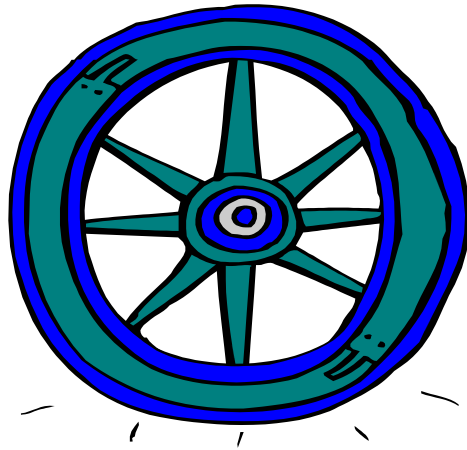


OREGON TRAIL ELEMENTARY SCHOOL

Parent/Student



HANDBOOK

2023-2024

OREGON TRAIL ELEMENTARY SCHOOL

Student Handbook

2023-2024

Dear Students and Parents,

As a new school year begins, we want to welcome you back and hope that this will be a very successful year for everyone. Our mission is to empower each student to be a leader of their life and education. We desire to provide each student with a quality education necessary to be successful in life. We believe students will be successful in life as they become academic achievers, responsible citizens, complex thinkers, quality producers and clear communicators.

This handbook contains most of the general information you will need to guide your success at Oregon Trail Elementary School. We hope it is helpful to you. If you have a specific question not answered within, please call the school office at 733-8480

Our school strives to provide a positive learning environment with high expectations in which students may grow in ability to learn. Through this environment, we strive to develop character and to give students an appreciation for the basic values of responsibility, respect, safety and kindness. Oregon Trail School students excel at working hard with a positive attitude display, and we are proud of their past achievements.

OREGON TRAIL ELEMENTARY OFFICE STAFF

Principal.....Tyler Matlock
Assistant Principal.....Tana Schroeder
Secretary.....Mary Doerr

ABOUT OUR SCHOOL

Oregon Trail Elementary School is home to over 400 students and over 75 staff members. The school opened the fall of 1994 and houses grades K - 5.

School Colors: Teal Green and Royal Blue
School Mascot: Trailblazer

Topics are listed alphabetically

ABSOLUTES

1. **No weapons:** This includes, but is not limited to guns, knives, paint guns, and paintball throwing stars, or toy versions of any of the above. Bringing a weapon to school violates board policy and will be reviewed for a possible temporary suspension or permanent expulsion from school.
2. **No drugs:** Bringing drugs to school can result in expulsion or other steps at the district level. This includes all illegal drugs, tobacco, alcohol, and prescription drugs. Any prescription drugs are to be given through the office only (see procedures).
3. **No action that is harmful to yourself or others.** This includes, but is not limited to: fighting, physical abuse (kicking, punching, slapping, choking, rough play, pinching, pulling ears, shoving, etc.) spitting, play fighting, rock throwing. Dangerous play, name-calling, and threats will be evaluated on a case-by-case basis and consequences will be handed out according to repetition and severity.
4. **No swearing or disrespectful behavior.** This includes, but is not limited to: obscene words, name calling, disrespect to adults, and gestures that show disrespect to an adult or another student.
5. **Be respectful of property at all times.** This includes your own property, items belonging to teachers or other students, and school property. Not only does intentionally destroying property result in suspension, but students/parents may also be responsible to replace this item or pay for any repair.

ATTENDANCE POLICY

The importance of regular school attendance cannot be overemphasized! A child should be in school every day that he/she is physically able. It is extremely difficult to successfully keep up with the class work if attendance is irregular. If students miss school because of illness or family emergency, a parent/guardian should excuse every absence with the teacher before the absence or on the day of the absence. Parent can excuse absences with a note or a phone call to the regular classroom teacher. Parents must call in all absences to the teacher before 8:15 A.M. each morning unless arrangements have been made with the teacher already. This is for your child's safety. Students may not leave school anytime during the regular school day without being checked out through the office.

ATTENDANCE POLICY NOTIFICATIONS

Notification will be made at 7, 11, and 15 absences during a year. After the tenth absence, a parent/guardian conference will be held. A folder for documentation will be developed. Concerned parties may establish a plan/contract to address the attendance problem. At this time, the status offender coordinator may be notified or the student may be referred to Attendance Court. This procedure does not limit staff/administration to provide intervention prior to the tenth absence if deemed

necessary. Students who regularly attend will receive positive reinforcement each quarter. Parents must contact the teacher prior to absences by sending a note to the teacher or the morning of the absence no later than 8:15 AM using the attendance line.

CAUGHT BEING A LEADER

Students who are “caught being a leader” will be given a slip that will go home to their parents. The carbon copy will be placed on the bulletin board in the hallway for all to see. Students “caught being a leader” will also have their name mentioned during afternoon announcements. “Caught being a leader” means exhibiting proper behavior, going above and beyond in school citizenship and academics.

CONSEQUENCES

COUNSELING SERVICES

Our counselor is at Oregon Trail School daily from 7:35 A.M. to 3:40 P.M. Counseling is provided at the elementary schools in Twin Falls to help students deal with problems that may interfere with their educational success. The counselor provides individual and group counseling, classroom presentations, as well as consultations with teachers and parents. Students are referred to the counselor by their teacher or parents before receiving ongoing counseling services. Parents can call the school office at 733-8480.

ELECTRONIC DEVICES

The use of electronic devices including cell phones, call watches, or any other communication device during school hours is prohibited. Students are not to use any electronic device to call parents during school hours. Parents are not to call their child’s cell phone or other electronic devices during school hours. Classroom phones will be used for parent-child communication as deemed necessary by the teacher.

Students must keep their devices powered off, out of sight, and not on their person while at school for the duration of the school day. Each classroom teacher will determine procedures for where students (other than on their person) shall keep devices during the school day, such as separate backpack, bag, locker, cubby, etc.

If a student’s device is visible, stored on their person, or turned on during the School Day, the device will be confiscated by an Oregon Trail employee and may be retrieved from the school’s front office by the student’s parent/guardian at the end of the school day.

HALLWAY EXPECTATIONS

Our Hallways are quiet areas during the school day. Students are expected to be respectful of other classrooms by keeping noise and disturbances to a minimum. This will be achieved by following TEAM line guidelines.

TEAM lines are:

Toes forward

Eyes forward

Arms controlled

Muted Voices

HOMEWORK POLICY

Homework policies will be determined by each classroom teacher. There is no school wide policy requiring homework. Parents are encouraged to work with their students and their teachers to identify areas that can be worked on at home so the student is able to make even bigger improvements.

