



International Schools / Dual Language Immersion Task Force Recommendations

**Part 1, Part 2, Part 3
2016 - 2018**

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This is a three-part report documenting background, issues and recommendations for International / dual language immersion schools in Seattle Public Schools. This report was compiled by the Dual Language Taskforce members and led by Michele Aoki from 2016 – 2018.



International Schools / Dual Language Immersion Task Force Recommendations Part I

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Executive Summary

International Education in Seattle was an outgrowth of the late 1990's, reflecting the dual realities of globalization and the increasing number of students coming to school with home languages other than English. This was in the context of state and national education reform, the standards movement in education, and a desire to have all students achieve at higher levels by clearly identifying what students needed to know and be able to do. Between 2000 and 2014, Seattle Public Schools opened 10 International Schools with Dual Language Immersion programs in Spanish, Japanese, and Mandarin in the NW, SE, and SW regions of the city.

In spring 2016, Seattle Public Schools initiated a process for studying the impacts, risks, and benefits of sustaining and expanding Seattle's International Schools and Dual Language Immersion programs through the establishment of an International Schools / Dual Language Immersion Task Force. The role of the task force is to gather, analyze, review, and consider information and data and to prepare a report to the Superintendent of Schools regarding Seattle's International Schools and Dual Language Immersion programs. The Superintendent will use this report, along with other important data, to make recommendations to the School Board for potential changes in the 2017-18 school year.

According to the Task Force Charter (see [Appendix A](#)), the report should address four issues. Part I of the Recommendations addresses the following issues two issues:

- A. [Analysis of pathways](#) for Dual Language Immersion students, including recommendations about completing pathways in the SE and SW as well as additional pathways in other regions
- B. [Assignment plan models](#) for International Schools – geozone vs. neighborhood, and equity issues in relation to class size due to attrition in grades 2-8, as well as effective approaches to outreach to populations who could benefit from the program

Recommendations for Issue A: Pathways

The International Schools/Dual Language Immersion Task Force has 4 recommendations for Issue A:

Recommendation A1: Prioritize completing the SE high school Dual Language Immersion Continuation pathway.

Recommendation A2: Complete the SW elementary international school pathway.

Recommendation A3: Consider designating Lincoln High School, when it reopens, as the high school Dual Language Immersion Continuation pathway in NW for students from Hamilton International Middle School.

Recommendation A4: Develop a Superintendent Procedure to accompany the International Education Board Policy that would specify the details of the pathways and other aspects of the program models at the International Schools, including the addition of a Dual Language Immersion indicator on student records to help track the students who qualify for middle and high school DLI Continuation pathways.

Recommendations for Issue B: Assignment Plan Models

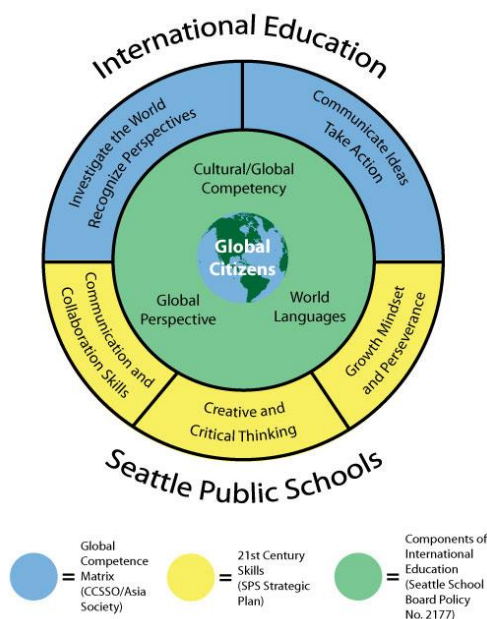
Recommendation B1: Maintain the Option (GeoZone) Assignment Plan model at John Stanford International School and McDonald International School, and increase the native/heritage speaker set-aside to at least 30%.

Recommendation B2: Maintain the Neighborhood Assignment Plan model at Concord International School at this time, but reevaluate it in the future.

Recommendation B3: Conduct a feasibility study regarding making Dearborn Park International School an Option (GeoZone) Assignment Plan model instead of Neighborhood Assignment Plan by 2018-2019, if possible, so that the school can continue to support two classes of Spanish and one of Mandarin per grade with no all-English strand and can use the native/heritage speaker set-aside to enroll children participating in the Spanish Preschool that is starting in fall 2016.

Recommendation B4: Conduct a feasibility study regarding making Beacon Hill International School an Option (GeoZone) Assignment Plan model instead of Neighborhood Assignment Plan at a future date with the goal of providing equitable access to Spanish and Mandarin native/heritage speakers through the 30% set-aside.

Recommendation B5: Extend the Choice Open Enrollment period beyond the current two-week window in order to support outreach to families who do not have English as a home language and ensure that they have equitable access to the opportunity to opt in to an International School with Dual Language Immersion in their home language.



Seattle’s model of International Education has provided a vibrant context for offering Dual Language Immersion in three languages (Spanish, Japanese, and Mandarin) at the elementary, middle, and high school level for hundreds of students. Thousands of students since 2000 have benefited from the opportunities to develop cultural and global competence, working with teachers who have aspired to become global educators. This is the context in which it makes sense to consider the role of International Schools and Dual Language Immersion in Seattle Public Schools going forward and to obtain the resources needed in terms of teachers and curriculum to provide a quality learning experience for all students.

Background and Context

In spring 2016, Seattle Public Schools initiated a process for studying the impacts, risks, and benefits of sustaining and expanding Seattle's International Schools and Dual Language Immersion programs through the establishment of an International Schools / Dual Language Immersion Task Force. The role of the task force is to gather, analyze, review, and consider information and data and to prepare a report to the Superintendent of Schools regarding Seattle's International Schools and Dual Language Immersion programs. The Superintendent will use this report, along with other important data, to make recommendations to the School Board for potential changes in the 2017-18 school year.

