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Resolution

Whereas, the economic and cultural structure of our world is becoming increasingly global in scope and perspective (Suarez-Orozco M. 2004; Routledge 2000); and

Whereas, knowledge of other cultures and languages is becoming an increasingly necessary skill for leaders and workers to function in an economically interdependent world (Suarez-Orozco M. 2004); and

Whereas, the Department of Defense is pouring hundreds of millions of dollars into a K-16 pipeline developing fluency in languages deemed “strategic” and business leaders clamor for bilingual U.S. Citizens to engage in the global economy (US Schools Speaking in Tongue, Educational Justice, December 18, 2006); and

Whereas, even in Community School District 4 the diversity of languages, cultures and ethnic backgrounds is increasingly expanding requiring both educators and students to develop global communication skills; and

Whereas, a Dual Language Immersion Program is an educational approach that takes Native English speakers and native speakers of other languages for Content and Literacy instruction in both languages thereby bridging the gap amongst cultures; and

Whereas, Dual language programs have the potential to prepare Community District 4 students academically, linguistically and socially, to meet the challenges and global needs of our community (Freeman, 2006, Suarez-Orozco, 2004, Routledge 2000); and

Whereas, Dual Language programs address the global concerns of closing the achievement gaps among students (Astounding Effectiveness of Dual Language Programs for all Virginia Collier & Wayne P. Thomas, 2004; Acosta, B. D. 2005, November, Castillo, C. T. (2001), Calderon, M., & Minaya-Rowe, L. (2003); and

Whereas, students in dual language programs attain academic achievement at or above their grade level as measured by standardized tests (Collier & Thomas, (2004): Lindholm, K., & Aclan, Z. (1991). Quintanar-Sarellana, R. (2004); and

Whereas, current scientific research evidences that language minority students (in the U.S., those whose native language is not English) do better academically when their native language is supported and developed (Thomas & Collier, 1997; 2004; Calderon 2005); and

Whereas, Dual Language programs foster positive cross-cultural understanding among all students. (Aguilar, M. 2000, Lopez, M. D., & Tashakkori, A. (2006); and

Whereas, Dual Language programs sustain quality and continuous professional development; and

Whereas, these programs foster strong parental engagement and commitment; and

Whereas, CEC4 is committed to preparing students for success in a multilingual and multicultural world and is further committed to adapt to the demands—and reap the benefits—of an interconnected world.

Resolved, given today's economic and political realities, CEC4 has a greater stake than ever before in its residents' capacity to understand and respond to global events and interdependency. CEC4 supports the expansion of the Literary Mansion Dual Language Program implemented in 2005 (Kindergarten only) to include all District 4 schools and grade levels.

Calendar Meeting
February 14, 2007