LOST AND FOUND

Each year a large number of items are turned into the office or the lost and found bin; items such as eyeglasses, clothing, and playground equipment. Students who lose something should check in the office to see if it has been returned. Unclaimed items are given to charity at the end of the year.

LUNCH SERVICES

Parents are welcome to have lunch and breakfast with students. Oregon Trail Elementary currently qualifies for a school wide program that results in Free Breakfast and Lunch for students. Prices for adults and children may vary from year to year. [Click here for current prices.](#)

LUNCH BEHAVIOR EXPECTATIONS

The lunchroom is an area where we try to establish an environment where everyone can enjoy eating breakfast and lunch. Each student is expected to practice the general rules of good manners. Some simple expectations to follow in the lunchroom are:

Be Respectful	<ul style="list-style-type: none">- Use good manners-Pick up your own trash-treat trays and silverware with care
Learner	<ul style="list-style-type: none">-Raise hand and wait to be excused by an adult
Attentive	<ul style="list-style-type: none">-Voice Level of 1-2 --Dump tray Carefully-Be aware of your surroundings
Zero Excuses	<ul style="list-style-type: none">-Get seated quickly --Eat-No playing with or stealing food
Empowered	<ul style="list-style-type: none">-Clean up your area-Be respectful to your neighbors

PARENT-TEACHER ASSOCIATION

The Oregon Trail P.T.A. exists to increase parent involvement in the school setting for the improvement of our school. They promote communication, support and volunteerism. They sponsor many educational opportunities for our students, family activities, and gifts to our school. Parents are encouraged to join and participate in the valuable work of the Oregon Trail P.T.A.

P.T.A. Board Officers for 2023-2024

President: Kayla Jenks

Vice President:

Secretary: Stefanie Swindler

Treasurer: Kathleen Coleman

PARENT-TEACHER ATTENDANCE COMMUNICATION

All Absences must be called in daily. YOUR CHILD'S TEACHER IS YOUR FIRST CONTACT.

Please call 208-732-7500 and then ENTER THE TEACHER'S EXTENSION. DO NOT CALL THE SCHOOL OFFICE. For your child's safety, it is important that the teacher hears from a parent before 8:00 AM each day that they will be absent. If you call after school begins, teachers will be teaching class and will not get your message until later in the day. We need 100% cooperation.

Teacher Name	Ext	E-mail Address	Grade	Room
Sharp, Cassie	5413	sharpca@tfspd.org	K	402
Alger, Danyell	5442	algerda@tfspd.org	K	406
McDonald, Alison	5439	mcdonaldali@tfspd.org	K	400
Christensen, Dana	5410	Christensenda@tfspd.org	K	404
Garling, Melissa	5416	GarlingMe@tfspd.org	1	207
Navarrete, Teresa	5414	navarretete@tfspd.org	1	205
Bennett, Tessa	5426	bennettte@tfspd.org	1	206
Kirchmeyer, Rachel	5417	kirchmeyerra@tfspd.org	1	204
Meyers, Laura	5418	meyersla@tfspd.org	2	200
Lopez, Luz	5411	lopezlu@tfspd.org	2	202
Kelley, Amber	5419	kelleyam@tfspd.org	2	201
Tubbs, Jessyca	5421	tubbsje@tfspd.org	2	203
Gosselin, Kimberly	5423	gosselinki@tfspd.org	3	104
Strom, Emily	5424	stromem@tfspd.org	3	105
Coombs, Monica	5415	coombsmo@tfspd.org	3	106
Harding, Casandra	5433	hardingca@tfspd.org	3	107
Jones, Lauren	5409	joneslau@tfspd.org	4	304
Bixler, Sue	5429	bixlersu@tfspd.org	4	306
Boyle, Lexi	5428	boyleal@tfspd.org	4	305
White, Amanda	5427	whiteam@tfspd.org	5	301
Sheen, Jon	5425	sheenjo@tfspd.org	5	302
Denny, Erin	5434	dennyer@tfspd.org	5	303
Jones, Leah	5420	jonesle@tfspd.org	Title	100
Garling, Melissa		garlingme@tfspd.org	Coach	101
Kjar, Anita	5435	kjaran@tfspd.org	SpEd	S-2
Fonatana, Leo	5436	fontanale@tfspd.org	SpEd	S-1

PARENT COMMUNICATION

The more parents are involved in our school the more students will succeed. We cannot accomplish our mission without abundant involvement from parents. Parents/guardians are strongly encouraged to take an active role in their child's education. To increase

involvement, parents must stay informed and keep the school informed through frequent communication with the teacher of their child. Parents may communicate with written notes, voice mail or e-mail. This year, parents can access a web-based program called PowerSchool for their child's grades and attendance. Teachers check their mailbox, e-mail and voicemail before school, during lunch and before leaving the building at the end of the day.

Parents may call the school office (733-8480) between the hours of 8:00 a.m. to 4:00 p.m. Students will be called to the phone only in extreme emergencies. **We ask that all parents communicate to teachers regarding after-school travel arrangements before 2:30 p.m.** via voicemail or e-mail. The intent of this request is to reduce classroom interruptions and the secretary's burden of directly contacting the teacher to deliver such messages after 2:30 p.m. Parents may directly communicate with teachers before or after school. Students are to phone home using classroom phones only when absolutely necessary with teacher permission.

PARENT-TEACHER-STUDENT CONFERENCES

Parent-Teacher-Student Conferences are held in the fall and spring in a student-led format. We are most willing to schedule a conference at other times during the year. Please feel free to call and arrange a time.

PERSONAL BELONGINGS

Please mark each student's personal items with a permanent marker. We ask that students not bring personal playground equipment (with the exception of baseball mitts) to school. Toys and other personal items are best left at home. Students who bring these items to school are solely responsible for their care. We will not accept responsibility for their theft or damage.

PHILOSOPHY OF DISCIPLINE

We want each student at Oregon Trail Elementary to benefit from the opportunities that are provided. To do this, we need a positive and orderly school climate. A positive school climate with high expectations enables each individual to realize his or her fullest potential.

The school and home both share in the over-all discipline of the child. Through the cooperative efforts of both the home and the school, we hope to instill in children character and an interest in learning. We hope to instill a responsibility for oneself and the rights of others.

With these thoughts in mind, the Oregon Trail Elementary School has a set of student expectations for success. Our school also follows the Twin Falls School District Policies. A copy of the policies is available on the website of the school district.