According to the Task Force Charter (see [Appendix A](#)), the report should address the following issues:

- A. Analysis of pathways for Dual Language Immersion students, including recommendations about completing pathways in the SE and SW as well as additional pathways in other regions
- B. Assignment plan models for International Schools – geozone vs. neighborhood, and equity issues in relation to class size due to attrition in grades 2-8, as well as effective approaches to outreach to populations who could benefit from the program
- C. Program models within Dual Language Immersion programs, including number of languages taught per school, content taught in the partner language, language of initial literacy
- D. Resources required for maintaining and expanding Seattle's International Schools, including the hiring of qualified bilingual teachers and instructional assistants in the Immersion classrooms and acquisition of appropriate curricular materials in immersion languages, and professional development of all teachers on teaching a globalized curriculum

Part 1 of the Recommendations addresses [Issue A Pathways](#) and [Issue B Assignment Plan Models](#). These issues were prioritized because they both have an impact on Facilities and Enrollment, and the Task Force desired to provide the recommendations in time for Facilities and Enrollment to consider them during their 2017-2018 planning process. Issues C and D will be addressed in Part 2 of the Recommendations to be released during 2016-2017.

International Education in Seattle: Remembering the Past, Understanding the Present, and Imagining the Future

International Education in Seattle was an outgrowth of the late 1990's, reflecting the dual realities of globalization and the increasing number of students coming to school with home languages other than English. This was in the context of state and national education reform, the standards movement in education, and a desire to have all students achieve at higher levels by clearly identifying what students needed to know and be able to do.

In 1993, the Washington State Legislature had passed ESHB 1209, Education Reform---Improvement of Student Learning (<http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1209&year=1993>), which established the Commission on Student Learning, tasked with defining the standards ("Essential Academic Learning Requirements" or EALRs). The legislation did not clearly identify World Languages as a "content area" for which standards should be developed, and although the Commission considered the possibility of including World Languages in the Communications EALRs, the decision was made in 1995 to wait since the state simply did not have the capacity to offer or require World Language study, especially at the elementary level when it would be the most effective time for students to learn another language.

This work was just unfolding at the state level when the Seattle School Board recruited General John Stanford from Fulton County, Georgia, to come to Seattle as Superintendent. While much of the focus in education at this time was on basics, focusing on Reading and Writing and Mathematics, Supt. Stanford brought his global, multicultural, strategic experience to bear. When people in the district told him that it was impossible to educate all students because there were more than 120 languages spoken in Seattle, he viewed these languages as an asset and proposed opening an international school in Seattle where all languages would be welcome.



©The Seattle Times, June 25, 1997

General John Stanford was Superintendent of Seattle Public Schools 1995-1998.

"Jan. 25, 1996: Proposes expansion of popular programs and alternative schools with long wait-lists; an international language school for newcomers to the U.S. and for native English speakers wanting to learn a second language - and proposes making it mandatory for students to study a second language."

<http://old.seattletimes.com/special/stanford/>

Supt. Stanford believed that the best way to create a welcoming environment for English Language Learners in the schools was to make sure that everyone was a language learner. His dream of opening an international school came to fruition in 2000, two years after his untimely death from leukemia in 1998.



Seattle’s first International School, named in honor of Superintendent John Stanford, opened in 2000 with a Spanish Language Immersion program in K-1. Japanese Language Immersion was added in 2001. Each year the programs expanded by one grade level. The school also featured a Bilingual Orientation Center (BOC) serving newly arrived English Language Learners.

In 2001, Hamilton International Middle School was designated by Superintendent Joseph Olchefske to be the continuation program for the John Stanford International School. Together, staff, parents, and community volunteers developed the district’s model for International Education, with a focus on **Academic Excellence** in all content areas, standards-based teaching of **World Languages**, and infusion of **Global Perspectives** throughout the curriculum, in an environment of **Innovative Teaching, Technology, and Partnerships**. At the center of the model was the intention of developing **Cultural & Global Competency** for all.



The model selected for teaching World Languages at the elementary level was partial immersion or the 50:50 time model, where half the day students spend learning content in the immersion language (Spanish or other languages). The content areas for immersion were selected to be Math and Science based on research of other successful partial immersion models across the country.

Over the years, the model was further refined, and the decision to offer language immersion, or Dual Language Immersion as it often called now, took on greater urgency in the district as research on the benefits of learning in two languages expanded. (See [Appendix I](#) for more about the effectiveness of Dual Language Immersion programs.)

With this attention to the importance of supporting ELL students to become bilingual/biliterate, both Concord Elementary School and Beacon Hill Elementary School launched as Two-Way Dual Language Programs in Spanish, where about half the children are native or heritage speakers of Spanish and half are not. The goal was to close the opportunity gap for these English Language Learner students.

“What is amazing is that dual language programs close the achievement gap not only for English learners but also for other groups as well. Latinos fluent in English, African Americans, and students of low socioeconomic status from all ethnic backgrounds have greatly improved their test scores within dual language classes, benefitting these groups more dramatically than other school reform models.”

Collier and Thomas, *Dual Language Education for a Transformed World*, page 113

So popular were these early International Schools in Seattle that Karen Kodama, founding principal of John Stanford International School, was brought to the central office by Supt. Maria Goodloe-Johnson in 2007 to develop K-12 international pathways in three regions of the city with a feeder pattern of two elementary international schools to one international middle school and an international high school (<http://www.seattletimes.com/seattle-news/education/school-to-be-seattles-2nd-international-elementary/> access 8/8/2016).

As Ms. Kodama noted, “The ultimate vision from my standpoint is that all of our students really should graduate bilingual so that they can compete globally.”

Three International Schools pathways were developed over the ensuing years:

Northwest Seattle (with Spanish and Japanese Dual Language Immersion)

- John Stanford International School (K-5) – designated International in 2000
- McDonald International School (K-5) – designated International in 2012
- Hamilton International Middle School – designated International in 2001
- Ingraham International High School – designated International in 2013

Southwest Seattle (with Spanish Two-Way Dual Language Immersion)

- Concord International School (K-5) – designated International in 2009
- *Second Elementary School (with Mandarin) To Be Designated*
- Denny International Middle School – designated International in 2009
- Chief Sealth International High School – designated International in 2010

Southeast Seattle (with Spanish Two-Way and Mandarin Dual Language Immersion)

- Beacon Hill International School (K-5) – designated International in 2008
- Dearborn Park International School (K-5) – designated International in 2014
- Mercer International Middle School – designated International in 2014
- *High School To Be Designated*

On May 16, 2012, the School Board adopted Policy #2177 International Education, which states:

The Seattle School District is dedicated to the academic achievement of each student. The Seattle School Board is committed to offering International Education opportunities for students in grades Kindergarten to 12.

