

Parent, Staff, Student Input and Program Models

Bilingual Education Recommendation Committee (BERC)

January 6, 2017



Objectives

- Share themes from staff, parent and student input on values and concerns of bilingual programming
- Begin to discuss models for addressing the concerns of bilingual programming

Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions



Review of Current Charge

The BOE charges the committee to use the following criteria in developing its recommendation. The committee's recommendation: **Must,**

- be financially sustainable and programmatically feasible
- be research-based to best support the needs of English learner students
- ensure optimal learning environments for non-participating students

If feasible,

- attempt to capitalize on the opportunity to expose second language acquisition skills to native English language speakers

Themes from Staff Input

Values:

- Promoting biliteracy, bilingual, bicultural education
- Co-planning and collaboration within buildings

Concerns:

- One strand English classes (behavior, lack of diversity, IEPs)
- Lack of consistency across buildings
- Too many programs means not being able to attract enough qualified staff
- Lack of curriculum consistency
- How students are screened for programming
- Not all assessments are in Spanish

Themes from Parent Input

Values:

- Cognitive benefits
- Long term benefits of having a second language
- Understanding of other cultures

Concerns:

- Enough staffing
- Strength of Spanish speakers
- Not enough time for enrichment, difficult subjects
- English only strand challenges
- Need middle school and high school instruction
- Lack of consistency in programming

Themes from Student Input

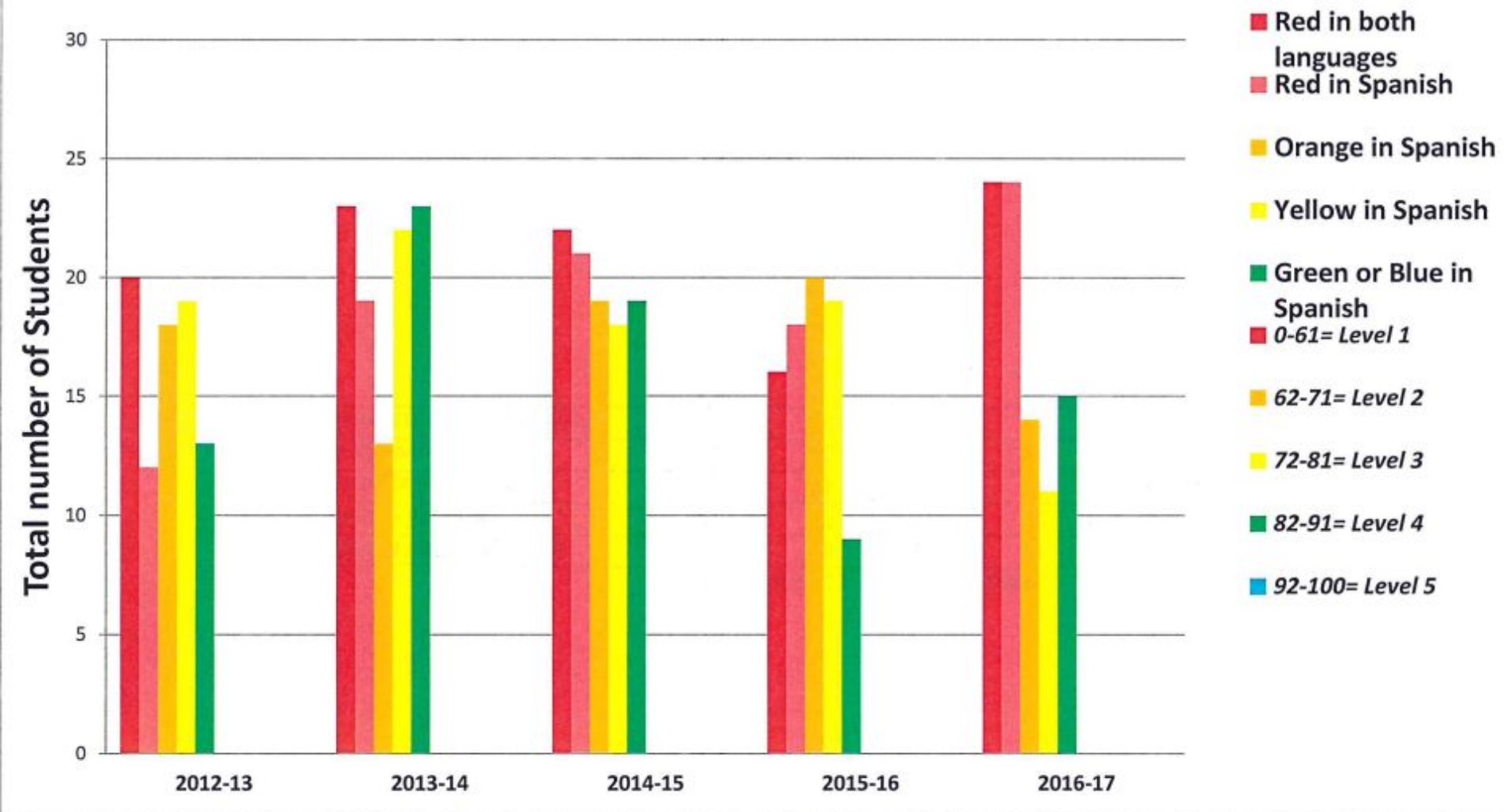
Values:

- Learn a new language
- Opportunity to earn Seal of Biliteracy
- Learn about a new culture, and through social studies, about Mexican history in addition to American history
- Learning two languages will be an advantage in looking for work.
- Native Spanish speakers valued improving their Spanish

Concerns/Recommendations:

- More opportunities for other students to learn Spanish
- Need for after school activities in Spanish
- Current structure doesn't allow for meeting new kids
- Need more advanced courses in Spanish

PreLAS Scores for Spanish Speakers over the last 5 Years



| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------------------------|---------|---------|---------|---------|---------|
| Red in both languages | 20 | 23 | 22 | 16 | 24 |
| Red in Spanish | 12 | 19 | 21 | 18 | 24 |
| Orange in Spanish | 18 | 13 | 19 | 20 | 14 |
| Yellow in Spanish | 19 | 22 | 18 | 19 | 11 |
| Green or Blue in Spanish | 13 | 23 | 19 | 9 | 15 |

Suggestions for programming modifications in response to input and data

Benefits of Program Changes

- Aligned with the Board charge
- Resolves English only strands
- Matches changing data of Latino kindergarteners
- Consolidated programming allows for better supports and consistency
- Comprehensive focus and alignment with one middle school
- Class size equalization
- Targeted instruction for low performing Spanish/English speaking students
- Addition of preschool bilingual teacher

Drawbacks and Unintended Consequences of Program Changes

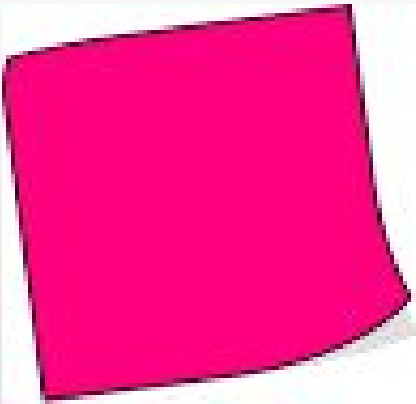
- One school as a dual school means those who are not in dual in that home school will need to open enroll
- Potentially limits some students in accessing dual programming by reducing number of sections
- Limited number of staff may need to be relocated
- Heritage Spanish speakers with low Spanish skills will need to wait until middle school to enhance their Spanish
- Struggling English students will not be placed in dual

Concepts for Consideration

- Reduction from 36-26 classrooms to align with Board charge, eliminate English only strands, strengthen consistency in programming and professional development.



Strengths



Concerns and Questions

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Next Steps

- ❑ Jan 11: Continue to discuss models to share with Board
- ❑ Jan 12: Provide bilingual building staff with an update of our work
- ❑ Jan 17: Provide Board update on potential programming recommendations
- ❑ Jan 24: Parent input sessions with Board feedback
- ❑ Jan 25: Refine suggested models based on input
- ❑ Feb 8: Review final model for Board recommendation
- ❑ Feb 28: Final recommendation to the Board
- ❑ March 7: Board makes final decision on accepting programming recommendations

Preparation for the Next Meeting: January 11

- Think through the models provided and if there might be another model we should explore.
- Consider options for secondary based on preferred elementary model.

We will be in the Mill Creek Room from
4:30-6:00pm