EXPECTATIONS FOR SUCCESS

1. Responsibility:

- a. Choose to be here. Your attendance is vital to success in school.
- b. Choose to behave positively. Your attitude will determine how well you behave.

2. Respect.

- a. Respect and listen to all staff members including guest teachers.
- b. Respect all students. Everyone deserves respect.
- c. Respect the property of the school and others.

3. Safety

- a. Play safely on the playground.

4. Kindness (Value one another as unique and special individuals)

- a. Don't laugh at or make fun of a person's mistakes nor use sarcasm or put downs.
- b. Use good manners, saying "please" "thank you," and "excuse me" and allow others to go first.
- c. Cheer and recognize every effort and applaud it.
- d. Encourage each other to do our best.

ROOM PARTIES

It is left to the individual teacher's discretion regarding birthday/holiday parties which take place at the end of the regular instructional day. If you want to celebrate your child's birthday by bringing treats, please contact your child's teacher a few days in advance to arrange the proper details.

THE SCHOOL DAY (Tuesday - Friday)

The school day is shortened on Mondays with dismissal at 2pm

7:30-8:10—Breakfast is available to students

7:35 - Teacher contract hours begin

7:35 - Playground Supervision Begins

8:00 - First Bell (students are to report to class)

8:05 - Second Bell (instruction day begins)

9:50 - 10:00 Kindergarten Recess

9:35 - 9:50 First Grade Recess

10:00 - 10:15 Second Grade Recess

10:15 - 10:30 Third Grade Recess

10:50 - 11:05 Fourth Grade Recess

10:35 - 10:50 Fifth Grade Recess

11:00 - 11:45 Kindergarten Lunch

10:35 - 11:20 First Grade Lunch

11:15 - 11:55 Second Grade Lunch

11:35 - 12:20 Third Grade Lunch

11:55 - 12:40 Fourth Grade Lunch

12:15 - 12:55 Fifth Grade Lunch

1:00 - 1:15 - First Grade Recess

1:05 - 1:20 - Third Grade Recess

1:10 - 1:20 - Kindergarten Recess

1:15 - 1:30 - Second Grade Recess

1:20 - 1:35 - Fourth Grade Recess

3:00 - Student Dismissal Bell

3:45 - End of Teacher Contract Day

SCHOOL INJURIES

Even with the greatest of precautions and the closest supervision, accidents can and do happen at school. They are a fact of life and a part of the growing-up process our children go through. Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school. The school district does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. The district carries only legal liability insurance. Parents, please be prepared to pay for your child's possible medical expenses.

An Independent Insurance Company does make student insurance available to families for their individual purchase. Brochures outlining the coverage and premiums are handed out at the beginning of the school year, and are available at the school office.

SCHOOL PICTURES

School pictures are taken in the fall and in the spring. Picture information will be sent home.

STUDENT PLACEMENT

Each spring, grade-level teams of teachers meet together to collaboratively decide the placement of current students for the next school year. There are many factors that these teams consider when creating new classes. Because of their experience with students in the school setting, teachers are best equipped to make these decisions. Parents are welcome to give input regarding the needs of their child to the current teacher of their child, but teacher requests from parents will not be accepted. The classes and the assigned teachers will be posted on the front doors before school starts.

If by chance parents are thoroughly dissatisfied, they may request different placement by doing the following: 1) write a letter to the principal thoroughly explaining why such a request should be granted, 2) meet with the principal and the grade-level team of teachers to explain the reasons for the request. This must be done before school starts. Once school begins, parents are not allowed to seek a different placement.

STUDENT DISMISSAL

If a student leaves before the final bell, a parent is required to check them out at the office. Parents must check in at the office before they enter the hallways before the 3:30 bell. Students may only leave through the front center doors when being checked out by a parent. Otherwise, students must exit the building through the doorway at the end of their hallway.

STUDENT ARRIVAL

Students are not allowed to be on the playground until 7:35. Breakfast and playground supervision begins 7:35. Students are encouraged to use the restroom before the 8:05 bell. The front doors will be unlocked by 8:00 AM. Parents must check in at the office before entering the hallways. The secretary will phone teachers for availability to meet with parents between 7:35-8:00 if no prior appointment has been made. Students are to enter the building promptly when the 8:00 bells rings through the designated doors at the end of each hallway.

SUPPORT SERVICES

The services of a Title I Teacher, Resource Room Teachers, Gifted and Talented

Teacher, Migrant/ESL Teacher, School Psychologist, Communications Disorder Specialist, Social Worker, and Audiologist are provided on a referral basis through the office. Office telephone numbers are 733-8480 and 733-8489.

All interested persons may obtain information concerning the existence and location of Twin Falls School District Support Services including, Section 504, Special Education, activities, and facilities that are accessible to and usable by persons with disabilities by contacting Clara Allred, Director of Support Services at 733-8456.

STUDENT MEDICATION

If it becomes necessary for students to take any form of medication at school, a form must be obtained from the office. This form must be completed by a doctor and returned to school before any medication can be dispensed. This includes over the counter medication. All medication will be kept in and dispensed through the main office. School district policy prohibits us from dispensing aspirin or Tylenol to any student without a doctor's note.

TARDY POLICY

When a child has been tardy three times, the teacher will counsel the child about the importance of timely arrival. On the fifth tardy, the teacher will contact the parents. After the fifth tardy, the administration will begin further disciplinary action.

TEXTBOOKS

All basic hardbound textbooks are loaned to students for their use during the school year. Books loaned to students must be returned in a condition similar to that when it was issued or the student will be charged for the book.

TITLE I SERVICES

Because Oregon Trail Elementary School has a significant population of students who qualify for free and reduced lunch we receive federal funding under Title I legislation. We are a Title I School. We run a school-wide Title I program allowing us to assist all students who need extra support with Title I funds and services. If you have any questions about Title I Services, please phone the office at 733-8480.

TITLE IX Officers

Pursuant to Idaho Code 92-318, notice is hereby given that the Title IX officer for the Twin Falls School District is:

Bill Brulotte, Associate Superintendent of Schools and

Shannon Swafford, Human Resources Director
201 Main Avenue West
Twin Falls, ID 83301
208-733-6900.

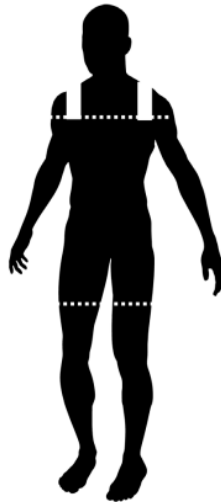
Inquiries, complaints and information regarding Title IX should be directed to the Title IX Officers at the address above.