The vision and mission of the district's International Education program are:

Vision: To educate and prepare all students to achieve today and tomorrow in a global community and economy.

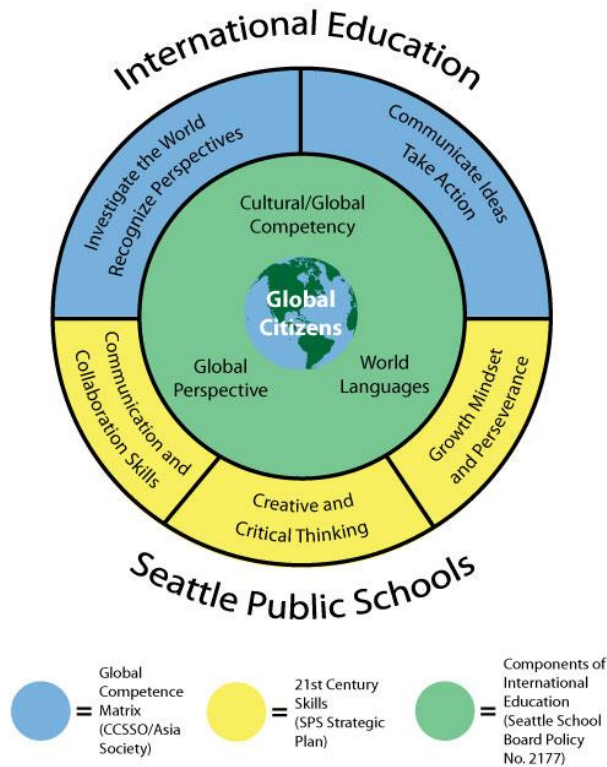
Mission: To create a culturally diverse community of lifelong learners who demonstrate advanced skills in communication, international language, technology, and whose performance exemplifies superior academic standards.

http://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Admissions/2177.pdf
accessed 4/24/2016

The School Board policy defines three unique characteristics of International Education in Seattle:

- **World Languages**
 - The District is committed to teaching world languages in an immersion setting for grades K-5 in addition to world language classes and immersion language classes offered at District middle and high schools.
- **Global Perspective**
 - Examining and evaluating global issues, problems, and challenges
 - Studying human differences and commonalities
 - Analyzing economic, technological, social, linguistic, ecological connections between the U.S. and the World
- **Cultural/Global Competency**
 - Global Competence Matrix: Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action
 - Educating for Global Competence: Preparing Our Youth to Engage the World (Asia Society and CCSSO, published in 2011)

http://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Admissions/2177.pdf
accessed 8/9/2016



Based on these three characteristics and incorporating the 21st Century Skills outlined in the district’s Strategic Plan (Communication and Collaboration Skills; Creative and Critical Thinking; and Growth Mindset and Perseverance), the International Schools Leadership Team teacher leaders revised Seattle’s International Education Model in 2015.

Over the years, Seattle’s International Schools have received many awards and much recognition. Enrollment in these schools has been in high demand. Looking to the future, there are both challenges and opportunities that the schools and the district face in order to provide equitable and sustainable pathways and assignment plans, to ensure the fidelity of program models, and to obtain the resources needed in terms of teachers and curriculum to provide a quality learning experience for all students.

Why International Schools Today?

The same factors that inspired Superintendent John Stanford in the 1990’s to launch the effort to open Seattle’s first international school are still present today. Seattle still has more than 120 languages spoken in our schools. Washington is still the most trade-dependent state in the country. And the Legislature defines basic education as preparing students to be global citizens:

"A basic education is an evolving program of instruction that is intended to provide students with the opportunity to **become responsible and respectful global citizens**, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives." (emphasis added)

[RCW 28A.150.210: Basic Education---Goals of School Districts](#) (accessed 8/8/2016)

Seattle’s model of International Education has provided a vibrant context for offering Dual Language Immersion in three languages (Spanish, Japanese, and Mandarin) at the elementary, middle, and high school level for hundreds of students. Thousands of students since 2000 have benefited from the opportunities to develop cultural and global competence, working with teachers who have aspired to become global educators. This is the context in which it makes sense to consider the role of International Schools and Dual Language Immersion in Seattle Public Schools going forward.

Models for Dual Language Immersion Programs

One of the unique characteristics of Seattle’s International Schools is the commitment to helping students develop a high level of proficiency in a language other than English by providing a K-12 sequence of language study beginning in Seattle’s international elementary schools. As stated in the Seattle School Board Policy # 2177 International Education,

The District is committed to teaching world languages in an immersion setting for grades K-5 in addition to world language classes and immersion language classes offered at District middle and high schools.

The goals of world language programs are for students to:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures;
- Connect with other disciplines and acquire information;
- Develop insight into the nature of language and culture; and
- Participate in multilingual communities at home and around the world

In addition, an International Education offers Heritage speakers opportunities to enhance literacy and academic skills in their native language.

The result of participation in a dual immersion program from kindergarten through grade 12 should be advanced level proficiency at the end of high school in two languages.

http://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Admissions/2177.pdf
accessed 8/9/2016

The policy refers to “teaching world languages in an **immersion** setting,” but what does that mean? The terminology around these types of programs has evolved over the past 20 years. At the time that Seattle launched its first International School with this type of language program, it was common to refer to the program as “language immersion” or “partial language immersion” since the students are “immersed” in the immersion language about 50% of the day. (Some schools in other districts offer “full immersion” or 80:20 time model, where 80% of the day is taught in the immersion language and 20% in English.)

Over the past decade, the term “dual language” or “dual language immersion” has become more common, especially if there are English Language Learners included in the program who are native or heritage speakers of the immersion language.

A Dual Immersion or Dual Language program is an instructional model that provides content-based instruction to students in two languages where the goal is for the students, over a number of years of participation in the program, to become proficient and literate in both languages, while also meeting high academic standards in all subject areas. Other terminology that is commonly used for one of the variations of this type of program model is Dual Language, Two-way Dual Language, One-way Dual Language, Partial Immersion, Full Immersion, etc. Typically, programs begin at kindergarten or 1st grade and continue through elementary school, and, if possible, into middle and high school.

