

**Superintendent's Two Way Immersion Task Force
Meeting Minutes from January 10, 2012**

Facilitator – C. Chinn
Time keeper – P. Furlan
Process Observer – P. Furlan
Minutes – M. Hernandez
Sign-in sheet attached

Public Comment

A LeConte parent spoke in opposition the consolidation of the TWI programs to one single school site. She stated that consolidation goes against Berkeley's history of integration and diversity and will create a less diverse school at the chosen site as well as the current TWI schools. She stated that the transportation costs to bus students to one single site would be best spent in the classroom and that taking away the TWI program from LeConte would impact negatively the progress that the school has made towards creating a supportive learning environment for all students.

A Thousand Oaks parent read a prepared written statement. She wanted to make sure that comments made by Superintendent at December 6, 2011 meeting are reflected in the minutes. She expressed concern about the dismissal of the parent concerns of the Thousand Oaks community, as it suggests that the process set up by the Board and the District is not fully taking into account the impacts with regards to costs, disruptions and other community concerns for the consolidation of the TWI programs.

Both parents submitted written comments which have been duplicated and provided to every member of the committee.

Approval of Minutes

The minutes for the December 6' 2011 meeting were approved by all voting members of the TWI Task Force present.

Presentation by Heather Tugwell on TWI Program Models

Two program models were presented 90/10, in which the partner language is used most of the day in the primary grades and the partner language and English are used equally in the later grades, and 50/50, in which the partner language and English are used equally throughout the program.

According to the research, both programs are comparable when they are intentional and well articulated. In California there are about 110 TWI programs that are 90/10, 60 that are 50/50 and about 20-30 that have some other TWI program model.

There was no research available on 70/30 or other modified TWI models. If ELD has to happen in English, enrichment or other immersion courses cannot be in English if truly implementing a 90/10 TWI model. Right now as it is in BUSD, the immersion courses are taught in English.

TWI Task Force members asked if there has been any research done on strand programs, such as BUSD's; H. Tugwell said that was not something she looked for as the request had been for school wide programs. With regards to bilingual program models, the research review shows the developmental model is stronger and that the early exit is program is a weak model.

With respect to the enrichment class question the debate is what can schools do financially, as enrichment is part of instructional minutes. This debate is going on across other programs/districts. All of Berkeley's enrichment (music, gardening, etc.) is part of the instructional day.

H. Tugwell and be Nabila Massoumy shared samples of the instructional minutes for the TWI programs for Oakland and San Francisco school districts to show TWI Task Force members how schools break down their instructional day in their TWI programs.

T. Alper - Based on the presentation, we are not doing either of those programs, nor being intentional, we do not have any district statement on what model we use, and as we know, all different schools are using different models, even within schools. Having program spread across sites in various strands makes it even more difficult to define what our program model is.

Work groups

Members of the TWI Task Force broke up in to groups to discuss pros and cons of each of the sites proposed to house the TWI school (LeConte and Rosa Parks) and report back to the whole group.

Feedback from Discussions in Work Groups

	Pros	Cons	Neutral
LeConte	<ul style="list-style-type: none"> - Strong TWI Staff - Attract more families to school - Right size for current number of TWI classes - Strong ELAC - Principal and TWI parents support consolidation - Ashby BART is close (for students and parents) - Room for portables 	<ul style="list-style-type: none"> - Some parent resistance (mostly English Only/non TWI) - Transportation costs - Location might not attract Latino families - Early start (early A.M. bus) - Some feel school is in a good place and change may endanger that - More harm to LeConte than Rosa Parks to remove 	<ul style="list-style-type: none"> - Access to public transportation - Proposed cut to transportation funds all across - Both building community between TWI and English Only programs - Will be more Spanish instruction

	<ul style="list-style-type: none"> - May help with North-West Zone overcrowding - More of a “destination school” - Facility will get attention 	<p>TWI, as RP has other programs that are attractive to families</p> <ul style="list-style-type: none"> - Already less attractive facility, so removing TWI could really damage school 	<p>at either site</p> <ul style="list-style-type: none"> - If implements a phased-in plan, current families will not be affected
Rosa Parks	<ul style="list-style-type: none"> - More appealing location to parents - Bigger - Lower cost of busing (but funds may disappear) - Spanish speakers who can walk; more accessible to low income families - Attractive and newer school site - Bilingual principal with experience - Room to grow up to 3-4 K classrooms - Strong TWI staff - Better for environment (more students could walk to school) 	<ul style="list-style-type: none"> - Resistance from staff and community (mostly English Only) - Fear of under enrollment; need to outreach - North West Zone is crowded - Still has Rosa Parks Collaborative and Environmental Science focus to help attract families (may need TWI as a draw less than LeConte) - At a good place after years of struggle; may endanger that and cause resistance 	<ul style="list-style-type: none"> - Eventually less families with siblings and more than one school or split between English only and TWI

Additional Concerns:

- Relocation of families
- Bilingual versus TWI, possible displacement
- Maybe only start with Kindergarten
- What happens to Bilingual teachers?

H. Tugwell and N. Massoumy shared two articles on TWI programs, *Two-way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level* and *Middle-Class English Speakers in a Two-Way Immersion Bilingual Classroom: “Everybody should be Listening to Jonathan Right Now...”* These will be uploaded to the TWI Task Force webpage on the BUSD website.

Additionally, a blank chart of instructional minutes was distributed to teams from each school so that they could track the % of instruction in Spanish and English in their TWI programs. Board Director B. Leyva-Cutler suggested that all TWI schools should fill out the chart to see if

they can determine the percentage of instruction in each of the languages for their specific programs.

M. Hernandez distributed the draft of the EL Parent Survey to be distributed to all parents of EL students in TWI, Bilingual and Mainstream programs. Feedback and suggestions will be accepted until noon, Friday 1/13. Survey will be finalized and translated into Spanish and distributed to principals on Wednesday 1/18. Schools will determine the best approaches to reach the highest possible number of EL Spanish speaking parents. Strategies discussed at previous meetings include phone calls, one-on-one interviews with parents and via meetings facilitated by the EL teachers at each school.

Members of the Task Force asked what next steps after discussion and report backs from work groups should be and how far are members felt from being ready to vote as a committee to give the Board and Superintendent some initial notes of their discussions.

It was agreed that before giving feedback to the Board and Superintendent, the TWI Task Force needs to wait and hear the report and feedback from the Spanish speaking families at the three schools to review and discuss their opinions about the consolidation.

Proposed topics for February 7th meeting agenda:

- Site/principal reports /feedback from Latino Parents
- Follow up on pros/cons
- Straw poll to get a sense for where Task Force members stand in terms of being ready to identify one site to recommend to the board for consolidation.