TWIN FALLS SCHOOL DISTRICT DRESS CODE

It is the desire and intent of the Twin Falls School District to adopt a dress code to create an environment in our schools that is conducive to learning and free of potential distraction or danger. The Dress for Success code supports workplace norms for appropriate attire. It is our belief that schools are in the business of learning which necessitates discipline by the individual student in all areas such as language, behavior, attendance, and dress.

Students are to observe the following guidelines regarding their attire:

1. In general, clothing should cover the torso from armpit to armpit and extend down to mid-thigh. Tops must have shoulder straps that are at least two inches in width. Undergarments must be covered. See the illustration below for reference:



2. See-through, torn, or mesh garments must have appropriate coverage underneath that meets the minimum requirements described above.
3. Pants must be worn at hip-level or higher. Clothing should not drag on the floor.
4. Appropriate footwear depending on the educational setting is required. Classes and activities that may have more stringent requirements include but are not limited to PE, Science, and CTE classes.
5. Students are prohibited from wearing or displaying any clothing, accessories, jewelry, piercings or tattoos, that depict allude to, or promote any of the following:
 - Drug usage, including alcohol and tobacco;
 - Controlled substances of any kind;
 - Drug paraphernalia;

- Gangs;
 - Violence, hate groups, racial separation;
 - A hate group is defined as a group whose primary purpose is to promote animosity, hostility, and malice against persons belonging to a race, religion, disability, sexual orientation, or ethnicity/national origin which differs from that of the members of the organization.
 - Sexually explicit, lewd, indecent, profane or offensive material; or
 - Illegal acts.
6. Excessive or extreme make-up, jewelry, accessories, or piercings that become a distraction or are prohibitive to the learning environment are not allowed.
 7. Gloves, mittens or other garments that cover the hands are not allowed to be worn in the school building.
 8. No pajamas or sleepwear are allowed.
 9. Hats, head coverings of any kind (including wearing the hood of a garment on one's head) and sunglasses are not allowed to be worn within the school building.
 10. Spikes, chains, wallet chains, studs, bolts, dog collars, needles, pins, sharp objects, or other jewelry deemed unsafe are not allowed at school.

There may be exclusions to the dress code policy for religious or health reasons.

Disciplinary actions for violation of this policy may include suspension and/or expulsion.

The building administrator or designee may determine appropriate attire options for special activity days.

VISITORS TO THE BUILDING

All visitors to a school in the Twin Falls School District are required to report to the office when they arrive at the building. Visitors will provide a driver's licence to check in and receive a personalized visitor sticker that is to be displayed while visiting and returned to the office when departing. Parents are always welcome at Oregon Trail and may visit at any time. Students from other schools or friends of students are not allowed to visit during the school day.

WHEELED DEVICES

For the safety of our students, the USE of wheeled devices on school grounds is prohibited. This includes bikes, skateboards, rollerblades and other wheeled devices such as shoes with heel wheels. Bikes should be walked on school grounds and other devices should not be used. If students fail to obey this rule, wheeled devices may be confiscated until parents pick them up in the office.

Twin Falls School District

Dual Immersion

Program



*Academic Excellence, Bilingualism/Biliteracy, and Cross-Cultural Competencies...21st
Century Success*

Parent Handbook

Manual de Padres

Dear Parents,

Thank you for your interest in the dual immersion program. This handbook has been designed to give you an overview of the dual immersion program in the Twin Falls School District. You'll find a description of our program, what each day looks like for the students, the rationale behind dual immersion, how parents can be involved, the lottery procedures, and much more. You may also get more information on our program website: <https://www.tfsd.org/dual-immersion/>.

We are very excited about this program and the opportunities it provides to our students. Please get in contact with us about any questions, concerns, or ideas that you might have. You can contact the program director, school principal, or any of the teachers in the program. We all believe that working together will make this an even better program.

Sincerely,

Program Coordinator

Estimados Padres,

Gracias por su interés en el programa de inmersión dual. Este manual ha sido diseñado para brindarle una descripción general del programa de inmersión dual en el distrito escolar de Twin Falls. Encontrará una descripción de nuestro programa, cómo es cada día para los estudiantes, la base lógica detrás de la inmersión dual, cómo pueden participar los padres, los procedimientos de lotería y mucho más. También puede obtener más información en el sitio web de nuestro programa: <https://www.tfsd.org/dual-immersion/>

Estamos muy entusiasmados con este programa y las oportunidades que brinda a nuestros estudiantes. Póngase en contacto con nosotros sobre cualquier pregunta, inquietud o idea que pueda tener. Puede comunicarse con el director del programa, el director de la escuela o cualquiera de los maestros del programa. Todos creemos que trabajar juntos hará de este un programa aún mejor.

Sinceramente,
Coordinador del programa

Dual Immersion Staff

Program Coordinator

Name Jennie Peterson

Location: TFSD #411 District Office

Phone: 208.732.7536

Elementary Principal

Name: Tana Schroeder

Location: Oregon Trail Elementary

Phone: 208.733.8480

Kindergarten Teachers

Ali McDonald (English)

Danyell Alger (Spanish)

1st Grade Teachers

Teresa Navarrete (Spanish)

Rachel Kirchmeyer (English)

Personal de Doble Inmersión

Coordinador del programa

Nombre: Jennie Peterson

Ubicación: TFSD #411 District Office

Teléfono: 208.732.7536

Director de Primaria

Nombre: Tana Schroder

Ubicación: Oregon Trail Elemental

Teléfono: 208.733.8480

Maestros del Kinder

Ali McDonald (Ingles)

Danyell Alger (Español)

Maestros del 1er Grado

Teresa Navarrete (Español)

Rachel Kirchmeyer (Ingles)

Program Overview

Underlying Beliefs

1. Bilingualism/biliteracy and the ability to work with people from other cultures are assets, especially in the 21st century.
2. The best way to develop bilingualism/biliteracy and to learn how to work with people from other cultures is through a dual immersion program model.
3. You can become bilingual/biliterate without sacrificing academic achievement.
4. More Spanish equals higher bilingualism/biliteracy.
5. Achieving these goals takes time—become bilingual better, not faster.

Background

Dual immersion programs have been found to be very successful for both English-speaking and Spanish-speaking students who remain in the program for an extended period of time (5 or more years). Research indicates that both native English-speaking and non-native English-speaking students perform as well or better than their peers on academic tests in English and have the opportunity to become truly bilingual/biliterate.

