

BUSD Two Way Immersion Task Force - 2011 – 2012

Meeting Minutes: September 20, 2011

Next Meeting dates	Proposed Agenda for October 4: Why consolidate the programs: TWI and bilingual?	Pending Agenda Items	Concerns, outreach, additional information needed	List of Voting members
<p>Every other Tuesday 1720 Oregon St. 6:30 – 8:00/8:30</p>	<p>To prepare, everyone must read the report , <i>Advanced Policy Analysis</i> by Marialena D. Rivera</p> <p>--Ms. Rivera, if available, will discuss her report and the findings</p> <p>-Teachers from all four school sites will provide an overview of the TWI and bilingual program so that all members clearly understand the models and implementation</p> <p>-Mary Patterson will provide an overview of TWI at the middle school level</p> <p>-List and discuss the pros and cons of the proposed locations: Cragmont, LeConte, Rosa Parks, Thousand Oaks, Adult School to begin a discussion about the challenges and next steps, additional information needed from district personnel e.g., transportation, evaluation and assessment office, etc.</p>	<p>-Presentation by Patricia Baquedano-Lopez : questions posed for Ms. Rivera’s research</p>	<p>Steps to insure achievement of English language learners (ELL)---equity and access</p>	<ol style="list-style-type: none"> 1. Diego Dugatkin 2. Sabrina Pinell 3. Nancy King 4. Evelyn Tamondong-Bradley 5. Gazel Valdez 6. Angela Gallegos-Castillo 7. Luis Argueta (Natalia Bernal) 8. Cheryl Wilson 9. Fancisco Romero 10. Ty Alper 11. Michelle Contreras 12. Paco Furan 13. Alberto Lopez 14. Diana Iniguez 15. Patty Casetta 16. Juliana Sikes

October 4		-Information re/demographics from each of the 4 schools, student data/results	Communication about TWI and bilingual education to Spanish speaking families, clarifying strategies that explain how ELL become fluent in English	
October 18		-Update of the study outlining TWI and bilingual student achievement	Data re/effectiveness of the TWI and bilingual education – graduation rates	
November 1		-Reclassification rates	Recruitment of families	
		-TWI and bilingual data from other schools/districts	Program(s) support; TWI 90/10 model	
		-Parent stories, quantitative data about TWI and bilingual experience	Funding the program(s), budget information	
			Impact of consolidating the two programs	
			Need to inform families about this process	
			Must consider program (s) attrition and cohorts when examining data, who is and who is not represented	