<http://www.k12.wa.us/WorldLanguages/DualImmersion.aspx> accessed 8/9/2016

Based on the student population, a Dual Immersion program can be a:

- **Two-way model** – A balanced group of approximately 50% native/heritage speakers and 50% English speakers. This program model has been demonstrated in research (see [Appendix I](#)) to be the most successful in eliminating the achievement gap between the general student population and English Language Learners who participate in the program, regardless of whether or not they already speak the target language.

Examples in Seattle: Spanish – Concord International School, Denny International Middle School, and Chief Sealth International High School; Beacon Hill International School and Mercer International Middle School

- **One-way model** – Generally, a homogeneous group of native speakers of one of the two languages (could be all Spanish speakers learning in Spanish and English or, for example, all English native speakers learning in Japanese, Mandarin, or Spanish and English).

Examples in Seattle: Spanish – Some Spanish heritage language classes at Denny International Middle School and Chief Sealth International High School that were started before students from the Two-Way Dual Language program (which includes English native speakers) came up from Concord

- **“Mixed” model** – In Seattle’s urban schools, it is unlikely that any of the Dual Language Immersion programs would have a truly homogeneous group of native English speakers learning a second language. In most cases, there are at least a few native speakers of the target immersion language (but not enough to qualify as a “two-way model”), as well as students whose native language is neither English nor the immersion language.

Examples in Seattle: Spanish, Japanese, Mandarin – John Stanford International School (Spanish and Japanese), McDonald International School (Spanish and Japanese), Beacon Hill International School (Mandarin), Dearborn Park International School (Spanish and Mandarin), Hamilton International Middle School (Spanish and Japanese), Mercer International Middle School (Mandarin)

In addition, a two-way model may shift over time as attendance patterns change. In that case, the 50% balance of native speakers of the two languages may change to be a larger percentage of native/heritage Spanish speakers of the immersion (or “partner”) language or a larger percentage of native English (or other languages).

At the middle and high school levels, students from the elementary Dual Language Immersion programs may have the opportunity to participate in Dual Language Immersion Continuation programs. These are language programs geared to students who have completed a number of years in an immersion setting or are, perhaps, heritage speakers of the language. The programs incorporate language topics (including grammar) that would be covered in a typical world language classroom in middle or high school, but also provide continued experience in content-based instruction and project-based learning. The goal would be to offer **two periods a day** in the language, but at least one that is taught immersion style (90% or more in the target language with content-based instruction).

There are currently three International Middle Schools in Seattle serving Dual Language Immersion students. Each school has developed its program within certain constraints, such as availability of

qualified teachers, number of periods per school day (6 vs. 7, for example), and number of students in the cohort coming from elementary school.

- **Hamilton International Middle School (NW)** offers Dual Language Immersion Continuation language courses in Spanish and Japanese Language Arts (**1 period per day**) taught by experienced world language teachers geared to preparing students for traditional high school world language classes. The Spanish classes have been able to attract a number of heritage Spanish students who joined the program in middle school.
- **Denny International Middle School (SW)** offers Dual Language Immersion Continuation language and Social Studies courses (**2 periods per day**) taught in Spanish geared to preparing students to be bilingual and biliterate in Spanish and English and able to continue to take academic courses in Social Studies in Spanish in high school.
- **Mercer International Middle School (SE)** offers Dual Language Immersion Continuation language and Social Studies courses taught in Spanish or Mandarin geared to prepare students to be bilingual and biliterate in Spanish or Mandarin and English and able to continue to take academic courses in Spanish or Mandarin in high school. Initially, Mercer was able to offer **1 period per day** of Social Studies in Spanish or Mandarin but in Fall 2016, they expect to offer **2 periods per day** (Language and Social Studies classes) at least in Mandarin. The school also offers after school programs to further supplement language and literacy development.

The high school Immersion Continuation program models are still in development:

- **Ingraham International High School (NW)** offers International Baccalaureate (IB) level language courses for 11th and 12th graders. In 9th and 10th grade, Immersion Continuation students have been taking traditional Spanish and Japanese courses at Level 2 or Level 3 (**1 period per day**) typically. There have not been any content-based courses offered in Spanish or Japanese.
- **Chief Sealth International High School (SW)** developed its Dual Language Immersion Continuation program for heritage speakers of Spanish who had participated in Denny International Middle School's program from grades 6-8. Now, in Fall 2016, the first group of students who started in Dual Language Immersion in Spanish at Concord International School will be entering 9th grade at Chief Sealth, and they will have the opportunity to take both World History in Spanish and AP Spanish as a language course. In 10th through 12th grades, they will continue to have opportunities for language study (through IB) as well as Social Studies or other similar classes in Spanish (**2 periods per day**).
- **Future International High Schools (not designated yet)** should aim to offer at least 1 period/day in 9th grade, preferably an AP level language course, as is the plan at Chief Sealth. It would also be desirable to offer World History in the immersion language, but that might not be realistic during the first year with a limited size cohort of students.

Issue A: Pathways

In May 2012, Policy C55 was updated to Policy 2177, titled, “International Education.” The Policy states, “The Seattle School Board is committed to offering International Education opportunities for students in grades K-12.” As a result, SPS has opened International Schools in the SE, SW, and NW regions of the city. A strategic plan initiative for Seattle’s International Schools is to expand the International Schools pathways. The original goal was to have a feeder pattern that consists of two elementary schools, one middle school, and one high school.

- **The NW region** is the only region that met this goal. John Stanford and McDonald International Schools feed into Hamilton International Middle School. Students who are part of the International pathway (based on placement in the Immersion Continuation language program in Spanish or Japanese at 8th grade) are guaranteed assignment to Ingraham International High School.
- **The SE region** now has two elementary schools (Dearborn Park and Beacon Hill International Schools) that feed into Mercer International Middle School. The international pathway students are up to 8th grade in fall 2016. No international high school pathway has yet been designated for these students.
- **The SW region** has one elementary school (Concord International School) whose students in the Spanish Dual Language Immersion program are guaranteed spots at Denny International Middle School. Denny students in Spanish Dual Language Immersion are guaranteed spots at Chief Sealth International High School. These guaranteed spots for rising Dual Language Immersion 6th and 9th graders are offered regardless of which Seattle Public Schools middle or high school region the students reside in.
- **The Central and NE regions** do not have any International Schools.