Dual immersion programs are defined by three key characteristics:

1. The student population is comprised of approximately 50% native English-speaking students and approximately 50% native speakers of another language.
2. The students spend at least ½ of their day in the foreign language.
3. The program extends from Kindergarten to at least 5th grade. The district has committed to continuing the program through 12th grade.

Additionally, all dual immersion programs have three broad outcomes that are equally important:

- Academic achievement
- Bilingualism/biliteracy
- Cross-cultural competencies

Program Model

The Twin Falls School District Dual Immersion Program follows the tenets of a 50:50 dual immersion model. In this model, students spend 50% of their instructional time in English and 50% of their time in Spanish. This proportion of time will remain constant throughout the elementary grades. There will be two classrooms at each grade level. Both classes will have 22 students, with one teacher providing instruction in English and one teacher providing instruction in Spanish. Students will trade teachers halfway through each day, so that they receive English and Spanish instruction everyday. The program will continue in this format through 5th grade. After 5th grade the program format changes, but students will still have the opportunity to continue in the program throughout middle and high school.

Important Characteristics

- Language Separation—in the classroom, students are either learning in English or learning in Spanish, they are not learning in both languages at the same time. If both languages were used simultaneously, students would only listen to their native language and their acquisition of their second language would be hindered.
- Student Integration—English and Spanish-speaking students are integrated throughout the entire day.
- Immersion—students are immersed in both languages every day. They do not just “study” a second language through conjugating verbs or memorizing vocabulary. They are learning math or science or social studies *through* a second language. This should not be confused with “submersion” where students “drown” in the language. Instruction is carefully prepared so that students are able to understand the content being taught and at the same time develop their language. This is key to any immersion program.
- Same Content—students in the dual immersion program learn the same content as students in other classrooms. They even use the same textbook series when appropriate. However, this program model requires that these content standards be taught using specialized methods.

Daily Schedule

Students attending their dual immersion classroom have the same schedule as other students at their school, except that they trade teachers part way through the day. They arrive and leave at the same time, as well as having specials (art, music, PE, etc.), recess, and lunch at the same time as other students at their grade level. Since the day cannot be split exactly in the middle, one group of students will get more English each day and one group will get more Spanish each day. That is why it is necessary to flip the two groups' schedules every month.

Here is an example schedule:

School Schedule	English Teacher	Spanish Teacher
8:00-8:20	Leadership Time	Leadership Time
8:20-9:05	Sci/SS (45)	Math (45)
9:05-9:20	Start Language Arts (15)	Start Language Arts (15)
9:20-9:40	Recess	
9:40-11:00	Language Arts (80)	Language Arts (80)
11:00-11:45	Lunch	
Students Switch Classes/Languages		
11:45-12:30	Sci/SS (45)	Math (45)
12:30-1:50	Language Arts (80)	Language Arts (80)
1:55-2:40	Specials	
2:40-3:00	Closing	Closing

Sci—Science

SS—Social Studies

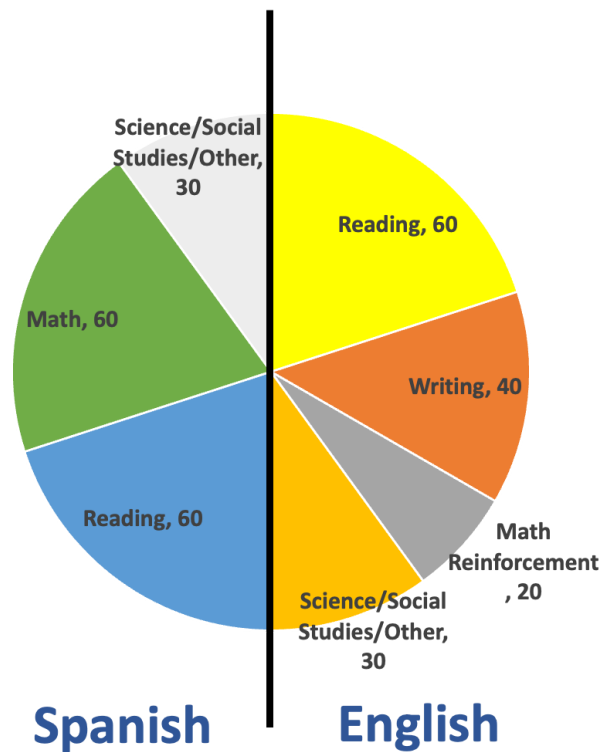
Specials—PE, art, music, etc.

K-5 Curriculum

	English	Spanish
Reading	Core curriculum ~ 60 min.	Core curriculum ~ 60 min.
Writing	Core curriculum ~ 40 min.	Reinforced and embedded throughout each content area
Math	Reinforced ~ 20 min.	Core curriculum ~ 60 min.
Science/Social Studies/Other	~ 30 min.	~ 30 min.

~300 total instructional minutes per day = 150 min per language

Students in the dual immersion program receive instruction in the same content standards as all other students. Similar materials are used whenever possible/appropriate. This includes using both the English and Spanish versions of Wonders and the Spanish version of Bridges 2.



Outcomes

The outcomes of Twin Falls School District's dual immersion program follow those of all dual immersion programs and include: bilingualism/biliteracy, academic achievement, and cultural competencies. None of these outcomes outweigh the others and each requires a significant amount of time to develop. Outcomes for our dual immersion program are based on long-term goals at the 5th grade and high school levels. It is also important to remember that students in dual immersion programs might not meet the same benchmarks as students enrolled in all English programs at the early grades.

By the end of 5th grade...

...students will be proficient in both English and Spanish. This includes oral proficiency, as well as reading and writing at grade level in both languages.

...students will achieve at grade level in Math, Science, and Social Studies in both languages.

...students will be culturally competent.

By the end of 12th grade...

...students will continue to be proficient in both English and Spanish. This includes oral proficiency, as well as reading and writing at grade level in both languages.

