

February 14, 1964

To: Mr. W.W. Matthews, Central District Superintendent

From: _____, Principal Coral Way Elementary
J.L. Logan

Subject: PLANS FOR BILINGUAL SCHOOL 1964-65 AS AGREED IN CONFERENCE
AT CENTRAL DISTRICT OFFICE ON FEBRUARY 13, 1964

1. Continue the bilingual program next year, extending it into the fourth grade.
2. Offer transportation to those who were transported this year from Southside to Coral Way.
3. All first graders who attend Coral Way will enter the bilingual program.
4. Transportation will be provided to Southside School for those who do not wish to enroll in the first grade bilingual school.
5. Applications for the bilingual program will be accepted from any part of the county and requests will be honored on a first-come basis.
6. The teaching assignments will be made in such a way that the teacher teaches either two vernacular classes or two second language classes and not one of each.
7. A Spanish-speaking aide will be assigned to work in the library.
8. The new curriculum center (Room 106) will serve as a central resource facility for storage and distribution of teaching materials.
9. A half day work-type workshop, combined with the elementary schools' summer school recreation program, shall be made available for teachers of the bilingual program at the close of school for a period of six (6) weeks.
District Superintendent Matthews will investigate the possibility of university credit.

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To: Mr. W.W. Matthews, District Superintendent

From: _____, Principal Coral Way Elementary School
J.L. Logan

Subject: EVALUATION OF BILINGUAL PROGRAM

The Principal, Assistant Principal, Consultants, and faculty have worked with and observed the progress of the Bilingual School and have reached the following conclusions:

1. Community acceptance of this program has been overwhelmingly favorable, especially by parents of the pupils participating.
2. It seems that the participating pupils have achieved as much in the way of skills, abilities, and understandings as they would have had they attended a monolingual school. In addition, they have derived benefits which they could not have attained in a monolingual school.

These children are rapidly making progress toward the time when they will be able to master fundamental processes and concepts in the second language as well as in the first.

They are learning to appreciate another culture, other than their native one. In general, they have grown more receptive to peoples of other languages.

They are ^{brodening} broadening their understanding of people and the world, leading to richer and more satisfying personal lives.

3. Preparation of original teaching materials for two types of classes and planning for two classes has seemed a tremendous physical undertaking for every member of the staff.
4. Additional personnel (Cuba Aides) plus instructional materials in two languages seem to make the cost of the bilingual program exceed that of a monolingual school.