	PICK UP	PICK UP	PICK UP	PICK UP
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					
3:15-3:30					
3:30-3:45					
3:45-4:00					
4:00-4:15	AFTER SCHOOL				
4:15-4:30	AFTER SCHOOL				
4:30-4:45					
4:45-5:00					
5:00-5:15					
5:15-5:30					
5:30-5:45					
5:45-6:00					

NOTE: SNACK MEANWHILE STUDENTS GET READY, NOT STOPPING ACTIVITIES FOR SNACK

Arco Iris Curriculum Design At a Glance

Implementation	Math	English Language Arts	Spanish Language Arts	Science	Social Studies	PE and Health	Art	Music	Technology	ELL	Special Education	Nursing Services and Health	Behavior/Discipline
Learning Targets and Benchmark Alignment	Beaverton School District, State of Oregon Benchmarks and State of California	Beaverton School District	Beaverton School District's ELA targets are used as a goal; ACTFL rubric	Beaverton School District and The National Science Education Standard	Beaverton School District and National Council for Social Studies	Beaverton School District and National Standards for Physical Education	Beaverton School District	Enrichment based	TBD	based on ACTFL 2nd language acquisition; BSD benchmarks			
2011-12 Selected Curriculum	Singapore Math	StoryTown	Lecturas, Syntalk	Houghton Mifflin, Science Discovery Works AND Ciencias, Houghton Mifflin	Expectations of Excellence: Curriculum Standards for Social Studies	Classroom directed physical education							Positive Behavioral Support is the adopted behavioral program.
2011-12 Supplemental Materials	fraction/geometry workbooks: supplemental for 3/4 grade	Lucy Calkins and Beth Neville: Units of Study for Primary Writing	leveled readers for native Spanish speakers	Ciencias worksheets	Libros de Texto Gratuito de la SEP (National curriculum of Mexico - history, geography and civics), History Alive: America's Past	Smart Moves, Carla Hannaford							Use of PBIS model materials: signage, gotchas and aligned with Consistent Discipline Policy
2011-12 Supplemental Tools and Strategies	Math Minutes: computational skill building				Spanish language developed, following BSD learning targets		Enrichment: Art Literacy Fridays	Enrichment: Music Appreciation Fridays	Mobile computer lab (10 computers)				
Arco Iris Assessments	Unit tests	DRA; writing prompts	ELLOPA, Spanish DRA + use of ACTFL verbal proficiency rubric	end of unit assessments	end of unit assessments		Pjaggle				Woodcock Munoz	BSD responsibility; AI involvement in referral and IEP team	contracted with NWRES
OAKS	Math testing	Reading, Comprehension and Writing											
Trainings	Intensive math training for all teachers includes: Singapore model training, observations, individualized coaching	StoryTown publisher workshop				Pjaggle training					EL Achieve: Systematic ELD	NWRES training for health screenings and diabetes; First Aid, CPR and blood borne pathogens	off-site training for teachers and on-site demonstration and coaching
Field Trips			TBD for 2011-2012	visit to the pet store; The 1st Grade Great Frog Release	visit to the park; tour of downtown Portland				TBD for 2011-2012				
Special Events	TBD for 2011-2012		Weekly: morning meeting; all school breakfasts; presentations at open house	TBD for 2011-2012	Celebration of all cultures and their holidays (ie: Chinese New Year and Dia de las Muertas)	Field Day	Art Display for the classroom and open house	Winter and Spring Recitals					
2011/12 assessments	Grade Level Entry Assessment	Comparative Language and Six Trait: Spring and Fall Writing Prompts	Comparative Language and Six Trait: Spring and Fall Writing Prompts							based on student population			
2011/12 trainings	August initial training, on-going training	Curriculum training	On-Going: SymTalk publisher training, ELLOPA, immersion training and observations at other schools, Spanish language arts and mechanics by Mercedes Gomez			Classroom Teacher Implementation of PE, by Anna Casey		Volunteer musical director		Ongoing		health, nursing, medical, first aid and blood borne pathogens, charter conference	PBIS training, GiGi Escobar (behavioral specialist)