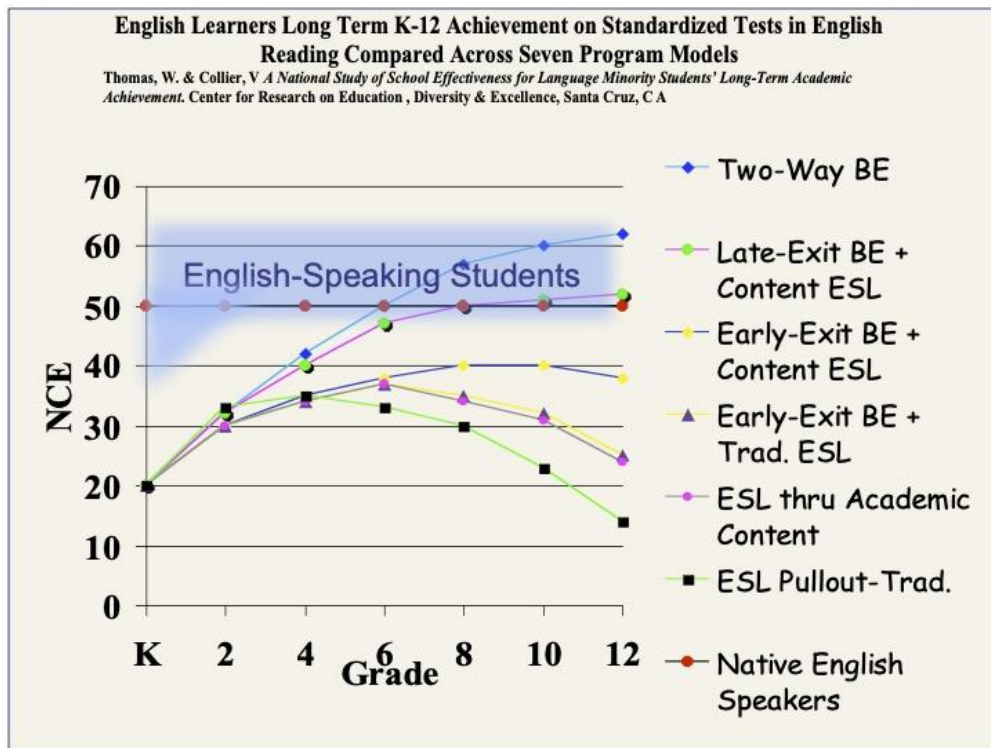
...students will achieve at grade level in Math, Science, and Social Studies in both languages.

...students will be culturally competent.

...students will be prepared to attend post-secondary education.

Trajectory of Expected Achievement on English Standardized Tests

The chart below represents the average score of student groups in various programs, not individual student scores. These targets provide a measure of overall program performance and should not be used as an indicator of individual student achievement. English-speakers in a dual immersion program should score as well or better than similar peers (represented by the blue shading around the 50th percentile). It is possible that there may be a slight lag in K-2 while students are becoming bilingual enough to transfer skills from one language to another. Spanish-speakers in a dual immersion program are represented by the top blue line and labeled as “Two-Way BE.”



Context

Strand within a School

The dual immersion program will function as a strand within a school. This means that the program has the opportunity to be part of the broader school programming at each of the schools where it is housed. The program will begin at Oregon Trail Elementary and then continue at the Middle School, and High School in the future. This program strand will also serve as a magnet program, allowing students from other elementary school boundaries to attend. Teachers and students will function as members of their respective grade levels and schools as a whole.

Connection to Whole School

Students in the dual immersion program will be connected to the rest of the students at their schools as much as possible. They will attend the same recess, lunch periods, and have the same specials (PE, art, music, etc.). Additionally, these students will participate in many of the same activities (field trips, etc.) and multiclass projects that occur at the school sites. Building principals, dual immersion teachers, other teachers, and other school staff are all committed to providing the best atmosphere for all students that makes them all feel integrated and a part of the larger school's vision and purpose.

Access to Supplemental Services

Students in the dual immersion program will have access to other supplemental services provided by the school and district that are appropriate for their needs. This might include special education, Title I, English as a Second Language, and extended day services. However, it is important to recognize that students in dual immersion programs must have appropriate assessments and appropriate interventions that are congruent with dual immersion programming and target students' needs.

Family Involvement & Parent Commitment

Importance of Family Involvement

Research consistently shows that in all program models, parent involvement leads to higher student achievement and better student attitudes. This is especially important in dual immersion programs, because of the added demands on students learning a second language. Students need to see the value of developing a second language and in developing cross-cultural competencies. This is most easily developed when parents show their support of these two goals by being involved in the program. Additionally, parent involvement in dual immersion programs leads to curriculum that is more relevant to students of both cultures.

Opportunities to Be Involved

Parents, family, and other community members have many opportunities to be involved in the dual immersion program. These range from serving on the Community Advisory Council to helping students with their homework. They also include attending parent meetings, volunteering in the classroom, volunteering at home, learning a second language, communicating regularly with teachers, attending program events for families, connecting with families from other cultures/language, etc.

There are many barriers to parent involvement. These include lack of time, fear of the unknown, and misunderstandings between the teacher and parent. One of the most obvious is not speaking a second language. “How can I help in the classroom or even with homework, if I don’t speak the language?” you might be asking. There will always be opportunities to volunteer in your native language in the classroom. You can also volunteer from home: making phone calls, cutting out papers, etc. At the most basic level, you can help with homework by providing a conducive environment (scheduled time in a quiet space) for students to complete the homework. You can also have your child explain what they are doing in your native language. Research indicates that homework does not impact student achievement until the upper elementary grades anyway, but creating school work habits help students as homework increases in later years.

Ask someone involved in the program, especially your child’s teacher, how you can be involved. There will always be opportunities for you to make a huge impact on your child’s successful education by being involved.

Parent Commitment

Long-term Commitment

It is extremely important for parents to realize they are making a long-term commitment to the program when they register. The research findings for dual immersion are based on students who complete at least 4th or 5th grade in the program *and the longer the better*. This means that native English-speaking parents should expect lower achievement in English at the early grades than similar students who are in all English classes. Parents of native Spanish-speaking students should expect similar results to other Spanish-speaking students in all English classes in the early grades, but then much higher scores in the upper grades. If students are given the opportunity to participate in the program through at least 5th grade, then research indicates they will score as well or better than their peers *and be bilingual/biliterate*. Parents must make this long-term commitment if their child is going to meet these outcomes.

Different Benchmarks

This commitment also affects access to other programs that are often provided to students who do not meet benchmarks for English-only students. Currently students in English-only programs who score below benchmarks in reading are provided with additional reading interventions. Many dual immersion students will probably score below these benchmarks as well. However, most of them will not need additional interventions because they are meeting the expectations for students in a dual immersion program. Additionally, if they were given the same reading interventions as students in English-only programs, those interventions would not be appropriate and they would take time away from students being in the program. Of course, students not meeting benchmarks for the dual immersion program will be offered intervention services that are appropriate for their needs.