The Pathways Issue was presented at several of the Community Meetings held in conjunction with the Task Force (see [Appendix C](#), [D](#), [E](#), and [G](#)). As one attendee at the meeting at Mercer International School on May 3, 2016 stated, “This is the commitment that was made to our children when the program was created and it needs to be met. The children have done their part; the school district needs to do theirs.” The Task Force discussed this issue at its first meeting on May 16, 2016 and took a consensus vote per the Consensus Voting Model outlined in the Task Force Charter (see [Appendix H](#) for details).

Although the K-12 pathway for International Education was originally envisioned to be a school to school pathway, in practice, it has been implemented as a pathway for specific students who participated in Dual Language Immersion programs at elementary or who joined the DLI Continuation cohort at middle school. This implementation has several complications. First, there is no “indicator” on individual student records to show that the student is in the K-12 DLI Pathway so elementary and middle and high schools have to share class lists of students to determine who is guaranteed the pathway for enrollment at the next level. Second, the pathway apparently applies to students who are in Dual Language Immersion strands within a school. So, at Beacon Hill International School, for example, students who are in the all-day English strand are not guaranteed placement at Mercer International Middle School.

Recommendations for Issue A: Pathways

The International Schools/Dual Language Immersion Task Force has 4 recommendations for Issue A:

Recommendation A1: Prioritize completing the SE high school Dual Language Immersion Continuation pathway.

Recommendation A2: Complete the SW elementary international school pathway.

Recommendation A3: Consider designating Lincoln High School, when it reopens, as the high school Dual Language Immersion Continuation pathway in NW for students from Hamilton International Middle School.

Recommendation A4: Develop a Superintendent Procedure to accompany the International Education Board Policy that would specify the details of the pathways and other aspects of the program models at the International Schools, including the addition of a Dual Language Immersion indicator on student records to help track the students who qualify for middle and high school DLI Continuation pathways.

Recommendation A1: SE High School Pathway Completion

Options:

The Task Force offers two options for SPS Facilities and Enrollment Planning to consider for 2017-2018 in order to accommodate the immediate needs of Dual Language Immersion Continuation students who will be entering high school in Fall 2017:

1. Designate one of the SE high schools for Dual Language Immersion Continuation in 2017-2018 (without designating it as an “International School” until the school community has an opportunity to explore and consider that option, which is a two-year process of pre-planning year, then planning year). Evaluate the pros and cons for each school.

School	Pros	Cons
Franklin High School	<ul style="list-style-type: none"> • Large Asian population to support Mandarin program; • Current feeder high school for most Mercer Intl Middle School students; • Could increase enrollment 	(none identified at this time)
Cleveland High School	<ul style="list-style-type: none"> • Closest high school to Mercer; • Could share staffing with Mercer; • STEM is an attraction 	<ul style="list-style-type: none"> • Currently Option school (not feeder school for Mercer)
Rainier Beach High School	<ul style="list-style-type: none"> • IB Program already in place; • Could increase enrollment 	<ul style="list-style-type: none"> • Not feeder school for Mercer

2. **OR Short Term:** Allow students from Mercer International Middle School to attend Chief Sealth International High School until a SE International High School Pathway is ready.

School	Pros	Cons
Chief Sealth International High School (SW Region)	<ul style="list-style-type: none"> Established IB level Spanish and Mandarin language programs Established Dual Language Immersion Continuation for Spanish Heritage and DLI students (with Social Studies in Spanish all 3 years and AP Spanish at 9th grade) Could increase enrollment (Chief Sealth is projected to have capacity) Could “buy time” for Facilities and Enrollment to research the impact of designating a SE International High School 	<ul style="list-style-type: none"> Not feeder school for Mercer; Would require special allowances by Enrollment Services Not a permanent solution Small additional transportation cost

Recommendation A2: SW Elementary School Pathway Completion

Evaluate the interest and readiness for each elementary school that feeds into Denny International Middle School.

- Sanislo Elementary – One of the most diverse schools in the state; will likely feed to Denny again in 2017
- West Seattle Elementary – Somali community is interested
- Roxhill Elementary – Closest to Denny and Chief Sealth; large Spanish-speaking population; could possibly share teachers
- Highland Park Elementary – Highly diverse

Criteria for picking a school:

- Interest? Principal commitment is key; BLT and PTSA (if applicable) support are vital as well. Is the principal ready to lead a process to engage BLT to seek feedback from families and staff?
- Do demographics suggest Dual Language Immersion will eliminate the opportunity gap?
- Would the school be a Neighborhood Assignment Plan or Option (GeoZone)? (See [Issue B](#) below.)

Picking a language or languages:

- Look at Demographics: Which language(s) make sense to offer?
- Assess Feasibility of Language Options
- Possible languages of interest: Spanish, Chinese, Somali, Vietnamese, Arabic, ASL

Recommendation A3: NW Secondary Pathway Completion

Consider designating Lincoln High School for Dual Language Immersion Continuation from Hamilton when it reopens.

School	Pros	Cons
<p>Lincoln High School as a DLI Continuation option or, if possible, an International School</p>	<ul style="list-style-type: none"> • There is community support for this option • It makes geographic sense and would support closer collaboration between Hamilton International MS and the International HS • Possibility of Lincoln supporting DLI Continuation whether or not it is designated as “International” School • Ingraham International High School does not currently support DLI Continuation (although it does offer IB language courses in 11th and 12th grades) • Easier to build program in a new school • Lincoln could serve as a “lab school” for the UW, as John Stanford International has over the years on the study of language acquisition and Dual Language Immersion 	<ul style="list-style-type: none"> • Enrollment Services would need to consider the impact on enrollments at Ingraham or other high schools

Cost Implications:

For 2017-2018, the costs would be primarily in supporting the exploration process within the affected schools. This would include community outreach, staff meetings, site visits, book studies, professional development, etc. There would also need to be funds for supporting the development of the 9th grade Dual Language Immersion Continuation program for Spanish and Mandarin for students from the SE. If it is based on the model at Chief Sealth International HS, that would involve AP training of teachers, purchase of curriculum, etc. However, those costs could be shared with Chief Sealth. Since Lincoln has not yet selected programs for their site, there should be little extra cost in adding DLI Continuation at that school or even to designate it as “International” if the planning committee and community support that direction. The Task Force would be pleased to work with Facilities and Enrollment Planning to develop a precise estimate of costs.

