Fairfax County PUBLIC SCHOOLS
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World Language Programming
School Board Work Session, October 20, 2026

On January 13, 2026, the FCPS School Board held a forum to discuss the FCPS world languages program and develop a vision for ensuring equitable access across the division.

> *As reflected in the discussion during the May 7, 2024 School Board Work Session, there appears to be consensus among the board on the need to revitalize the FCPS World Languages Programs, including language immersion. There also appears to be consensus to discuss Foreign Language in the Elementary Schools (FLES) and how to integrate FLES with STEAM. This forum topic is intended to start a conversation that will enable the board to deliberate on the future of World Language programming across the division and develop a strategic framework to guide the evolution of World Language Programs in FCPS.*

The forum's outcome was to schedule a future work session for further discussion.

Connection to the FCPS Strategic Plan

In alignment with FCPS Strategic Plan Goal 4, world language programming plays a critical role in providing every student with access to high-quality academic opportunities that drive success. FCPS remains committed to expanding the availability and accessibility of world language coursework, ensuring that students across all backgrounds can enroll and thrive in sequential language learning. By actively supporting student enrollment and participation in world language study, FCPS advances equitable access to rigorous academics, fosters multi-literacy, and prepares students for future academic and professional pursuits in a global society.

> Goal 4: Every student will have access to high-quality academic programming and resources to support their success.
>
> > Measure: Availability of, accessibility to, and student enrollment in coursework in the Arts, STEAM, Career and Technical Education, Trades, Technology, and World Languages.

Connection to the FCPS Portrait of a Graduate

Developing proficiency in world languages directly aligns with the FCPS Portrait of a Graduate by empowering students to become effective communicators and ethical, global citizens who connect meaningfully across diverse languages and cultures. Sequential language learning builds cognitive flexibility, critical thinking, and executive functioning skills that enhance

academic achievement and problem-solving. Additionally, cross-cultural language study cultivates empathy, perspective-taking, and the goal-directed resilience required to collaborate in a globalized society. Ultimately, fostering multilingual competence ensures FCPS graduates are prepared to adapt, innovate, and lead as active contributors in an interconnected world.

Benefits of World Language Instruction

World language instruction in K–12 education serves as a powerful catalyst for holistic student development, driving both immediate cognitive gains and long-term success. Research demonstrates that early language learning significantly enhances brain development, building crucial cognitive flexibility, working memory, and executive functioning skills essential for complex problem-solving (ACTFL; Kimata & Arinaitwe, 2026). Furthermore, students enrolled in dual language immersion and sequential language pathways consistently outperform their monolingual peers on standardized assessments across core subjects like reading, math, and science (Marian, Shook, & Schroeder, 2013; Collier & Thomas, 2012; Steele, Jennifer, et. al., 2017), while also achieving higher AP/IB success rates and widespread attainment of the Seal of Biliteracy (Gándara & Escamilla, 2017).

Beyond academic achievement, robust language programs prepare students to thrive as ethical citizens in a globalized society. Sequential language education fosters cross-cultural understanding, reduces social bias, and strengthens the perspective-taking skills required for intercultural competence (Chambless, 2005; Gurzynski-Weiss et al., 2022). Economically, developing multilingual competency expands future career opportunities, increases wage potential, correlates with reduced high school dropout rates, and drives higher college matriculation (Gándara & Escamilla, 2017), making world language pathways an invaluable investment in our students' futures.

FCPS World Languages Program Overview

The primary goals of the world languages program in Fairfax County Public Schools are to ensure that students:

- Communicate in languages other than English.
- Gain knowledge and understanding of other cultures.
- Connect with other disciplines and acquire information.
- Develop insight into the nature of language and culture.
- Participate in multicultural communities at home and around the world.

These goals provide a comprehensive instructional focus that prepares students to apply their language skills in authentic contexts beyond the classroom. Through the world languages curriculum, students develop the ability to communicate with native speakers while building the cultural knowledge and understanding needed for meaningful and appropriate interaction.

This document provides background information and opportunities to expand and enhance the program at both the elementary and secondary levels.

FCPS Secondary World Languages Programming

Program Components

The FCPS Secondary World Languages Program delivers an interactive, student-centered learning environment focused on real-world communication across Interpretive, Interpersonal, and Presentational modes (ACTFL, 2010). Grounded in 2021 VDOE standards, the thematic and language-agnostic Program of Studies pairs language learning with meaningful cultural study to cultivate true intercultural competence (The National Standards Collaborative Board, 2014; Clementi & Terrill, 2017). Consistent, adopted basal resources combined with authentic media—such as news, podcasts, and music—connect students directly to everyday global cultures (ACTFL, n.d.).

To build student ownership of learning, the curriculum utilizes actionable "I can" goals that empower students to track their functional proficiency growth from Novice to Advanced levels (NCSSFL & ACTFL, 2017). Purposeful assessments evaluate what students can practically accomplish with the language in authentic contexts (ACTFL, 2012). Together, these components ensure a high-quality, rigorous language program that prepares FCPS students for global citizenship.

Graduation Requirements

- Advanced Studies Diplomas require three years (credits) of one world language, or two years (credits) of two world languages.
- Standard Diploma has no world language requirement.
- Students can earn up to three credits via the World Languages Credit By Exam in 57 languages.

FCPS Language Offerings

To keep world language offerings strategically relevant, FCPS continually aligns course options with local student demographics, regional workforce demands, and vital national security priorities.

World Languages Available in FCPS Arranged in order of enrollment: highest to lowest	Top Home Languages in FCPS Arranged in order of self-reported home languages: highest to lowest (# students in June 2026) Blue=language is offered in FCPS.	Languages of Need in Domestic Workforce (ACTFL Report) Arranged in order of greatest need: highest to lowest Blue=language is offered in FCPS	Shortage of Languages for National Security & Intelligence Sectors (U.S. DoD/State Dept) Arranged in order of critical shortage: highest to lowest Blue=language is offered in FCPS
**Spanish* French ASL **Korean* Arabic (MSA) German Latin Chinese (Mandarin) Japanese Vietnamese Russian	Spanish (39,238) Arabic (5,184) Korean (3,532) Amharic (3,495) Vietnamese (3,262) Chinese (3,231)	Spanish Chinese French German Arabic (MSA) Russian Japanese Italian Korean	Persian (Farsi/Dari) Arabic (MSA) Chinese (Mandarin) Russian Korean

**Additional options for heritage speakers*

Beyond offering the required standard course offerings, secondary schools evaluate several critical factors when deciding which optional languages to include. Student interest and the need to ensure continuous program articulation from elementary initiatives, such as Foreign Language in the Elementary School (FLES) and Immersion programs, primarily drive these decisions. Schools also consider practical logistics, including language-specific teacher licensure requirements and the option to expand access through online campus or academy platforms. **Appendix A includes a full list of course offerings by region and by middle and high school.**

Required (Standard) Base School Course Offerings: Spanish, French

Optional Base School Course Offerings (# of schools): American Sign Language (6), Arabic (8), Chinese (8), German (15), Japanese (13), Korean (6), Latin (19), Russian (2)

Online Campus Course Offerings: American Sign Language, Arabic, Chinese, Korean,

Spanish

Career Academy Course Offerings: American Sign Language, Arabic, Chinese, Korean, Vietnamese

Credit Exam Offerings: Students can earn up to three credits via the World Languages Credit By Exam in 57 languages. The World Languages Credit Exam is fully outsourced to an external, 3rd-party vendor. In 2021, the Virginia Department of Education (VDOE) established that all credit and seal assessments must be externally created, externally scored, and nationally normed. To align with these state requirements, FCPS transitioned entirely to the vendor model for these exams.

The selection of languages offered on the World Languages Credit Exam is guided by four primary factors: local student demographics identified via the Home Language Survey, comprehensive vendor contract provisions that expand offerings at no added expense, prudent cost controls regarding new exam additions, and targeted School Board advocacy.

FCPS World Language Data

The FCPS World Language Program fosters academic and linguistic excellence, empowering students for success in an interconnected world. Over the past three years, student performance has remained consistently strong, with 94% of enrolled students earning a C or better during the 2025–2026 school year.

Key highlights from our advanced programming and biliteracy initiatives include:

- **Advanced Academics Success**: Approximately 80% of AP World Language students and 76% of IB World Language students passed their respective exams, achieving a rate that may result in college credit at postsecondary institutions.