Students will not be exited from the dual immersion program to an English-only classroom, unless it is determined that it is the program model that is hindering the student's progress. Research demonstrates that students who are struggling academically in dual immersion programs (even those with identified disabilities) usually do not perform any better if they are placed into English only classes. The main difference for those students is that they then do not have the opportunity to continue becoming bilingual.

Commitment to Bilingualism and Cross-Cultural Competencies

Finally, parents must also commit to the outcomes of dual immersion programs. If parents do not value bilingualism/biliteracy and the ability to work with people from different cultures, then neither will the student. As mentioned in the section on parent involvement, students must see this commitment through what we say and what we do. This is extremely important to the success of the student in the program, both in their development of bilingualism and in their academic achievement.

TFSD Dual Immersion Enrollment Procedures

Background

There are two key premises that underlie the enrollment procedures for the dual immersion program in the Twin Falls School District. The first is that dual immersion programs seek to have approximately 50% of the students at each grade level be native English-speakers and approximately 50% must be native Spanish-speakers. The second underlying premise is that research indicates students should not enter a dual immersion program after the beginning of 1st grade (or second grade if the program begins in 1st grade) unless they are already bilingual enough to be successful in the program. Following are the timeline and procedures for enrollment.

Timeline

Winter before Kindergarten Enrollment

During this time the district will advertise the program throughout the community using newspaper, radio, and other mediums to build awareness of the program for families of incoming Kindergarten students.

Spring before Kindergarten Enrollment

The district will host one or more community forums/open houses for parents of prospective students. Parents will receive the Parent Handbook outlining the details of the program. In the late spring, after Kindergarten Registration, parents will officially submit their child's name for enrollment into the program. If there are more students interested than space available in the program, a lottery will be held in the month of May or June. (see lottery procedures below) Parents will be informed of the outcome of that lottery by the middle of June.

Procedures

Lottery

The Twin Falls School District is committed to an equitable system that delineates how students are selected for the dual immersion program if there is more interest than space available. The following procedures outline this process.

1. Parent Requirements

- a. Parents who are interested in submitting their child's name for consideration in the program must attend one dual immersion community forum/open house and the annual Kindergarten Round-up. At Kindergarten Round-up, parents will be given an enrollment form and commitment letter to complete.
- b. The final date for parents to submit their enrollment form and commitment letter shall be June 1st at 3 p.m. MST.

2. Student Eligibility

- a. The school district shall not discriminate based on race, socio-economic status, perceived ability, or any other factor excluding native language. This is based on the underlying premise that dual immersion programs have approximately 50% of their students that are native English-speakers and approximately 50% that are native speakers of Spanish.
- b. A student's native language shall be defined as the language that the student first learned to speak. (Recorded on the home language survey completed by all students entering the district.) In the case of a student who was raised bilingual, the parent will choose which language group the student is placed in for the lottery. A student who was not initially raised bilingually, but who is now bilingual, may petition for a change in language status. This petition will involve a joint interview of the student and his/her parent(s) in which the student will be required to demonstrate his/her fluency in the other language.
- c. A student with a native language other than English or Spanish may still be eligible to enroll in the program as long as they can demonstrate English or Spanish fluency.
- d. The district will consult with the parents of any student who has an identified disability. Students with disabilities are encouraged to participate and will not be excluded from the program. However, parents may decide to withdraw their child's name after viewing the Special Education services available to students in and out of the dual immersion program. Every effort will be made to make all Special Education services available to students in the dual immersion program, however parents must realize that this is not always possible and may choose not to enroll their student in the program.
- e. Students who may qualify for Gifted and Talented (G/T) programming who wish to attend Dual Immersion will not be eligible to attend the district's G/T magnet program. G/T students in the Dual Immersion program will receive additional learning opportunities at Oregon Trail Elementary while staying in the dual immersion program.
- f. Children who are retained against the advice of school district personnel will not be eligible for entrance into the dual immersion program.
- g. Twins will be considered as one entry in the lottery and if drawn both will be accepted into the program.

3. Order of Preference

Preference for the program was determined by the community advisory council, which included parent representatives, district staff, and community members. The order of preference is built on the priorities of supporting ongoing family engagement (siblings), teacher recruitment needs (teachers in the dual immersion program), internal district support (small percentage

of guaranteed space for district employees), and district residency requirements.

Preference for entrance into the program will be given in the following order:

- i. Students who already have siblings enrolled in the program.
- ii. Students whose parents currently teach at the school(s) containing the dual immersion program or who are board members.
- iii. Students of other district employees, not to exceed 10% of the native language subgroup. If this number exceeds 10% a preliminary lottery will be held to determine which of these students will constitute the allowed 10%. Remaining students will be placed back in the general lottery, based on remaining order of preference.
- iv. Students whose families permanently reside within the established boundary for Oregon Trail Elementary School, other than 20% of each language subgroup, which shall be reserved for families outside of the boundaries for Oregon Trail Elementary.
- v. Students whose families permanently reside outside of the established boundary for Oregon Trail Elementary School, but within the school district boundary. Twenty percent of each language subgroup shall be reserved for this group of students. Should more space be available after families who reside in the Oregon Trail Elementary School boundary, they will become available to this group.
- vi. Students whose families permanently reside outside the boundaries of the school district, but within the state.

4. Class Size and Composition

- a. The dual immersion classrooms will each contain 22 students. This is slightly higher than the district average to offset future attrition.
- b. All student names that have been submitted by the deadline described above will be divided into two groups consisting of native English-speakers and native Spanish-speakers. The school district will further subdivide the two language groups to ensure that the final classes are representative of the other Kindergarten classes at the school. Currently Kindergarten classes are balanced by gender and school readiness. These characteristics are determined through the annual Kindergarten Roundup. For an example of how these procedures might progress, see Appendix A.

5. Lottery Procedures

- a. The actual lottery will proceed in the following manner:
 - i. Lottery subgroups will be determined by the class distribution profile of the entire Kindergarten population.