Community Input and Alignment

In spring 2016, five separate community engagement meetings for the International Schools/Dual Language Immersion Task Force were conducted around the district. Interested school, parent, and community members gathered at these meetings and were asked to discuss the pros and cons of completing the International Schools/Dual Language Immersion pathways. (See [Appendix C](#), [D](#), [E](#), and [G](#) for summaries of the community meetings that addressed this issue.) (Note: Surveys of the public were not conducted due to the late timing in the school year for disseminating the surveys and the fact that schools were already conducting the annual School Climate Survey.)

Risks and Rewards

As with any decision, there are risks and rewards.

Risks

Any change in the current configuration of International Schools will require changes and adjustments by Facilities and Enrollment Planning. These changes could have an impact on other neighboring schools. It is possible that the middle school Spanish and Mandarin students currently at Mercer International Middle School would not all choose to attend the same high school. So, even if the district designated a feeder high school, the size of the cohorts attending it might not be large enough to support separate classes for those students and languages.

Rewards

There are several potential rewards. The most obvious one is the district meeting its commitment to the current middle school families at Mercer International Middle School who embarked on the Spanish and Mandarin Dual Language Immersion Programs many years ago based on the understanding that the district was making a K-12 commitment. But the potential to provide expanded Dual Language Immersion opportunities, especially Two-Way models for current ELL students to eliminate the opportunity gap, would also be a major reward and step forward in the district's commitment to not just closing, but eliminating the opportunity gap.

For families in the NW at John Stanford, McDonald, and Hamilton, the opportunity to strengthen the DLI Continuation program at the high school level with a neighborhood high school would address many of the concerns expressed by families over the years.

Issue B: Assignment Plan Models

Seattle has established 10 schools with the designation “International School.” While the schools are all expected to adhere to the components of International Education outlined in School Board Policy # 2177, over time and based on changing needs in the district, they have evolved to follow different student assignment plans.

In recent years, two Northwest elementary international schools, John Stanford and McDonald, have both become Option schools with GeoZones. Meanwhile, the two Southeast schools, Beacon Hill and Dearborn Park, and the one current Southwest school, Concord, have remained Neighborhood models. The two Option schools include a 15% set-aside for students who are considered to be native or heritage speakers of Japanese or Spanish and can serve as language models in the program, thereby improving the quality of the learning experience for all students. The Neighborhood schools do not have a set-aside, but current demographics have supported a Two-Way model for Spanish at Beacon Hill and Concord (this is a model where about half the students are native/heritage speakers of Spanish). Mandarin does not have enough native/heritage speakers to qualify as a Two-Way model at either Beacon Hill or Dearborn Park based on Neighborhood assignment plans.

At the Option schools, John Stanford and McDonald, all students participate in either the Japanese or Spanish Dual Language Immersion program from K-5. Both Concord and Beacon Hill have maintained an all-day English strand, while other students participate in Spanish Two-Way Dual Language (both schools) or Mandarin (Beacon Hill). Dearborn Park opened as a new International School in fall 2014, and because of parent interest, offered two classes of Spanish and one class of Mandarin in Kindergarten, but no class of all-day English in K. They continued this model into 1st grade in fall 2015, and current parents indicate a strong expectation to continue it into 2nd grade in fall 2016.

When John Stanford International School opened as the first International School in 2000, it was established with an all-city draw with some preference for families living in the immediate neighborhood. This was not detrimental to the local neighborhood because the previous school (Latona Elementary) had been extremely under-enrolled (about 220 students) so the district had used a magnet school grant to plan and develop the school and try to attract a larger attendance. That indeed happened, and within a few years the school became a *de facto* neighborhood school with few students from outside the neighborhood able to attend. When McDonald opened a number of years later, it too was planned to be a neighborhood school.

In 2013, both John Stanford and McDonald were designated Option schools with GeoZones such that students from throughout the city could apply to attend but students living within the GeoZone would have the GeoZone tiebreaker (if they enrolled during the choice open enrollment period). In order to ensure at least some percentage of native/heritage speakers of the languages taught at the schools (Japanese and Spanish), the schools were allocated a 15% set-aside for students with those language skills who could be enrolled regardless of whether they lived in the GeoZone.

The International Schools/Dual Language Immersion Task Force was asked by SPS leaders to specifically review and recommend possible assignment plan adjustments for the International Schools.

As noted above, enrollment standards at the five SPS Elementary International Schools are not consistent. Three schools are Neighborhood attendance area schools (meaning that they have a defined geographic boundary and are intended to serve students who live within that boundary -- students do not choose the school but are automatically assigned based upon their address). The other two International Elementary Schools transitioned to become Option schools with GeoZones two years ago, and enrollment assignment is by "opting-in" only and based upon a set of tie-breakers and seat availability. For these two Option schools, access to the program for native or heritage speakers and those who don't live in the neighborhood is now possible and the native/heritage speaker percentage has increased substantially in the lower grades. Standardization in enrollment policy for International Elementary Schools would be an improvement not only for the SPS Enrollment Planning team, but would also create more consistent communication and methodology across the SPS International Elementary Schools.

Option Schools by SPS definition "provide a variety of programmatic opportunities, different curriculum and education styles for families looking for alternatives" (<http://www.seattleschools.org/admissions/faq/glossary/> accessed 7/28/2016). The International Schools definitely meet that definition with their Dual Language Immersion classrooms, teaching of subject materials in a language other than English and additional curriculum that is focused around global and cultural competency. This different educational style is an alternative to the traditional SPS K-5 classroom.

