

Board Meeting BURLINGTON-EDISON SCHOOL DISTRICT Feb. 14, 2011

The Board of Directors of the Burlington-Edison School District No. 100 met on Monday, February 14, 2011, in the Board Room of the District Office at 5:00 p.m.

In Attendance

All Board members were in attendance. Staff members present were Laurel Browning, Superintendent; Dr. Jeff Dayer, Assistant Superintendent; K.C. Knudson, Executive Director of Teaching and Learning; and Joe Stewart, Finance Director,

Call to Order

President Wallace called the meeting to order at 5:00 p.m.

Dual Language Program Presentation

Members of the Dual Language Program Review Committee gave a presentation about the program (see attached outline). Those presenting were as follows: Meagan Dawson, Chris Pearson, David Dow, Heidi Herder, Patricia Bennett, Kristen Day, and Courtnie Mirabelli.

President Wallace thanked committee members, and board member, Rich Wesen, for volunteering their time to serve on this committee.

Recess into Executive Session

At approximately 5:35 p.m., Mr. Wallace announced the Board would recess into Executive Session for the purpose of discussing collective bargaining issues. He said the public was excluded due to the sensitive nature of the topic and that he anticipated the Executive Session would be approximately one hour long. He also stated the Board would not take formal action upon return to public session.

Reconvened

At approximately 6:48 p.m., the Board reconvened to public session, and no action was taken.

Adjournment

There being no further business before the Board, the meeting was adjourned at approximately 6:50 p.m.

Board President

Board Secretary

BURLINGTON-EDISON SCHOOL DISTRICT
DUAL LANGUAGE REVIEW PROGRAM COMMITTEE

Purpose of Dual Language Review Committee

Purpose Statement

In 2004, Burlington-Edison School District implemented a Dual Language Program at West View School, and the original first grade students are now in 7th grade. The School Board is employing a team of educators and parents to complete a program review to determine the degree to which Dual Language structure and instruction raises achievement for low performing students. West View was identified by the federal government as a persistently low performing school. The District is required to take necessary steps to improve student achievement.

Charges to Review Team

1. Review performance data of B-E dual language students; compare achievement over past six years (non dual language students and dual language students of similar demographics).
2. Review and compare environmental data over the last six years to data collected prior to the implementation of dual language.
3. Determine extent to which dual language structure and instruction enhances student achievement for low performing students.
4. Identify impacts to sustain dual language model beyond grade 6; staffing, materials, elective experiences, and unique support needs.
5. Develop a team recommendation (continue as is; continue with modifications; discontinue) to present for School Board action no later than March 2011.

Dates of Meetings

The Committee met on the following dates:

- November 29, 2010
- January 13, 2011
- February 3, 2011

Committee Members

The following served on the Dual Language Program Review Committee:

Jeanine Butler	Facilitator
Susie Aarstad	Community Member
Patricia Bennett	Allen Staff Member/ELL
Jeff Brown	Special Education Coordinator
Kristyn Browning	Adm. Asst./Office Manager/LU
Cruz Cardenas	Parent/West View
Aaron Darragh	Bay View Principal
Meagan Dawson	West View Principal
Kristin Day	Bay View/Edison ELL Teacher
David Dow	High School Alt. Ed/Staff Member
Carl Garrison	Parent/West View
Suzanne Hayes	Parent/West View & Bay View I.A. Parent & Teacher/Sixth
Heidi Herder	Grade/Edison
K.C. Knudson	Exec. Director/Teaching & Learning
Albert Lopez	Community Member
Gabby Lopez	Parent/West View
Lorlei Medina	Teacher/Special Ed/West View
Lynn Miner	Parent/West View
Courtnie Mirabelli	Teacher/Kindergarten/West View
Chris Pearson	Allen Elementary Principal
Todd Setterlund	B-EHS Assistant Principal
Maria Tapia	Teacher/Fourth Grade/West View Teacher/Migrant Bilingual
Arturo Vivanco	Coordinator
Rich Wesen	B-ESD Board of Directors (Adhoc)
Matt Yeoman	Parent/West View

Data Reviewed and Discussed

- ▶ District mission and vision
- ▶ State assessment trends (WASL & MSP)
- ▶ NWEA growth data (NW Evaluation Assoc.)
- ▶ STAR data collection re: classroom instruction
- ▶ Center for Education of Effectiveness poverty data
- ▶ Healthy Youth Survey & school climate
- ▶ BERC school data compared to other schools
- ▶ Overview of the 50/50 Dual Language Model
- ▶ Current resources allocated to Dual Language Program
- ▶ Enrollment, transfer, attendance & suspension data
- ▶ Poverty level at each school
- ▶ ELL & Migrant patterns for B-E & WV
- ▶ Dual Language Cohort Trends Class of 2018 & 2019
- ▶ District Theory of Action and rationale of recommendation to board