- **Statewide Biliteracy Leadership:** Over the past three years, more than 4,000 graduating seniors earned the Seal of Biliteracy, representing over half of all recipients statewide. Overall, the data reflects a positive upward trend in biliteracy attainment, with both the number and percentage of students earning the Seal of Biliteracy increasing over the three years.

School Year	# of Graduates	Number of Students Receiving a Seal of Biliteracy	Percent of Students Receiving a Seal of Biliteracy
SY23-24	14,133	4,358	31%

SY24-25	14,494	4041	29%
SY25-26	14,888	4819	32%

- **Sustained Engagement:** In the Class of 2025, 77% of graduates completed at least three years of world language. For that same graduating class, 44% completed at least four years of world language study, establishing a firm foundation for global citizenship.

Addressing Access Challenges

Despite these strong outcomes, persistent access gaps remain; currently, the range of in-person language offerings—from three to seven across our base schools—creates inconsistent and inequitable opportunities for our students. To address these disparities and support every learner, targeted expansions will ensure that all students have consistent pathways to pursue their language interests regardless of their base school.

Expansion Opportunity 1: Implement Facilitated Interdependent Language Learning (FILL) at Base Schools

Facilitated Interdependent Language Learning (FILL) is a student-centered approach that offers instruction in multiple languages and proficiency levels within a single classroom. This model addresses the need for broader language access in areas where traditional teacher-led courses face low enrollment or limited staffing. Rather than relying on total self-study, FILL offers *guided independence*—shifting the school's role from delivering a fixed curriculum to actively facilitating personalized language growth.

In the FILL model, students pursue diverse target languages in a single, shared classroom under the guidance of a licensed world language teacher-facilitator.

- **Students** participate in a supervised virtual study period from their base school. During this time, they log into a digital environment with the language of their choice at the appropriate level.
- A **licensed world languages teacher** serves as an expert in Second Language Acquisition (SLA) learning strategies, monitors progress, provides scaffolding and resources, and ensures academic rigor. (FCPS employee)
- A **native/fluent speaker mentor/partner** (remote) provides authentic interaction and cultural feedback in the target language. (vendor employee)

Students participate in this supervised virtual study period from their base school. During this time, they log into a proctored digital environment where the mentor is available for on-demand coaching. The teacher/facilitator provides language-agnostic mini-lessons related to SLA (i.e.,

context clues, cognates, inferences, circumlocution, etc.), then works interdependently with students to set goals, practice, and document their progress. Students meet virtually with their language mentor regularly for author practice exercises. The mentor will not teach, but will provide an opportunity to practice authentically while coaching for growth. The mentor will also collaborate with the teacher to set a framework for each practice session.

The Facilitated Interdependent Language Learning (FILL) model offers a scalable, cost-effective approach to expanding language access across the division. By shifting the teacher's role to a language-agnostic facilitator of SLA strategies, a single educator can guide a diverse cohort of students pursuing different languages and proficiency levels at the same time. Furthermore, awarding credits based on demonstrated proficiency rather than traditional seat time aligns with modern competency-based education standards, fostering strong cognitive self-awareness and self-directed study skills that directly support the FCPS Portrait of a Graduate.

While the FILL framework provides significant flexibility, successful implementation requires proactively addressing key risks associated with asynchronous and virtual learning models. Primary challenges include potential digital fatigue and issues with student self-regulation. To mitigate these risks, the program incorporates structured, high-engagement virtual practice sessions alongside mandatory, supervised study periods at the base school. Rigid weekly progress milestones and regular evidence submissions ensure students remain accountable and on track throughout their course of study.

To maintain instructional rigor, the division must establish clear operational guidelines and auditing mechanisms. Teacher-facilitators will receive targeted training in virtual SLA coaching to effectively support learners across target languages without requiring native fluency in every offered language. Additionally, the division will implement rigorous evidence validation protocols—including recorded oral exercises, written work, and interaction logs—to confirm that students engage with level-appropriate resources and achieve meaningful linguistic growth. Staff would also update Regulation 2409 to include this as an alternative method for earning high school credit, ensuring appropriate governance.

During SY26-27, staff is piloting components of this program to test efficacy. At full implementation, it is recommended that each high school have one FILL class of no more than 30 students. To start, these students would be able to access the FCPS-approved languages, but in future years, the list of languages would be expected to expand.

Facilitated Interdependent Language Learning will create consistent, school-based access to a wide variety of languages to meet student interest and experience—including languages studied at home, elementary or middle school continuations, and those identified by the U.S. Government as strategic priorities. The FILL classroom serves as an applied learning environment for all Portrait of a Graduate skills.

Estimated Cost

	Staffing (Existing)	Curriculum/Materials (Recurring)	Estimated Recurring Costs Based on 26 High Schools
Cost for 1 Class of 30 Students	.17 FTE (school staffing = no new costs)	Access to Program: $35/student/year 1 section = $1,050 Access to Program + oral language practice with certified coach: ● 30 students:$20,000	**Access to Program: $27,300 (one section/school)** **or** **Access to Program + oral language practice with certified coach: $520,000 (one section/school)**

Expansion Opportunity 2: Expand Access Through the Online Campus

Increasing language offerings through the FCPS Online Campus would support the seamless continuation of less commonly taught elementary and middle school language programs and promote universal access regardless of base school attendance. Building upon the current curriculum—which includes American Sign Language (1–4), Arabic (1–4), Chinese (1–4), Korean (1–4), and Spanish (1–3, AP Spanish Literature, and AP Spanish Language)—the program will increase the number of languages and levels offered to include German, Japanese, Latin, Russian, and Vietnamese, with strategic considerations for Amharic, Italian, and Persian (Farsi/Dari). Over the past 6 years, more than 200 students have completed their full graduation requirement in a language not offered at their base school through the Online Campus.

As world language offerings in the Online Campus are expanded, several key considerations must be addressed. While the current model relies on one hour of evening synchronous instruction per week, transitioning to daytime instruction could be beneficial and should be explored. In addition, funding for administration and staffing continues to lag behind increasing student enrollment, as the current model does not hold individual schools fiscally responsible for student enrollment. Also, to ensure optimal continuous learning from grades 7 to 12, the division should consider providing six levels across all languages once new languages launch. Although community engagement in 2014 and expansion work in 2018 did not recommend this action, the School Board previously demonstrated support by providing FY20 funding to expand American Sign Language, Arabic, and Chinese.

Estimated Cost

	Staffing (Recurring)	Curriculum/Materials (One- time)
Cost for 4 Levels of 1 Language	$17,000 per section x 4 levels= $68,000 per language	$8,600/course x 4 levels = $34,400 per language
Cost for 4 Levels of 8 Languages	**$544,000 for 8 Languages**	**$275,200 for 8 Languages**

Expansion Opportunity 3: Ensure Open Enrollment to Level 1 Language Courses in Grade 7 at Every Middle School

Historically, Level 1 high school credit-bearing world language courses were available to students starting in grade 8. Several years ago, staff worked with the Middle School Principals Association to change the initial grade level to grade 7. This allows students to complete 2 years of language before starting high school.

Over the last five years, the number of students in grade 7 accessing high school credit-bearing courses has increased. In addition, the number of schools with at least 5 students in grade 7 accessing a high school language course has increased.

School Year	Total # (%) of 7th Graders taking a HS Language Credit	Total # of Middle Schools with at least 5 7th Graders taking a HS Language Credit
2022-23	1248 (9.5%)	14
2023-24	1403 (10.3%)	13
2024-25	1580 (12.0%)	15

2025-26	1827 (13.7%)	17
2026-27	2337 (TBD)	19

Many schools promote this opportunity by listing courses on course selection sheets for students entering grade 7 or by discussing it during academic advising. Other schools have not been actively promoting this opportunity for reasons such as minimizing stress, preferring to continue the two year sequence for PartA/Part B, and/or encouraging students to explore other electives. It is critical to ensure all grade 7 students and families know about this opportunity. **Appendix B includes SY26-26 enrollment data by middle school.**

As more students participate in high school-level courses, staff will need to work towards a 6-year course continuum. Currently, not all languages have the necessary number of offerings, but continued growth in AP/IB/DE options, as well as course offerings such as Career Applications, will support these pathways. In addition, early engagement may give students time to study an additional language or pursue more extensive study in another elective pathway.