- ii. Siblings and the identified students of district employees will be placed as if already drawn from their respective subgroups.
- iii. Outside of Oregon Trails Elementary boundary families will be divided by native language and 20% of spaces will be drawn. Those names will also be placed as if already drawn from their respective subgroups. Remaining names will be saved if further space is available after the drawing for Oregon Trail Elementary families.
- iv. Determine which subgroups need a lottery. If a subgroup does not have sufficient applicants, any extra “spaces” will be added to an adjacent subgroup. If any subgroup has been filled through siblings, employees, and out of boundary students, Oregon Trail students in that subgroup will be placed into the next subgroup.
- v. All remaining names for Oregon Trail Elementary families will be placed in their respective subgroups. Names will be drawn one at a time until the “space available” for each subgroup is filled.
- vi. If space remains available after Oregon Trail families, remaining spaces will be filled by drawing from families outside of the school’s boundary.
- vii. After all spaces have been filled, any remaining names will be combined based on native language. These names will then continue to be drawn to create two waiting lists, one for English-speakers and one for Spanish-speakers.
- b. The lottery will be conducted by the following people: the building principal and the director of elementary programs.
- c. The lottery will be witnessed by an unbiased outside observer (does not work for the school district and does not have children in the district).

6. Notification of Results

Letters will be sent to all families who submitted their names for entrance into the program by the middle of June. These letters will inform parents of their child’s enrollment into the program or their place on the waiting list and contain a confirmation form. Parents whose child is enrolled in the program will then have until two weeks after the last day of school to confirm their enrollment in the program by returning the confirmation form to the office of Oregon Trail Elementary. If parents do not receive a letter by the last week of June, it is their responsibility to contact the school district to obtain their placement in the program or on the waitlist.

7. Appeals

Lottery results are final. No appeals will be considered. Once the lottery is completed, late enrollment will follow the Late Entrance procedures.

Late Entrance

Entrance into the dual immersion program after the initial lottery is possible, but dependent on a number of factors. If space becomes available in the program, the following procedures will be followed.

1. If space becomes available after the lottery takes place, but before the 1st day of 1st grade, then students will be selected based on the waiting list created from the lottery.
2. Every effort will be made to contact the next family on the waiting list when space becomes available. However, it is the family's responsibility to update the school district on their current address and contact information. Changes in address may affect placement on the waiting list depending on the order of preference outlined above.
3. Students who did not participate in the lottery may be added to the waitlist at their request. They will be placed according to the order of preference outlined in the Lottery Procedures above and subject to the same procedures listed here.
4. If space becomes available after the 1st day of 1st grade, entrance into the program will be made at the discretion of the building principal and the dual immersion coordinator (director of elementary programs). The decision of who will enter the program will be based on a number of factors. Most important of these is the student's level of bilingualism. Students may not enter the program after the 1st day of 1st grade who do not have sufficient language skills in both languages to be successful. Additional factors that may influence the success of the student in the program will also be considered.

Appendix A

Example Lottery

1. **Create lottery subgroups based on the class distribution profile of the entire Kindergarten class.**
2. **Determine which subgroups need a lottery. Add “extra” spaces to next closest subgroup**
3. **Place eligible siblings and children of district teachers**
4. **Use lottery to fill spaces**
5. **Create waitlist.**

1. Determine Space Available

Both classes will contain 22 students. Thus, there are 44 total spots per grade level: 22 English-speaking and 22 Spanish-speaking.

- Determine the percentage of each group that will be male and female.

If 50% of both English and Spanish-speakers enrolled Kindergarten are female and 50% are male, then the 22 “English” spots and 22 “Spanish” spots are then broken into 11 male English, 11 female English, 11 male Spanish, and 11 female Spanish.

- Determine the percentage of each subgroup that falls in the high, moderate, and low school readiness categories.

In this example, the English and Spanish speaking subgroups in the overall Kindergarten enrollment have the following readiness proportions: 26% of the students have high levels of school readiness, 37% have moderate school readiness, and 37% have low school readiness. This means that each subgroup would be divided again to form three more groups: 26% high, 37% moderate, and 37% low school readiness. These groups and their “available space” are illustrated in the table below.

	“English”		“Spanish”	
	Male	Female	Male	Female
High Readiness	3	3	3	3
Moderate Readiness	4	4	4	4
Low Readiness	4	4	4	4

2. Determine which subgroups need a lottery

- Place any siblings, children of staff at Oregon Trail Elementary, and the 10% of space reserved for school district employees.
- Draw 20% of available spaces from families outside of the boundaries for Oregon Trail Elementary. Place into their respective subgroups.
- For subgroups that do not have enough applicants, move their available spots to the next subgroup. For subgroups that have already been filled, add those names to the next subgroup.

Applicants are placed into their subgroups based on the results of the Kindergarten Roundup. Hypothetical numbers are designated in red below. Subgroups that have

more applicants than space available will use a lottery to determine who is enrolled in the program.

	"English"		"Spanish"	
	Male	Female	Male	Female
High Readiness	3 (7)	3 (6)	3 (2)	3 (3)
Moderate Readiness	4 (8)	4 (9)	4 (5)	4 (6)
Low Readiness	4 (2)	4 (5)	4 (4)	4 (3)

Add "extra" spaces to next closest subgroup

	"English"		"Spanish"	
	Male	Female	Male	Female
High Readiness	3 (7)	3 (6)	3-1 (2)	3 (3)
Moderate Readiness	4+2 (8)	4 (9)	4+1 (5)	4 (6)
Low Readiness	4-2 (2)	4 (5)	4 (4)	4 (3)

3. Place siblings and selected children of district teachers

	"English"		"Spanish"	
	Male	Female	Male	Female
High Readiness	3 (7)	3 (6) *1*	2 (2)	3 (3) *1*
Moderate Readiness	6 (8) *2*	4 (9) *1*	5 (5) *2*	4 (6) *1*
Low Readiness	2 (2)	4 (5) *1*	4 (4) *1*	4 (3) *1*

	"English"		"Spanish"	
	Male	Female	Male	Female
High Readiness	3 (7)	2 (5) *1*	2 (2)	2 (2) *1*
Moderate Readiness	4 (6) *2*	3 (8) *1*	3 (3) *2*	3 (5) *1*
Low Readiness	4 (1)	3 (4) *1*	3 (3) *1*	3 (2) *1*

4. Use lottery to fill spaces

The groups remaining that have more applicants than space available enter into the lottery process. An initial 20% (4 Spanish and 4 English) is drawn from the outside of Oregon Trail group and placed into their subgroups. Remaining space is filled by drawing the names for students within the boundary of Oregon Trail Elementary.

If space remains after drawing names from those within the Oregon Trail boundary, students will be drawn from the remaining applicants outside of Oregon Trail's boundary.

5. Create waitlist.

The remaining students from the lottery groups that are not selected are combined by native language. Each name would then be drawn one at a time forming a waiting list for each native language.