The Option (GeoZone) Assignment Plan has a number of advantages, especially in capping school enrollment (which helps with planning, especially when Dual Language Immersion programs are involved) and in still allowing most students in proximity to the school (GeoZone) to have the ability to opt in to the school, while potentially providing greater access to the schools for students who are native/heritage speakers of the languages taught in the school. However, requiring families to choose the specific school during a limited Open Enrollment period could be a major hurdle for the very families that we would most like to attract to these schools. For that reason, the principals from Concord International and Denny International Middle School have urged that Concord continue as a Neighborhood Assignment Plan school.

In evaluating whether or when it would make sense to transition a Neighborhood school to an Option (GeoZone) school, the Task Force found it helpful to review the enrollment data for each school to determine which ones are drawing primarily from the children who live in the school's Attendance Area vs. attracting students from outside the Attendance Area. In the case of Dearborn Park, the enrollment data in the table below show that only about 60% of the students enrolled in Dearborn Park in 2015-2016 came from the Attendance area (as compared to 81% for Beacon Hill and 90% for Concord). In addition, Dearborn Park is not currently offering an all-English strand in grades K-2. In that way it is already more like the other Option schools (John Stanford and McDonald).

School	Total Enrollment 2015-2016	# Students from Attendance Area	# Students from outside Attendance Area attending School	# Students living in Attendance Area	# Students living in Attendance Area attending outside
McDonald Intl	453				
John Stanford Intl	457				
Beacon Hill Intl	459	370	89	427	57
Dearborn Park Intl	373	224	149	342	118
Concord Intl	401	359	42	491	132
	%-age of total enrollment	%-age from Attendance Area	%-age from outside Attendance Area	%-age of Attendance Area Students enrolled in that School	%-age of Attendance Area Students enrolled in Outside School
Beacon Hill Intl	100%	81%	19%	87%	13%
Dearborn Park Intl	100%	60%	40%	65%	35%
Concord Intl	100%	90%	10%	73%	27%

http://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Enrollment%20Planning/Reports/Annual%20Enrollment/2015-16/Section%204.pdf

Recommendations for Issue B: Assignment Plan Models

The International Schools/Dual Language Immersion Task Force has 5 recommendations for Issue B:

Recommendation B1: Maintain the Option (GeoZone) Assignment Plan model at John Stanford International School and McDonald International School, and increase the native/heritage speaker set-aside to at least 30%.

Recommendation B2: Maintain the Neighborhood Assignment Plan model at Concord International School at this time, but reevaluate it in the future.

Recommendation B3: Conduct a feasibility study regarding making Dearborn Park International School an Option (GeoZone) Assignment Plan model instead of Neighborhood Assignment Plan by 2018-2019, if possible, so that the school can continue to support two classes of Spanish and one of Mandarin per grade with no all-English strand and can use the native/heritage speaker set-aside to enroll children participating in the Spanish Preschool that is starting in fall 2016.

Recommendation B4: Conduct a feasibility study regarding making Beacon Hill International School an Option (GeoZone) Assignment Plan model instead of Neighborhood Assignment Plan at a future date with the goal of providing equitable access to Spanish and Mandarin native/heritage speakers through the 30% set-aside.

Recommendation B5: Extend the Choice Open Enrollment period beyond the current two-week window in order to support outreach to families who do not have English as a home language and ensure that they have equitable access to the opportunity to opt in to an International School with Dual Language Immersion in their home language.

These recommendations would require the following Option School criteria:

- A GeoZone tie-breaker providing neighborhood priority for those families who “request” enrollment and live nearby.
- A set-aside for heritage speakers of immersion languages taught at schools. Set-aside would be at least 30% but could differ at each school and would be recommended to be much higher for certain schools (e.g., Concord at least 40% native/heritage Spanish speakers). This is vital because with smaller class sizes at K-2 the 15% set-aside at John Stanford and McDonald does not provide enough native/heritage speaker models to benefit the program or the students.
- Each School would have the Option school tiebreaker of sibling priority to maintain family focus on immersion language.
- Each School follows Option School Transportation zone criteria (typically, at least the Middle School Service Area).

Follow-on Recommendations:

- SPS Enrollment Planning and school staffs should review this recommended transition and its impact on surrounding schools in the SE and SW regions of SPS to see if it is feasible for the neighborhood schools in the area to accommodate the International Schools as Option (GeoZone) schools.
- The GeoZone for new Option Schools should try to mirror existing Neighborhood attendance boundaries to reduce the impact on neighborhood families.
- The implementation task of community outreach would be critical to this transition. There is a concern that neighborhood families will be confused about the assignment process or just not know of the change. There is a specific concern that ELL families will assume enrollment is automatic and not complete the necessary paperwork for the "opt-in" Option school process.
- We recommend reaching out to schools and staff to get feedback on the Task Force recommendations before any decisions are made by the School Board. There is a concern that when we ask for parent and community feedback on this recommendation whether we will really target the "right" population (namely, those who are not yet enrolled/involved in SPS but would be most impacted by this Kindergarten enrollment change).

- International Schools will definitely need to spend time thinking about “Better and Easier Enrollment” Opt-In process as part of the SPS Open Enrollment period. This includes targeted community engagement so ELL families know about International School/ Dual Language Immersion programs and how enrollment process works.
- Related to Community Engagement is the enrollment process for 2nd through 5th graders at International Schools. A focused recruitment process and maybe a few small communication steps in the enrollment paperwork might help to solve the attrition issue. This is also important for ELL and heritage speakers who are new to the SPS and would benefit from enrolling in DLI.
- Finally, this may be the best time for some school staffs to determine if an all English Language track is still the best program model for their International School going forward if they were to be an Option school. International Schools have limited classrooms and long wait lists for DLI. SPS should review the pros/cons.

Cost Implications:

For 2017-2018, the costs would be primarily in supporting the exploration process for transitioning the three Neighborhood schools to Option schools. This would include community outreach and staff meetings for multiple schools in each affected region, plus the research and analysis required by Facilities and Enrollment Planning. Within the schools, if they were to transition to all DLI strands, there would need to be hiring of additional DLI staff and procurement of curricular materials (though the curriculum should already exist). However, if the change were phased in over a number of years, the impact on current staff would be lessened. Outreach to families would be particularly important if embarking on such a change.