Secondary Program Enhancement: Implementation of a New Divisionwide Course

Beyond expanding programming, enhancing current offerings can provide students with new pathways to develop language proficiency. During SY26-27, a new language course, *Language for Career Applications,* is available as an optional course in all languages. In this optional course, students will explore how language and culture intersect with the professional world across a variety of industries and workplace contexts, such as:

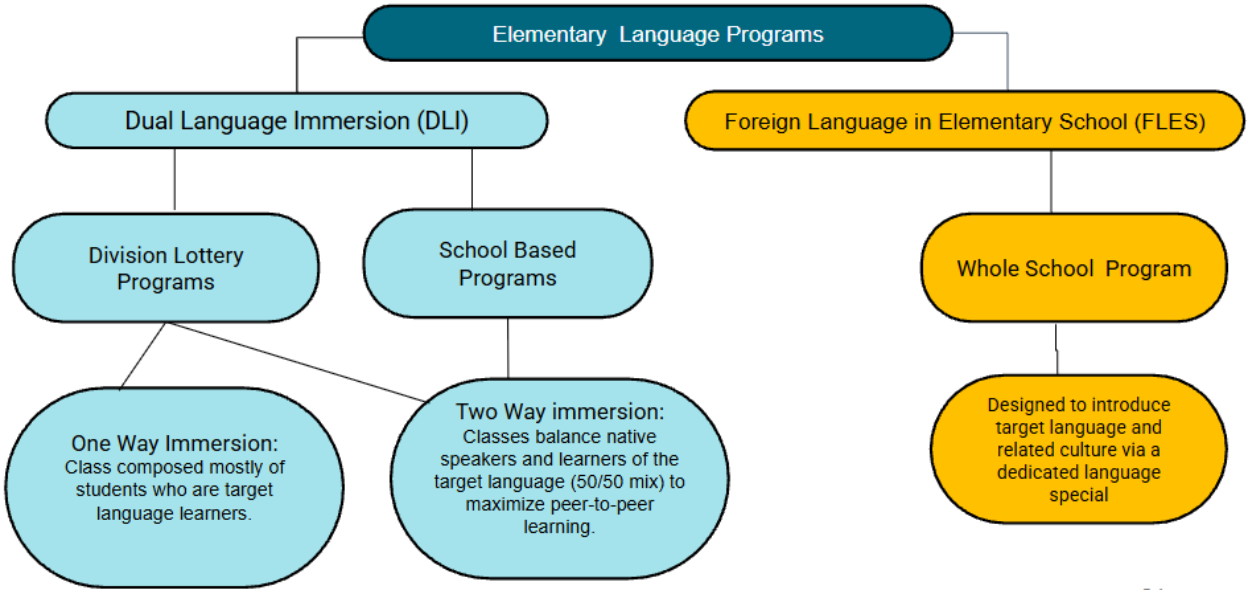
- How technical language operates in practice.
- How community resources must be culturally tailored for diverse populations.
- Workplace and team dynamics.
- How public service organizations manage communication.

This course is taught at the honors level and offers a 0.5 GPA weight multiplier upon successful completion. The designated prerequisite for enrollment is successful completion of Level 3 or an equivalent score on a proficiency assessment. In its inaugural year, two secondary schools have enrolled students, with participation expected to expand as awareness of the offering grows across the division.

Secondary Program Enhancement Opportunity: Provide Content Courses in Language Other than English

Building on existing Algebra I pilot programs, FCPS can expand secondary world language opportunities by offering academic content courses—such as Social Studies—in languages other than English. Delivering subject-matter instruction in a target language allows students to apply their linguistic skills to real-world academic content, deepening language proficiency and helping multilingual learners master core subjects more efficiently as they acquire English. However, implementing content-area instruction in other languages introduces key operational considerations, including securing qualified bilingual teaching staff, procuring appropriate target-language instructional materials, and navigating state requirements that mandate that Virginia Standards of Learning (SOL) assessments be administered in English.

Elementary Programming



Fairfax County Public Schools (FCPS) offers two primary elementary world language models: Dual Language Immersion (DLI) and Foreign Language in Elementary School (FLES). The DLI program, which operates through family choice via lottery or school-based selection, builds bilingualism and biliteracy by integrating core subjects such as Mathematics and Science into partner-language instruction. These programs are structured as either one-way models, enrolling predominantly English speakers, or two-way models, which feature a balanced 50/50 enrollment of English and partner-language speakers. Complementing this, the FLES program offers a whole-school model in which students attend weekly language lessons that emphasize communicative skills and cultural awareness while reinforcing STEAM content. Both programs are central to our commitment to fostering global competence, though they vary significantly in instructional intensity, student participation, and program goals, as described in the chart below.

	DLI	FLES
Program Goals	Builds bilingualism and biliteracy and develops intercultural/global competence	Develops intercultural/global awareness as well as an introduction to the target language
Number of Programs	**13 Division programs**: French (1), German (1), Japanese (2), Korean (1), Spanish (8) **4 School-Based programs**: Spanish (4)	**56 Programs:** Arabic (1), Chinese (7), French (1), German (1), Japanese (1), Korean (1), and Spanish (44)
Student Participation	Students selected via division-wide lottery or school-based process	Whole school as part of specials schedule & staffing allocations
Approximate Number of Hours Per Week	10-12 hours/week. Partner Language and English teachers swap classes of students mid-day	1 hour/week. Part of staffing formula that provides classroom teacher planning time
Content	Mathematics, Science, Health, Partner Language Arts	Target language skills while reinforcing (STEAM) skills

2023 Family Survey Data

To gauge family interest in elementary world language programming, FCPS administered a survey to elementary students' families. Families were asked about their interest in both DLI and FLES programs and, if interested, which languages they preferred. The survey was provided in English, Spanish, Arabic, Chinese, Korean, Urdu, and Vietnamese. Overall, 7,761 participants, representing 9,613 elementary students, responded to the survey.

Regarding DLI, participants ranked their interest in enrolling in a DLI program for each language on a scale of 1-4 (1 = not interested, 2 = somewhat interested, 3 = interested, and 4 = very interested). The top six responses were: Spanish (2.95), French (2.18), American Sign

Language (2.13), German (1.83), and Arabic and Japanese (1.81). Notably, 45% of respondents chose “other” and wrote in their preference. Although many responses duplicated the given choices, Chinese, which was not included in the list of options, received 1642 responses with an average of 3.18 on the 4-point scale.

When asked what influenced their decision to enroll in a DLI program, the most common considerations were language offering (51%), distance from home (50%), and the opportunity to learn a language at an early age (46%).

For the FLES program, the five most preferred languages are: Spanish (42%), Chinese (15%), French (9%), Arabic (8%), and German (4%). Historically, selecting a language for a school FLES program involves significant community engagement and articulation agreements with the pyramid middle and high schools.
Family interest in FLES was demonstrated by the following: For respondents who do not currently have a student participating in FLES, 74% expressed interest in FLES instruction, even if that meant less time for other specials such as music, physical education, or Science, Technology, Engineering, Art, or Math.

Staff recommends conducting a new family survey during SY26-27 to ensure FCPS has updated family interest data to guide expansion.

