

Emerson Elementary
Shared Decision-Making Committee

April 26, 2018

Welcome

- Call to order at 1:22 p.m.
- Members in attendance

Checking protocol

- Committee Members check in

Purpose of the meeting: Consideration of changes to Dual language program and impact on other instructional programs for 2019-2018.

Approval of previous SDMC minutes

Formal introduction of the January SDMC Agenda

- I. Current status of Dual Language
- II. Proposed changes to DL
- III. SDMC vote
- IV. Other concerns, questions, issues.

Next Meeting date _____

The Meeting adjourned at 1:52 _____

Emerson Elementary
Shared Decision-Making Committee
April 26, 2018

Members in attendance

Date

Ann Johnson

4-26-18

Frank Schmitt - School

4/26/18

Noel Ortega

4/26/18

Paula Cohen

4/26/18

Shakeb Maysoon

4/26/18

Jeta Douglas

4/26/18

Lizbeth Jara

4/26/18

Alfredo S Pz

4-26-18

4/26/18

Call to order 1:22pm

Members: Parent (Mr. Schulte), Maysoon Shahed (ESL), Paula Cohen (DL), Ann Johnson (ESL), Noe Ortega, Peta Douglas, Liz Jara Alexander Rodriguez

Check in

- Budget- -usual systems for next school year but some less money. Cut \$187 per student, cut 225,000, will not impact classroom nor critical staff

Purpose: Consideration of changes to Dual language program and impact on other instructional programs for 2018-2019

- 5th, 4th DL program, not performing on grade level
 - Ann Johnson: students lack basic phonics for English (1st/2nd) CVCe, vowel digraphs, vowel pair sounds. Struggle to apply concepts about letters and sounds to new words, effects their decoding then fluency and comprehension. Links back to the basics of phonics. Predominantly with DL students
 - Shahed: Comprehension and fluency are issues. Reading and processing and thinking isn't there, isn't on grade level. For mathematics, struggle with some concepts.
 - Cohen: vocabulary is an issue, academic. Still need basic vocabulary before they can even tackle academic vocab
 - Rodriguez: we start a cohort in PK, we can track and pinpoint root causes of the issues, we only have DL, reg, ESL. Kids that come in as Spanish speakers are automatically sent into DL program, cohort is stable, every year there is more mobility and by the time they reach 5th grade we are still trying to catch up. They come with limited language proficiency. Issue is proficiency going to middle school. Can they perform? We need to look at the data
- Current functioning of DL: assignments, number of teachers, classes and students,
 - 3 PK, K, 1, 2, and 2 in 3rd
 - Issue in DL, want to be 2 way dual language program, but this year in PK there are 4 English speakers in DL. In kindergarten there is 1, 1st grade 3. Usually teachers children
 - Idea: still have DL program move to all Spanish speakers. Shrink program slightly, 3→ 2
 - Purpose of DL 50/50 is 50/50 instruction ideal 50/50 native English vs. native Spanish
 - If we change to 1 way, native English speakers cant enroll into DL program
 - If we limit new speakers of English entering in DL, they will enter into ESL program automatically (some unintended consequences)
 - DL students: are supposed to be strong in their native language, many of our native speakers are not
 - To do the right things for kids we are going to have to make some tough decisions
- Mr. Schulte (parent)
 - Learning another language helps you with other content (mathematics)
 - Beneficial for kids to learn Spanish, many parents do not understand why students would want to learn Spanish (native English speakers)
- Rodriguez: what do we do for native English speakers that want to enroll in the program

- Cohen: we ask the parents to sign a contract to stay in DL program
 - Problem: enroll for a year then when they get older they move them straight to ESL program
 - Tried meeting 1:1, if they don't want to abide by the program that is it they just enroll in ESL
- Mr. Schulte: is there a way to market to the parents that this program is beneficial
- Ortega: from 1→4 only one student still remains. Once the content is more rigorous, parents choose to move their students
 - Most of parent populations transfer to other
- Shahed: Some students in DL still leave not prepared in English, my language is Arabic, when my son started middle school there were issues
- Rodriguez: proposed changes:
 - two way to 1 way, want to keep 50/50
 - want to reduce the cohort starting in PK
 - Want to transition kids in 3rd grade so we don't deny them opportunities to learn English
 - No tests in Spanish
 - Want to EXIT as many kids that are qualified into the ESL program, maintaining mixed classes
- Rodriguez: need to look how many kids can be exited
 - May get pushback about transition year
 - Everything in 3rd grade should be in English
 - Whoever is already in DL program that is native speaker can stay, will phase them out.
 - I think this is in the best interest of THIS community and our kids right now.
- VOTE:
 - For: ALL PRESENT VOTE FOR THE CHANGES LISTED ABOVE
 - Maysoon shahed, Ann Johnson, liz jara, Mr. Schulte, Alexander Rodriguez, Peta Douglas, Noe Ortega, Paula Cohen
- Any other issues/concerns?
 - Rodriguez: we are trying to get into a 21st century grant to pay for our afterschool program, managed and supervised by the district
 - 3-5 years will be paid by the district
 - Have to hire a coordinator just for that position
 - Grant has to be accepted by the Board
- No one else listed any other issues or concerns, will meet again in May for the final SDMC
- Schulte: Trying to make the sensory garden in the back, things kids can touch and smell

ADJOURNED AT 1:52