Arco Iris Spanish Immersion School: Blended Classrooms

After significant research, thought, and planning, Arco Iris School has decided to implement blended classrooms school-wide beginning in the 2011/2012 school year. We had such a great experience last year with our blended 3rd and 4th grade classroom and we were inspired by our students' success and collaboration in all their subjects. Their Spanish language learning, as well as other subjects, was remarkable in this environment. Other successful school districts in Oregon have blended classrooms in the elementary schools, including Corbett and Lake Oswego. We believe that a blended classroom environment will strengthen our students learning as well as build our community. We know our parents will have questions about blended classrooms, so we hope this communication helps address many of these.

What is a blended classroom?

Students from two traditional grade levels are taught in the same classroom. Students are taught at their instructional level, which may be independent of their grade level. This means they will be challenged against their own learning. The students' classroom work assignments will vary to support their individual knowledge and skills (differentiation). The teacher's main focus is the continuous growth of the students, not the standard curriculum. This allows children to master and then progress from one concept or skill level to the next.

Why will blended classrooms contribute to the student's learning and language immersion education?

Placing our students in a blended classroom creates a nurturing community among classmates. This aspect of blending is crucial in allowing our students to transition from one level to the other, insuring their continuous growth. Our students will be with students who have different levels of proficiency in the language; therefore, they will mentor and learn from each other. Students who have had previous Spanish language learning will be challenged by students with equal or higher levels of proficiency. They will have the opportunity to be leaders by mentoring students who are starting in the process of learning Spanish. Students with less proficiency in Spanish will be comfortable to make mistakes, and will naturally be pushed to try to use the language among their peers. Peer-to-peer learning is key to language immersion and a blended classroom environment is much more conducive to this type of learning. Blended education is based on continuous growth and meeting the needs of each student. This way of teaching works best for students who have diverse levels of language proficiency, which defines our students at Arco Iris. Our teachers will monitor each student's specific needs and growth, and will assess their language development individually.

How does this work every day?

The following aspects have been taken into consideration to ensure that our program is going to be delivered successfully:

- 1) Curriculum Framework.** A curriculum framework has been developed by our Director of Curriculum, Mercedes Gomez, in which the Beaverton School District learning targets and state standards have been used as a guide for every subject, including English. The learning targets will be covered for each grade level, through a careful and methodical process that includes all concepts in a well sequenced and balanced program. Teachers will have, from the beginning, the scope and sequence of the content for each subject so they can start planning and designing the activities for their classes.
- 2) Planning.** Effective teaching is based on planning; therefore our teachers will plan carefully each learning episode, taking into consideration the different aspects of planning including purpose, learning outcomes, prior learning, resources and materials, and a detailed description of the presentation of the class and the assessment for each learning episode. Our teachers will be guided and coached by the Curriculum Director. Teachers will work in teams to design content-based classes and all the resources

and materials needed. Teachers will plan two weeks ahead, so the Curriculum Director has time to review everything necessary for their instruction.

- 3) **Delivery.** The presentation of each class will be according to the schedule, the program, and the reviewed class plan by the Curriculum Director. The activities will vary depending on the subject and the specific target (whole group, individual, team work, project, etc.). Each presentation of a class will include:
- Introduction/Stimulus
 - Development
 - Consolidation
 - Culmination/Closure
- 4) **Assessment.** Assessment is an integral part of the teaching/learning process. Our teachers will assess our students during the entire teaching episode by observing individual and group activities, collecting samples of their work, listening to discussion or questions. Assessment that is embedded in teaching/learning activity provides immediate access to students' thinking and allows the teacher to determine levels of understanding.

Other Frequently Asked Questions:

Will the oldest age group fall behind their peers who are in single grade classrooms? Will my child default to doing lower grade work?