Determine extent to which dual language structure and instruction enhances student achievement for low performing students. Committee consensus:

Consensus Information

- 1 Vote – Continue program as is
- 1 Vote – Discontinue program
- 20 Votes – Continue with modifications

Identify impacts to sustain dual language model beyond grade 6; staffing, materials, elective experiences, and unique support needs.

**The West View Dual Language Program
enhances achievement for all students by.....**

Cultural Integration

- By “mixing” kids across the district for cultural outreach before high school.
- Ways/opportunities to have students interact across the district before high school.
- By providing a high quality program that draws kids and parents to the school.
- By providing students an opportunity to share, mentor peers, demonstrating and deepening their understanding.

Fully Supported by the 50/50

- By equally valuing both languages.
- By measuring the gains of the students in the target language (Spanish).
- Change 50/50 model to expose students to L2 from K-on.
- By having a 50/50 in the primary grades (more English/ Spanish in K-2).

Enrichment

- By providing enrichment activities for all students.
 - Field Trips
 - Guest Speakers
 - Cultural Presentations

Parent/Community Involvement

- Increase parent involvement in students’ education.
- By providing parent education and parent involvement opportunities resulting in a school-home partnership.
- By increasing parent involvement in their child’s education.
- Increased volunteers.
- Increased community involvement.
- By providing a positive, bilingual support system to improve attendance and behavior.
 - Decrease dropouts
- Involving and education West View families in their home language to support:
 - Multi-cultural understanding
 - Language acquisition
 - Academic content

Grade Configuration

- Preschool Feeder Program
- By having a way to enroll more students at higher levels; i.e., two tracks or language support for late entry.
- The West View Dual Language Program enhances achievement for all students by a reconfiguration to fewer grade levels.

Curriculum/Resources

- Increasing access to bilingual resources.
- Receiving full program support by the B-ESD.
- By providing a strong early learning environment.
- Native language literacy.
- Bilingual instructors.
- Providing resources and materials in Spanish, including both instructional materials and professional development.
- By increased awareness of instruction/curriculum/assessment at all levels of RT1.
 - Classroom/Tier1
 - Specialists/ELL
 - Intense Interventions
 - Sped/Title
- By providing a parent/student advocate.
- By having necessary resources to support all teachers teaching in both languages.
- West View Dual Language enhances student achievement by:
 - Providing curriculum in both English and Spanish that is consistent with the district curriculum.
 - Having curriculum materials that are culturally relevant.

Facilities

- By improving the facilities.

System Perspective

- By enrolling a more balanced student population.
- Decreasing attrition in the intermediate/middle grades.
- Having the most highly trained (qualified) and supported staff (districtwide) supporting lowest performing students.
- A post DL Plan for students in middle and high school (proactive).
- Educate the rest of the district about dual language.
- I think the modifications need to be in line with the WINN/K-12 reading model.
- Consider equity and impact for all schools in the district:
 - Student Body
 - Highly qualified staff

Professional/Development Support

- Providing academic interventions in both English and Spanish.
- Dual Language Coach.
- An increased expectation of collaboration:
 - Teachers/teachers
 - Students/students
 - Parents
 - Community
 - Other schools/districts
 - Grants/partnerships
- The West View Dual Language Program enhances achievement for all students by adding staffing support (certificated and classified) to support interventions.
- By providing a coaching model with professional development and time to collaborate.
- A supportive environment to continue to grow.
- Additional planning/collaboration time for staff.
- By providing more professional development for all teachers to have highly qualified/appropriately trained teachers at all grades....all subjects.

Extended Year

- By staffing the library during the summer.
- Providing extended day, summer school (year round learning opportunities) for lowest performing students.
- By providing extended day, extended year.
- Extended learning time for students (summer, longer day, before/after school).
- By extending the school year/school day in order to equal the playing field for all.

Final Recommendations to School Board : Continue with Dual Language with Significant Modifications.

Next Steps

School Improvement Grant Team will examine the Dual Language Review Committee's list of modifications and grant requirements and create the modification plan. The Dual Language Review Committee completed its charge. The Board will take action on the grant recommendation that will incorporate staff, parents, community and the committee's input and recommendations.