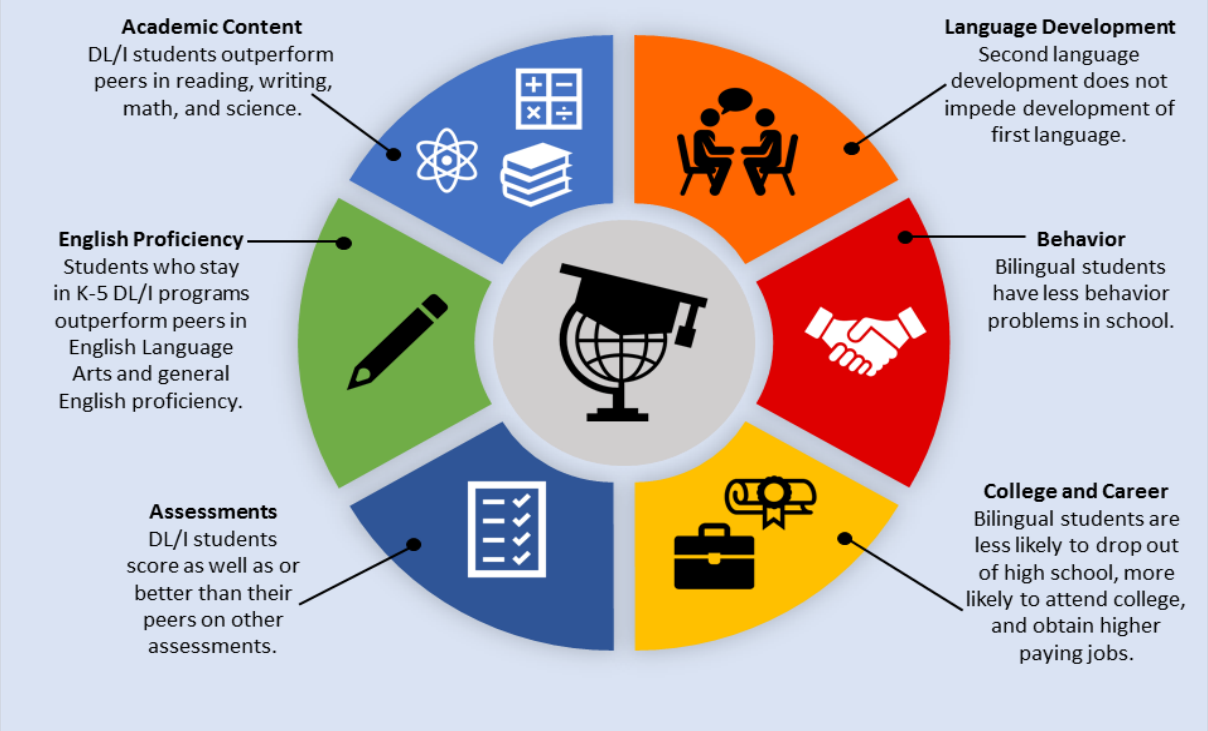
Dual Language Immersion (DLI)

DLI Program Components

FCPS Dual Language Immersion (DLI) programs maintain strict alignment with the seven core framework principles outlined in the *Guiding Principles for Dual Language Education* published by the Center for Applied Linguistics (CAL). By structuring program design, instruction, and division-level support around these standards—encompassing vision, curriculum, assessment, professional development, family engagement, and resource allocation—FCPS ensures high academic achievement, biliteracy, and socio-intercultural competence across all DLI sites. **Appendix C includes a full explanation of each core principle.**

DLI Program Impacts

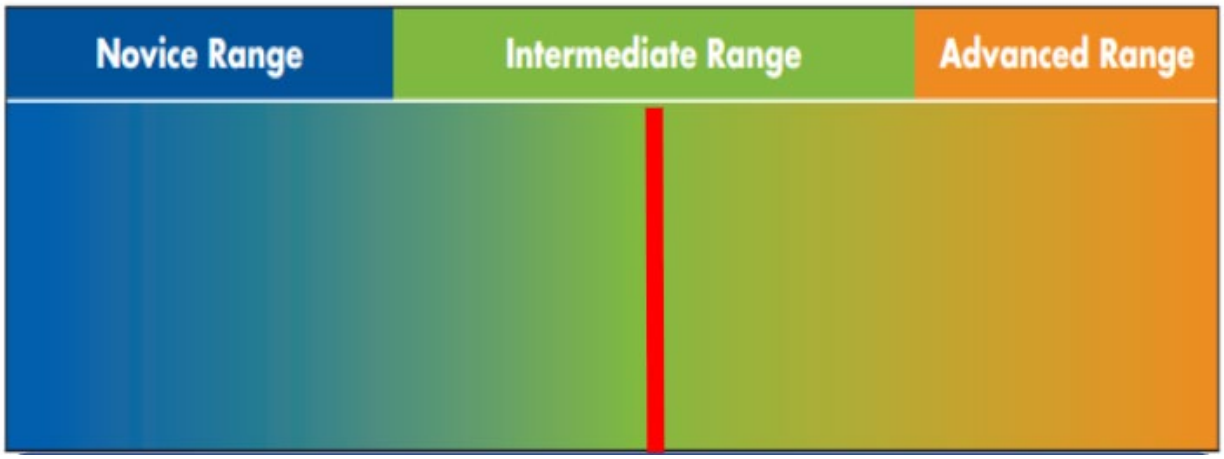
DLI education delivers widespread, transformative benefits across multiple dimensions of student growth. As illustrated below, DLI programs drive strong academic performance in core subjects, enhance both primary and secondary language acquisition, and cultivate positive student behaviors. Early bilingual competence also provides long-term advantages, significantly boosting high school graduation rates, college readiness, and future career potential in an increasingly interconnected global economy.



Dual Language Immersion Education / Supporting Implementation in Virginia

DLI Program Data

FCPS halted the divisionwide assessment of DLI programming in the 2019-20 school year. The most recent administration showed that 91% of DLI students met or exceeded expectations on the DLI Speaking & Writing Jr. PALS, indicating language skills consistent with at least Jr. Intermediate Mid on the ACTFL Proficiency Guidelines.



This rating is based on benchmarks that measure the language skills of younger students, which differ from those used in high school. The core ability of the Junior Intermediate range is

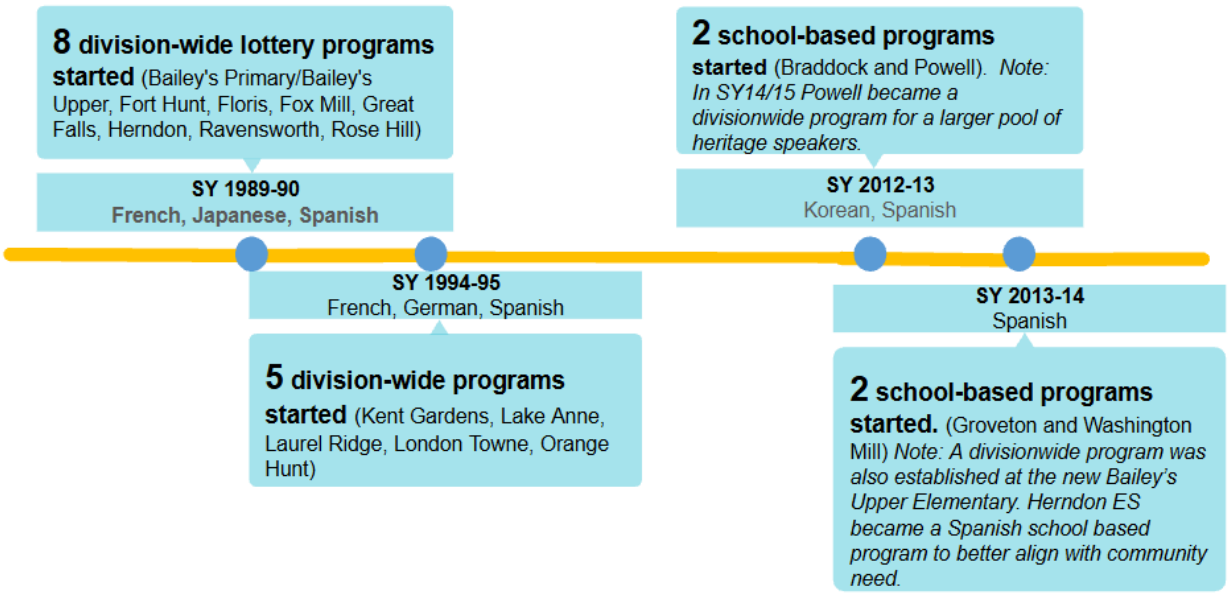
that a student can respond to age-appropriate academic and social topics. (like school routines, simple geography, or classroom objects) with younger cognitive expectations.

Another way to evaluate a DLI program is to assess student persistence in completing high school language courses. In SY 23-24, 42% of non-immersion students completed 4 years of world language coursework, compared with 75% of immersion students. The pattern was similar in SY 24-25, with 41% and 74%, respectively. This data shows that students who start language study early and intentionally are more likely to take coursework beyond graduation requirements and continue building greater proficiency as they move through high school.

Later in the report, DLI Enhancement 2 proposes implementing annual external assessments for DLI students at select grade levels.