Our classroom work assignments will not default to the lower grade work. Teachers will focus instruction on students' learning needs to challenge each individually. Most students do not fit in the stereotypical box of grade level work in all subjects; in some subjects they may be above grade level, in others they may be at or below grade level. Blended classrooms give our students the advantage of continuous learning through differentiated work assignments based on individual skill level; not age or grade level.

Will high achieving and gifted students be challenged in a blended classroom?

The learning environment of a blended class is ideal for high achieving students because instruction and classroom assignments are designed to challenge students and promote their continuous growth. Instruction is not confined to a grade-level set of outcomes. This will allow for teachers to challenge each student based on their student's personal characteristics and specific academic needs of any given activity or subject. All of our students have special talents and gifts. They will be given ample opportunity for leadership roles in the different learning activities that teachers provide, not only in the classroom, but in any activity in our school. In a blended age classroom, leadership roles are not based on age or grade level, but by personal skills, knowledge and abilities.

Will the younger kids be intimidated or influenced in a negative way by the older children?

Our experience has shown quite the opposite. Younger children in blended class environments have the opportunity to get to know their older classmates and develop an open, trusting interaction with them. Older children respond in a positive way by acting as mentors. In fact, when Corbett School District went to a blended model, incidents of bullying decreased by approximately 75-percent as did all other discipline problems. After ten years, discipline problems continue to decline (Dr. Randy Trani, Corbett School District Superintendent).

What about science and social studies?

Science and social studies curriculum has been design by topics or themes that include all BSD learning targets and state standards for each grade level. Thematic teaching units involve a group of correlated activities that are designed around topics or themes and cross several areas of the curriculum. They provide an environment that fosters and encourages process learning and active involvement of ALL students (Fisher, 1991). Thematic

units provide one of the best vehicles for integrating content areas in a way that makes sense to children and helps them make connections to transfer knowledge they learn and apply it in a meaningful way. Thematic units also address the diverse learning styles of the students we serve.

Our curriculum integrates themes (content) in a coherent and meaningful way that leads to deeper processing, which results in a better learning, not only of the content itself, but also their language skills. Teaching through content language learning becomes more concrete rather than abstract.

Isn't it better for kids to change teachers every year?

The benefits of continuing with the same teacher a second year outweigh the advantages of changing teachers each year.

- The better a teacher knows a student, the easier it is for the teacher to provide appropriate instruction.
- Students can continue a second year using the same routines and expectations established with their same teacher.
- It is better for the students, parents and teacher to work together when they have had the opportunity to get to know each other for longer than one year.

What if the teacher and student clash?

In these rare instances, the student, teacher, and parents will make every effort to resolve the situation. Upon parent request, and Management Team approval, the student can be moved to an alternate classroom. With Arco Iris' blended configuration providing two classrooms per grade blend, a move for a child will be easier and less conspicuous. The highest priority is that the student's learning environment contributes to his/her happiness.

Will students in a blended class end up with gaps?

When student learning is being monitored by one teacher over two years, it is less likely that they will end up with gaps in their conceptual knowledge and skill development. Content topics that support Beaverton School District learning targets are addressed over a span of years and included in the blended class grouping. Over this span of years, students in blended classes will cover the same topics as their peers in single grades, but their level of study is more in depth.

How will blended classrooms benefit language immersion?

Blended classrooms work best for kids who have different levels of proficiency because learning is based on continuous growth and meeting the individual needs of each student. When mixing students with different levels of proficiency, they are able to see and hear each other read, write and speak the language. Because this is a peer-to-peer relationship, not an adult quizzing or pressuring them for outcomes, they are more comfortable and begin to use the language in a more natural environment.

Want to read more about blended classrooms? We have included a few online resources:

<http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in500.htm>

<http://multiageinfo.dnswh.com/thesis.htm>

<http://www.multiage-education.com/multiagelinks/>

Please also don't hesitate to contact our Principal, Maureen Childs or our Curriculum Director, Mercedes Gomez with other questions or comments you may have on blended classrooms and language immersion. We will be having information sessions, back to school night, and other blog posts related to blended classrooms, thematic learning, our classroom tools, etc. as the weeks and months progress.