DLI Program History

FCPS has a long-standing history of Dual Language Immersion (DLI) programming, beginning in the 1989–90 school year with eight division-wide lottery programs in French, Japanese, and Spanish. Over the following decades, the division steadily expanded its offerings to include additional languages such as German and Korean, as well as school-based program models like those launched at Braddock and Powell in SY 2012–13 to meet community needs and support heritage language speakers. The timeline below details the program expansion over time.



In 2012, FCPS prioritized implementing school-based DLI programs. Schools where at least 33% of the student population report a primary home language other than English meet the criteria for establishing a two-way immersion program. This structure integrates a balanced 50/50 mix of English speakers and partner-language speakers from the base school community,

fostering mutual bilingualism and biliteracy across both groups. To date, these initiatives have featured only Spanish programs. Several eligible schools have faced implementation hurdles, including staffing constraints for qualified bilingual educators and competing institutional priorities.

Elementary DLI Expansion Opportunity 1: Incrementally Increase the Number Of DLI Programs

To address current inconsistencies in program availability across the division, staff recommends expanding Dual Language Immersion (DLI) programming by establishing one Spanish DLI program per school pyramid and at least one less commonly taught language DLI program per Region. Currently, the division's 17 programs span only 14 pyramids, limiting equitable family choice. Establishing neighborhood-level Spanish DLI in every pyramid aligns with the high family demand identified in the 2023 FCPS Parent Survey, while placing strategic emphasis on less commonly taught languages at the regional level ensures broad, equitable access to diverse linguistic pathways for all students. **Appendix D includes current and proposed DLI programming by region and school.**

Expanding DLI programs requires addressing several key operational considerations to ensure sustainable implementation and equitable access across the division. New programs typically launch incrementally—one grade level at a time—to build instructional capacity. To account for natural student attrition in later grades without compromising general education class sizes, division-wide lottery programs receive a supplemental allocation of 3.0 FTE per school, phased in starting after Grade 3. Introducing new partner languages also incurs initial translation costs for instructional materials, though recent flexibilities in teacher licensure pathways have eased historical hiring constraints. Additionally, site selection must carefully account for facility capacity and the ongoing impact of division boundary changes. Finally, while families currently provide transportation to choice programs, providing transportation for students attending a program within their home pyramid would be a critical first step toward expanding equitable access.

Estimated Cost

	Staffing (Recurring)	Curriculum (One- time)	Professional Development (One- time)	Full Implementation Costs
Cost for 1 NEW Pyramid Spanish DLI Program (15 schools)	3.0 FTE per school (new programs and converted programs): $400K/year per program	Partner LA Basals ($10,000 per grade level): $70,000 per new program	Biliteracy Training: $10,000/school for a total of	**Staffing: $6M** **Curriculum and PD: $1.2M**
Cost for 1 CONVERSION of a School-Based Program to a Pyramid Program (4 schools)	3.0 FTE per school (new programs and converted programs): $400K/year per program			**Staffing: $1.6M**
Cost for 1 NEW Division Program (3 schools)	3.0 FTE per school (new programs and converted programs): $400K/year per program for a total of	Partner LA Basals ($10,000 per grade level): $70,000 per new program Translations for New Languages One Grade/Year ($6,000 per year for a total of $42,000 per school)	Biliteracy Training: $10,000/school	**Staffing: $1.2M** **Curriculum and PD: $366K**

Elementary DLI Enhancement Opportunity 1: Establish a Pre-K Spanish DLI Pilot program in SY27-28

Establishing a public Pre-K language-immersion program to provide young learners with an early, high-quality multilingual education would offer developmentally appropriate instruction in both English and the partner language, supporting children's academic, linguistic, cognitive, and social-emotional development.

A two-way immersion experience with a 50/50 balance between native English and native Spanish speakers, led by state-certified educators, would prepare children for kindergarten readiness and bilingual competence while actively attracting and retaining families who might otherwise seek private school, homeschooling, or out-of-boundary educational options.

The proposed program would include 18 students per class, with 9 seats designated for students meeting Virginia Preschool Initiative (VPI) criteria and 9 for students paying tuition on a sliding scale. This design, which combines grant and tuition funds, would offset program costs and support long-term sustainability. A small one-time funding amount would be needed for Pre-K classroom setup and translation of curriculum materials.

Staff will share the full proposal/work plan, including considerations for budget, building capacity, enrollment criteria, and curriculum, with the Board for consideration.

Elementary DLI Enhancement Opportunity 2: DLI Assessment Pilot

This enhancement proposes implementing consistent, external assessments for students in the DLI program to determine whether they are meeting the intended outcomes. DLI students might earn strong classroom grades without necessarily reaching the intended level of real-world language proficiency. Research identifies partner-language proficiency assessment as a key component of DLI program evaluation (Watzinger, Tharp, 2018). An external proficiency assessment can place student performance on a recognized scale, such as ACTFL proficiency levels, rather than simply reporting that students are "meeting standards." While a school system's own assessments are valuable for instructional decisions, an outside assessment provides a measure that is not designed, administered, or scored by the people responsible for the program.

During SY26-27, staff will conduct a pilot involving approximately 660 Grade 3 and Grade 6 students across all five DLI languages, using an assessment provided by Avant. The pilot will include schools with diverse FCPS program structures, including one-way, two-way, county-wide, and school-based models. The primary objective of this proposed pilot is to establish a standardized baseline by transitioning from optional observational assessments to consistent, objective data collection across Reading, Listening, Writing, and Speaking. To reduce teacher workload, the program uses Certified Raters to independently evaluate student proficiency, giving educators robust summative insights to complement classroom observations. By integrating cross-language data, the initiative standardizes evaluation processes across diverse linguistic structures and equips DLI teachers with stronger tools for progress monitoring and parent communication. The pilot is being funded with existing funds, but approximately $35K would be needed beginning in FY28 to implement the assessment in all current programs at the select grade levels.

Elementary Programming- Foreign Language in Elementary School (FLES)

FLES Components

The FCPS FLES model aligns with current research and the criteria of *The Center for Applied Linguistics'* FLEX program, and provides approximately 1 hour of instruction per week. The FCPS program prioritizes comprehension by introducing foundational language skills and intercultural understanding while supporting cognitive development and global awareness (Virginia Department of Education, 2021; FLES VDOE Standards, pages 76-77; ACTFL, n.d., Proficiency Guidelines Overview). Students make key connections by engaging with familiar topics, such as core subject areas and STEAM, in the target language to develop basic interpersonal, interpretive, and presentational communication skills that lay a foundation for future secondary school language studies. Instruction uses learner-centered routines and interactive environments, employing visual aids, repetition, music and singing, STEAM integration, cultural exploration, student collaboration, inquiry, and authentic language opportunities (Nuessel & Marshall, 2008; ACTFL, n.d., Facilitate Target Language Use). Finally, the program fosters cultural competency by introducing students to cultural practices, products, and perspectives while maximizing active engagement with target languages and cultures within a supportive, language-rich environment (The National Standards Collaborative Board, 2014).

FLES Program Data

The Jr. PALS assessment was paused in 2020. To reestablish consistent, divisionwide assessment, FLES teachers were invited to submit scores from division-provided assessments in Performance Matters during SY25-26. Data were collected from 32 schools and are summarized in the chart below.

Language	Met or Exceeded Benchmark	Approaching Benchmark
French, Spanish (C1&C2)	64%	36%
Arabic, Chinese (C3&C4)	97%	3%

Language Categories 1, 2, 3, and 4 follow the US Department of State Foreign Service Institute guidelines for language acquisition. Languages are placed in categories based on how different they are from English, including differences in pronunciation and/or writing systems. The score difference is notable, and staff are investigating what may have contributed to it. The plan for future data collection is detailed in FLES Enhancement Opportunity 1 later in this report.

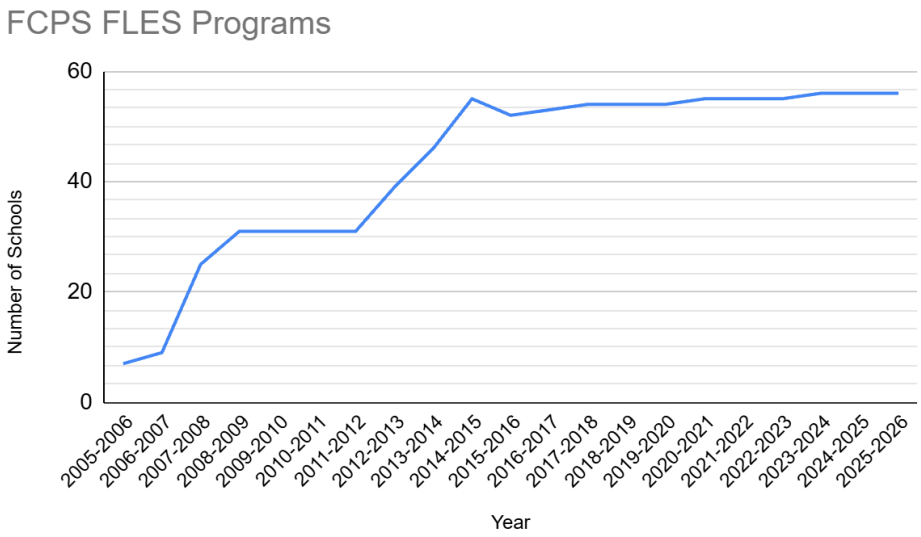
FLES Program History

The FLES program was officially established in 2006 with 7 initial schools and expanded incrementally in subsequent years. Schools were added each year until FLES staffing was held flat in FY16, when the division transitioned to full-day Mondays in elementary schools and

revised staffing models. In SY15-16, the program adopted a "Language Thru Content" model focused on hands-on STEAM lessons. Over the past few years, instruction has refocused on dedicated language learning due to limited instructional time and the goal of meeting performance benchmarks aligned with VDOE FLES Standards of Learning.

With no new FLES staffing allocated, program expansion is a school-based decision. Schools must use TTT (Time to Teach) staffing or other allocated school funds; one school currently funds its program through this alternative structure. This requires staffing reductions in other special subject areas, such as PE, art, and music, to provide FLES. **Appendix E includes a full listing of FLES schools by region.**

The graph below details FLES program expansion over time.



FLES Funding History

Staffing for FLES affects allocations for PE, art, and music. To understand staffing, one needs to understand the terminology, formulas, and practices.

> **Time to Teach (TTT) Allocation:** Regulation 3218 defines the required instructional time for PE, art, and music. TTT staffing is formula-driven and based on the number of classroom teachers. Each school receives a calculated allocation, and school leaders hire and schedule personnel to meet requirements.
>
> **Foreign Language in Elementary School (FLES) Allocation:** An additional allocation beyond TTT, designated for hiring FLES teachers and meeting program requirements. 70.1 FTEs are available through the division budget and are distributed based on school size. This allocation is not currently formula-driven.

Since implementing full-day Mondays in SY14-15, schools without FLES use a TTT formula that

generates more TTT staffing than the formula used for FLES schools. The current staffing formulas and configuration are explained with examples below.

- Schools without FLES receive staffing based on the # of classroom teachers/5.7
    - For example, a school with 35 teachers would get 6.0 FTE (35/5.7 = 6.14)

- Schools with FLES receive staffing based on # of classroom teachers/ 6.4
    - For example, a school with 35 teachers would get 5.5 FTE (35/6.4 = 5.47)
    - FLES staffing remains outside of the TTT calculation and is based on school size. The total allocation is static. A school with 35 teachers receives 1.5 FLES staffing.

Addressing Access Challenges

Ongoing concerns have been raised about inequitable access to world language instruction in elementary schools. Conflicting opinions have emerged about the competing priorities between language instruction and other topics, such as STEAM. The proposed expansion opportunities seek to address inequity in language instruction by providing every school with the same level of FLES programming, but they do not address the competing priorities.

FLES Expansion Opportunity 1: Provide Dedicated FLES Staffing for Grades K–5/6 Divisionwide

Providing every elementary school with dedicated FLES staffing for grades K–5/6 ensures equitable access to early language instruction across the division. Expanding this opportunity divisionwide directly addresses current access disparities and establishes a foundational pathway for language learning, global competence, and cognitive growth for all elementary students.

Providing dedicated FLES instruction across grades K–5/6 divisionwide requires establishing new programs at 86 schools and transitioning one existing program to central funding. Under this model, local school communities and FCPS leadership would guide language selection, with 17 schools added annually over a five-year phase-in. To support this rollout, separate staffing formulas would be established for Time to Teach (TTT) and FLES allocations. Non-FLES schools will transition to the current FLES TTT formula, while the newly created FLES formula will assume each FLES teacher teaches 22 classes per week. Although the net staffing increase would be positive, this shift would likely reduce art, music, and PE staffing at current non-FLES schools, as shown in the example below.

	Number of Classrooms	Current TTT FTE	Current FLES FTE	Proposed TTT FTE	Proposed FLES FTE

Example Non-FLES School	24	4.2	0	3.8	1.0

In the example above, the school has a net gain of 0.6 FTE when TTT and FLES are combined, but the TTT FTE available to hire art, music, and PE teachers has been reduced by 0.4 FTE.

Beyond staffing adjustments, additional investments may be needed to fund professional development and translation for any newly introduced languages.

This expansion would directly advance the FCPS Portrait of a Graduate goal of developing Ethical and Global Citizens equipped to communicate effectively in multiple languages. Early access to language instruction maximizes cognitive development and boosts academic performance and problem-solving skills across core subjects.

Estimated Cost

	Current TTT	Adjusted TTT	Current FLES	Adjusted FLES	New FTE Needed	Total FTE
Non-FLESES Schools (87)	504	445 (-59 FTE)	0	130.2 FTE (+130.2 FTE)	+71.2	+83.1 FTE Approx $10.8M
FLES Schools (55)	283.4	283.4	70.1	82.0* (+ 11.9 FTE)	+ 11.9	

*Though FLES staffing does not change significantly, the introduction of a formula shifts staffing among schools.

Expansion Opportunity 2: Provide every elementary school with dedicated FLES staffing for Grades 3-5/6 only.

This option ensures universal implementation of FLES programming across all elementary schools by focusing instruction exclusively on upper-grade students. While this model provides an unbroken transition to secondary world language coursework, it does not leverage the well-

documented cognitive and developmental benefits of early childhood language acquisition, since it would phase out existing K–2 programs.

Implementing an upper-grade model across the division would require 83 schools to introduce a new program for grades 3–6 and transition one existing program to central funding. Conversely, 55 schools would phase out instruction in grades K–2 to reallocate resources to upper-grade levels. This model would shift primary grades (K–2) to the standard non-FLES Time to Teach (TTT) staffing formula and apply a revised combined TTT and FLES formula to grades 3–6. Given that over 120 schools would require less than a 1.0 FTE FLES instructor under this structure, staffing and scheduling could pose operational challenges. To ensure a smooth rollout, the division would add new programs incrementally—targeting about 15 schools per year over a five-year phase-in—with target language selections guided by local school communities and division leadership.

Although research strongly supports the cognitive benefits of early childhood language acquisition, establishing a consistent upper-grade model (grades 3–6) across all elementary schools provides a more equitable framework than offering a whole-school model (grades K–6) in only select locations. Furthermore, focusing instruction on the upper elementary grades creates a structured, unbroken bridge to the formal world language pathways students encounter in middle school.

This option was considered and not recommended during past community engagements.

Estimated Cost

	Current TTT	Adjusted TTT	Current FLES	Adjusted FLES	New FTE Needed	Total FTE
Non-FLES Schools (87)	504	469.2 (-34.8 FTE)	0	73.8	+39	28.5 FTE $3.7M
FLES Schools (55)	283.4	297.8 (+14.4 FTE)	70.1	45.2 (-24.9 FTE)	-10.5	

Note: This estimate approximated the number of primary and upper classrooms.

Elementary FLES Enhancement Opportunity 1: FLES Assessment

Collecting FLES program data is a priority. It is essential for establishing standardized baselines of student proficiency, providing educators with actionable information for progress monitoring and feedback, and ensuring equitable access to high-quality language programming across the division. Therefore, starting in SY 2026-27, all FLES staff will be required to use Performance Matters assessments to evaluate the communication skills of 6th-grade students—and 5th-grade students within the Justice and Annandale pyramids—at the beginning and end of the school year.

Teachers will monitor student progress by assigning ratings from Jr. Novice Low to High based on specific FLES rubric indicators. These performance expectations are grounded in national research from the Center for Applied Linguistics and the American Council on the Teaching of Foreign Languages. This enhancement will be implemented without additional funding.

Elementary FLES Enhancement Opportunity 2: FLES Rebranding

Rebranding the FLES program to reflect its full scope and intended outcomes will help refocus the community on its core benefits, reframe it around 21st-century global readiness, cognitive development, and equity, re-establish its role as an interdisciplinary skill-builder, and set clear, realistic expectations for student proficiency.

An initial step may be to rename the program. A few possibilities are listed below.

- GLOBE (Global Languages Opening Broad Experiences)
- LINC (Language & Intercultural Communication)
- Language Connections
- Language Horizons

Summary Estimated Costs of Expansion Opportunities

Recognizing the significant level of funding needed to implement these opportunities, staff will explore and pursue alternative funding sources such as state and federal grants. One example is the World Language Advancement and Readiness Grants (WLARA) administered by the Department of War Education Activity (DOWEA).

Total Estimated Costs

Opportunity	One-Time Costs	Recurring Costs	Total
Facilitated Interdependent Language Learning		$520K	**$520K**
Additional Languages at Online Campus	$275K	$544K	**$819K**
DLI Expansion	$1.6M	$8.8M	**$10.4M**
DLI Assessment		$35K	**$35K**
FLES Opt 1: Every School (Gr K-5/6)		$10.8M	**$10.8M**
FLES Opt 2: Every School (Gr 3-5/6 Only)		$3.7M	**$3.7M**

Estimated NEW Funds Needed for Expansion Opportunities Over 5 Years

Opportunity	FY28	FY29	FY30	FY31	FY32
HS Language Learning Lab	3 Schools $60K	+6 schools $120K	+6 schools $120K	+6 schools $120K	+5 schools $100K
Additional Languages at Online Campus	2 Languages $204.8K*	+2 Languages $136K	+2 Languages $136K	+2 Languages $136K	No new funds
DLI Expansion	$2.08M	$2.08M	$2.08M	$2.08M	$2.08M
DLI Assessment	$35K	No new funds	No new funds	No new funds	No new funds

** FY28 includes the $68.8K needed for curriculum development. This money will be needed for 4 years to complete all 8 languages.*

Opportunity	FY28	FY29	FY30	FY31	FY32
FLES at Every School	17 schools	+17 schools	+18 schools	+18 schools	+18 schools
Opt 1: All grade levels	$2.16M	$2.16M	$2.16M	$2.16M	$2.16M
Opt 2: Grades 3-5/6 Only	$740K	$740K	$740K	$740K	$740K

Next Steps

In SY26–27, staff will execute several key initiatives to advance language learning and prepare, should the School Board choose to move forward with any of the proposed opportunities. Continuous review and strategic refinement of world language programming remain critical to enhancing student engagement, narrowing proficiency gaps, and driving measurable academic outcomes across the division. Primary focus areas for this school year include:

- Adding three languages to the Credit Exam for the coming year, bringing the total to 57 offered languages.
- Piloting key components of high school Facilitated Interdependent Language Learning (FILL).
- Exploring conducting a new family survey during SY26-27 to ensure FCPS has updated family interest data to guide expansion.
- Implementing a pilot of external proficiency assessment within the DLI program.
- Presenting a comprehensive work plan for Board consideration of the Pilot Pre-K Immersion program.
- Establishing baseline data to measure and evaluate linguistic achievement across all FLES schools.
- Exploring and pursuing alternative funding sources such as state and federal grants

The School Board is encouraged to consider these World Languages expansion and enhancement opportunities during the FCPS FY28 budget development process.

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Appendix A SY 26-27: World Language Course Offerings by Region/Pyramid & Vertical Articulation

Middle School	High School
Herndon MS (3) ● French ● Spanish ● Spanish for Heritage Speakers	**Herndon HS (3)** ● French ● Latin ● Spanish ● Spanish for Heritage Speakers
Cooper MS (4) ● Chinese ● French ● Japanese Imm. ● Spanish	**Langley HS (6)** ● Chinese ● French ● Japanese ● Latin ● Spanish ● Russian
Thoreau MS (2) ● French ● Spanish	**Madison HS (3)** ● French ● Latin ● Spanish
Carson MS (3) ● French ● Japanese ● Spanish	**Skyview HS (3)** ● French ● Japanese ● Spanish
Hughes MS (4) ● French ● German ● Japanese ● Spanish	**South Lakes HS (5)** ● French ● German ● Japanese ● Spanish ● Spanish for Heritage Speakers

Region 1: Herndon, Langley, Madison, Skyview, and South Lakes Pyramids

Middle School	High School
Luther Jackson MS (3) ● French ● Spanish ● Spanish for Heritage Speakers	**Falls Church HS (4)** ● French ● Japanese ● Spanish ○ Spanish for Heritage Speakers **Falls Church Academy (2)** ● ASL ● Vietnamese
Glasgow MS (4) ● Arabic ● French ● Spanish ● Spanish for Heritage Speakers	**Justice HS (4)** ● Arabic ● French ● Spanish ● Spanish for Heritage Speakers
Longfellow MS (4) ● Chinese ● French ● Latin ● Spanish	**McLean HS (6)** ● ASL ● Chinese ● French ● Latin ● Spanish ● Spanish for Heritage Speakers

Region 2: Falls Church, Justice, and McLean Pyramids
Region 3: Edison, Mount Vernon, and West Potomac Pyramids

Middle School	High School
Twain MS (3) ● Chinese ● French ● Spanish	**Edison HS (5)** ● Chinese ● French ● Latin ● Spanish ● Spanish for Heritage Speakers
Whitman MS (4) ● French ● German ● Spanish ● Spanish for Heritage Speakers	**Mount Vernon HS (4)** ● French ● German ● Spanish ● Spanish for Heritage Speakers
Sandburg MS (4) ● French ● German ● Spanish ● Spanish for Heritage Speakers	**West Potomac HS (4)** ● French ● German ● Spanish ● Spanish for Heritage Speakers

Region 4: Centreville, Lake Braddock, Robinson, South County, and West Springfield Pyramids

Middle School	High School
Liberty MS (4) ● French ● German ● Korean ● Spanish	**Centreville HS (4)** ● French ● German ● Korean ● Spanish
Lake Braddock MS (7) ● French ● Japanese ● Korean ● Korean for Heritage Speakers ● Latin ● Spanish ● Spanish for Heritage Speakers	**Lake Braddock HS (7)** ● French ● Japanese ● Korean ● Korean for Heritage Speakers ● Latin ● Spanish ● Spanish for Heritage Speakers
Robinson MS (5) ● French ● German ● Latin ● Spanish ● Spanish for Heritage Speakers	**Robinson HS (5)** ● French ● German ● Latin ● Spanish ● Spanish for Heritage Speakers
South County MS (3) ● French ● Japanese ● Spanish	**South County HS (5)** ● Arabic ● French ● Japanese ● Spanish ● Spanish for Heritage Speakers
Irving MS (5) ● ASL ● French ● German ● Spanish ● Spanish for Heritage Speakers	**West Springfield HS (5)** ● ASL ● French ● German ● Spanish ● Spanish for Heritage Speakers

Region 5: Chantilly, Fairfax, Marshall, Oakton, Westfield, and Woodson Pyramids

Middle School	High School
Rocky Run MS (2) ● French ● Spanish	**Chantilly HS (5)** ● Arabic ● French ● Latin ● Spanish ● Spanish for Heritage Speakers **Chantilly Academy (1)** ● Korean

Middle School	High School
Franklin MS (2) ● French ● Spanish	**Oakton HS (6)** ● Chinese ● French ● Japanese ● Latin ● Spanish ● Spanish for Heritage Speakers
Katherine Johnson MS (5) ● French ● Korean ● Latin ● Spanish ● Spanish for Heritage Speakers	**Fairfax HS (5)** ● French ● German ● Latin ● Spanish ● Spanish for Heritage Speakers **Fairfax Academy (4)** ● ASL ● Arabic ● Chinese ● Korean
Kilmer MS (3) ● French ● Spanish ● Spanish for Heritage Speakers	**Marshall HS (3)** ● French ● Spanish ● Spanish for Heritage Speakers **Marshall Academy (2)** ● Arabic ● Chinese
Stone MS (3) ● French ● Spanish ● Spanish for Heritage Speakers	**Westfield HS (7)** ● ASL ● French ● German ● Japanese ● Korean ● Spanish ● Spanish for Heritage Speakers
Frost MS (4) ● Intro to ASL ● French ● Spanish ● Spanish for Heritage Speakers	**Woodson HS (4)** ● ASL ● French ● Korean ● Spanish

Region 6: Annandale, Hayfield, and Lewis Pyramids

Middle School	High School
Holmes MS (3) ● French	**Annandale HS (4)** ● Arabic

Middle School	High School
● Spanish ● Spanish for Heritage Speakers **Poe MS (3)** ● French ● Spanish ● Spanish for Heritage Speakers	● French ● Spanish ● Spanish for Heritage Speakers
Hayfield MS (6) ● Arabic ● French ● Japanese ● Latin ● Spanish ● Spanish for Heritage Speakers	**Hayfield HS (6)** ● Arabic ● French ● Japanese ● Latin ● Spanish ● Spanish for Heritage Speakers
Key MS (3) ● French ● Spanish ● Spanish for Heritage Speakers	**Lewis HS (4)** ● Arabic ● French ● Spanish ● Spanish for Heritage Speakers

Appendix B: SY26-27 Grade 7 Enrollment in High School Level World Languages Courses

	French 1	French 2	German 1	Latin 1	Spanish 1	Spanish Herit Spks 1	Spanish 1 Part B	Spanish 2	Spanish 3	Chinese 1	Chinese 1	Chinese 2	Korean 1	Korean Herit Spks 1	Japanese 1	Grand Total	
Carson Middle	35				147											182	
Cooper Middle	55	1			209			2		28		1				296	
Franklin Middle	33				100						1					134	
Glasgow Middle					54			1								55	
Hayfield Middle				16	1	17										34	
Herndon Middle	24				78	22										124	
Holmes Middle	2				12	5	11									30	
Hughes Middle	36				98											134	
Irving Middle						8										8	
Jackson Middle	32				66	50										148	
Johnson Middle					1											1	
Key Middle					1											1	
Lake Braddock Middle	35			23	126	11		1				24	3	34		257	
Liberty Middle												30				30	
Longfellow Middle	24				107	17	1			18		1				168	
Poe Middle	20				23	21										64	
Robinson Middle	9		16	7	31	9										72	
Rocky Run	31	1			120											152	
Sandburg Middle	60				173	44										277	
South County Middle					52		1	1								54	
Stone Middle	19				75	18										112	
Thoreau Middle	1				2											3	
Whitman Middle					1											1	
Grand Total		2	16	46	1,477	222	13	5	0	46	1	2	54	3	34	2,337	

Appendix C: *Guiding Principles for Dual Language Education* for Center for Applied Linguistics

1. **Vision and goals focus** on bilingualism, biliteracy, socio-intercultural competence, and high academic achievement.

2. **DLI Curriculum** is based on VDOE core content SOLs and WIDA & ACTFL language development and socio-intercultural competency standards

3. **Instructional Practices** balance language arts instruction in each of the partner languages with intentional language and intercultural competence development integration in core content instruction, and demonstrate a clear delineation of language of instruction by content area and environment.

4. **Assessment and Accountability Practices** balance formative and summative content and language assessments (internal and external) in both partner languages.

5. **Staff Quality and Professional Development** are supported by collaboration among HR, ISD, and school principals, using a variety of internal and external professional development opportunities.

6. **Family and Community** engagement opportunities unique to DLI schools

7. **Division-Level Support and Resources** specific to DLI programs such as staffing, materials, PD, parent engagement

Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). Guiding Principles for Dual Language Education (3rd ed.). Washington, DC: Center for Applied Linguistics.

Appendix D: DLI Current and Proposed Locations for Pyramid Spanish Programming

R	Pyramid	Current Spanish Programming	Proposed Pyramid Program
1	Herndon	Herndon ES (SB) (2W)	Herndon
1	Langley	na	**Develop New Program**
1	Madison	na	**Develop New Program**
1	Oakton	na	**Develop New Program**
1	Skyview	na	**Develop New Program**
1	South Lakes	Lake Anne (D)(2W)	Lake Anne
2	Falls Church	na	**Develop New Program**
2	Justice	Baileys(D) and Baileys Upper(D(2W))	Baileys and Baileys Upper
2	McLean	na	**Develop New Program**
3	Edison	Rose Hill (D)(2W)	Rose Hill
3	Mt Vernon	Washington Mill (SB)	Washington Mill
3	West Potomac	Groveton (SB) (2W) and Fort Hunt (D) (1W)	Groveton and Fort Hunt
4	Centreville	na	**Develop New Program**
4	Lake Braddock	Ravensworth (D)(1W)	Ravensworth
4	Robinson	Laurel Ridge (D)(1W)	Laurel Ridge
4	South County	na	**Develop New Program**
4	West Springfield	na	**Develop New Program**
5	Chantilly	na	**Develop New Program**
5	Fairfax	na	**Develop New Program**
5	Marshall	na	**Develop New Program**
5	Westfield	London Towne (D)(2W)	London Towne
5	Woodson	na	**Develop New Program**
6	Annadale	Braddock (SB)(2W)	Braddock
6	Hayfield	na	**Develop New Program**

R	Pyramid	Current Spanish Programming	Proposed Pyramid Program
6	Lewis	na	**Develop New Program**

Appendix D (continued): Regional Divisionwide Programming

Region	DLI Programming Less Commonly Taught Languages
1	Great Falls (Japanese) One Way Fox Mill (Japanese) One Way
2	Kent Gardens (French) One Way
3	**Develop New Program**
4	Colin Powell (Korean) Two Way Orange Hunt (German) One Way
5	**Develop New Program**
6	**Develop New Program**

Appendix E: Current FLES Schools by Region

Region	School	Language
1	Churchill Road Elem	Spanish
1	Clearview Elem	Spanish
1	Colvin Run Elem	Spanish
1	Cunningham Park Elem	Spanish
1	Dranesville Elem	Spanish
1	Flint Hill Elem	Spanish
1	Navy Elem	Spanish
1	Oakton Elem	Spanish
1	Spring Hill Elem	Chinese
1	Terraset Elem	Spanish
1	Waples Mill Elem	Spanish
1	Wolftrap Elem	Chinese
2	Baileys Elem	Spanish
2	Beech Tree Elem	Arabic
2	Belvedere Elem	Spanish
2	Chesterbrook Elem	Spanish
2	Fairhill Elem	Chinese
2	Graham Road Elem	Spanish
2	Haycock Elem	Spanish
2	Kent Gardens Elem	French
2	Parklawn Elem	Spanish
2	Pine Spring Elem	Spanish
2	Sherman Elem	Spanish
2	Sleepy Hollow Elem	Spanish
2	Woodburn Elem	Spanish
3	Belle View Elem	Spanish
3	Clermont Elem	Chinese
3	Fort Hunt Elem	Spanish
3	Hollin Meadows Elem	Chinese
3	Mount Vernon Woods Elem	Spanish

Region	School	Language
3	Woodley Hills Elem	Spanish
4	Cherry Run Elem	Spanish
4	Fairview Elem	Spanish
4	Keene Mill Elem	Spanish
4	Orange Hunt Elem	German
4	Powell Elem	Korean
4	Sangster Elem	Spanish
4	Silverbrook Elem	Spanish
4	Terra-Centre Elem	Spanish
4	West Springfield Elem	Spanish
5	Brookfield Elem	Spanish
5	Daniels Run Elem	Spanish
5	Floris Elem	Spanish
5	Greenbriar West Elem	Spanish
5	Little Run Elem	Spanish
5	Mantua Elem	Spanish
5	Oak Hill Elem	Chinese
5	Poplar Tree Elem	Spanish
5	Providence Elem	Chinese
5	Shrevewood Elem	Spanish
5	Willow Springs Elem	Spanish
6	Braddock Elem	Spanish
6	Columbia Elem	Spanish
6	Gunston Elem	Japanese
6	Springfield Estates Elem	Spanish