Community Input and Alignment

In spring 2016, five separate community engagement meetings for the International Schools/Dual Language Immersion Task Force were conducted around the district. Interested school, parent, and community members gathered at these meetings and were asked to discuss the pros and cons of having enrollment for the International Schools be either Neighborhood attendance based or Option-based. Below is a summary of the pros and cons of those discussions. (See [Appendix E](#) and [G](#) for summaries of the community meetings that addressed this issue.) (Note: Surveys of the public were not conducted due to the late timing in the school year for disseminating the surveys and the fact that schools were already conducting the annual School Climate Survey.)

Risks and Rewards

The following list of Risks and Rewards was compiled based on feedback from the Community Meetings and analysis of the issue by the Task Force members.

Transitioning Elementary International/DLI Schools to Option Schools.

RISKS to Changing to Option (with GeoZone)	REWARDS to Option (with GeoZone)
<p>Might "miss" families (paperwork is confusing and cumbersome). This negative may be anticipated since it would be new method of enrolling students.</p>	<p>Streamline enrollment services and facilities processes = more "sustainable" for the district to support</p>
<p>Will FRL percentage drop or lose out on Dual Language Immersion? Larger economic forces in these neighborhoods may force it either way?</p>	<p>Easier communication about how Intl/DLI schools operate = standardization of forms, processes etc.</p>
<p>Equity? Is it less or more? Introduction of Lottery process via Option school could be more equitable in some respects, but less in others. In particular, is there a chance that those affected by the opportunity gap might not take advantage of the Option enrollment process due to language or other barriers?</p>	<p>Heritage Speaker % set-asides strengthen programs – in most cases bringing in more native speakers to model the language and become more effective 2-way models of dual language immersion. (Evidence at John Stanford International School.)</p>
<p>Would require community education/outreach in neighborhoods impacted by change in Student Assignment Plan.</p>	<p>Specifically for Concord International School, Option method of enrollment could attract more English speakers – which is desired to enhance the educational experience for large population of native/heritage Spanish speakers</p>
<p>Transportation Costs “may” increase slightly (although at John Stanford International & McDonald International, which transitioned 2 years ago, there has not been a significant increase, yet)</p>	<p>With “Opt-In” step in enrollment you may get better family engagement & support of language learning – only those parents who “desire” DLI & International Education.</p>
<p>Arguably, over time it may take away from neighborhood feel of school. (GeoZone helps alleviate this concern but you may have more students from outside neighborhood attending than in years past.)</p>	<p>More predictable enrollment & capacity; therefore, hiring of language teachers easier and not last minute based on fluctuations in Attendance Area student population</p>
<p>Specifically, for Concord, based on their experience as representatives of the communities they serve, the principals of Concord and Denny feel strongly that Concord should continue as a neighborhood assignment school. They advocate for this based on a commitment to equity of access for the families</p>	<p>Diversity Opportunity – lottery & heritage speaker seats allow for community to be more diverse than just existing neighborhood.</p>

<p>within the neighborhood and the belief that dual language immersion is a gap-eliminating strategy.</p>	
	<p>Siblings are not shut out; current Neighborhood attendance model can result in families split between immersion and non-immersion classrooms.</p>
	<p>Does transition to Option school slow down “gentrification” of a neighborhood like Beacon Hill? (Is the school the biggest factor in that gentrification and with GeoZone would it still exist?)</p>
	<p>Specifically, for Beacon Hill, Mandarin native speaker percentage might benefit from the Option school set-aside. Concern that Mandarin speaker enrollment declines over time with changes in this neighborhood’s demographics.</p>

Next Steps for the Task Force

The strongest message from all of the community meetings was that the district needs to ensure that the **current International Schools are both sustainable and equitable**. Regarding the sustainability question, the Task Force is gathering detailed information about the actual funding requirements for the various schools since they have different sources of funding (from the city levy, Title I, parent fundraising, etc.). We need a clearer picture of what budget items are “must haves” because the school is an International School with a Dual Language Immersion Program and what items are “desirable” but not absolutely necessary. This information will help the Task Force produce a clear picture of what “sustainable” means.

Although supporting the current 10 International Schools was the highest priority, there was also strong consensus from the Task Force that the pathways that have already been part of the strategic plan for International Schools should be completed, in particular, identifying the SE high school for Mandarin and Spanish Dual Language Immersion continuation since families were promised a K-12 pathway when they entered Beacon Hill International School many years ago.

Regarding equity, the Task Force heard compelling words from parents and community members whose first language is not English about the importance of offering Dual Language Immersion as an effective gap-elimination strategy (see [Appendix I](#)). This would suggest expanding opportunities for Dual Language Immersion beyond the current 10 International Schools. But until we have a clear picture of what a “sustainable” International School/Dual Language Immersion program model looks like, expansion does not seem realistic, even if it would offer more equitable educational opportunities to students who would benefit most.

The Task Force will continue addressing Issue C: Program Models and Issue D: Resources and Staffing. As we gain clarity on these issues in relation to a more complete understanding of funding requirements, the Task Force hopes to address the equity challenge.

Appendix A: Task Force Charter (and Members)

Article I: Name

The name of this task force is the International Schools / Dual Language Immersion Task Force (hereafter referred to as “task force”).

Article II: Purpose

The primary purpose of the International Schools / Dual Language Immersion Task Force is to prepare a report to the Superintendent of Schools regarding the impacts, risks and benefits for sustaining and expanding Seattle’s International School and Dual Language Immersion programs. The Superintendent will use this report, along with other important data, to make recommendations to the School Board for potential changes in the 2017-18 school year. The report should include:

- A. Analysis of pathways for Dual Language Immersion students, including recommendations about completing pathways in the SE and SW as well as additional pathways in other regions
- B. Assignment plan models for International Schools – geozone vs. neighborhood, and equity issues in relation to class size due to attrition in grades 2-8, as well as effective approaches to outreach to populations who could benefit from the program
- C. Program models within Dual Language Immersion programs, including number of languages taught per school, content taught in the partner language, language of initial literacy
- D. Resources required for maintaining and expanding Seattle’s International Schools, including the hiring of qualified bilingual teachers and instructional assistants in the Immersion classrooms and acquisition of appropriate curricular materials in immersion languages, and professional development of all teachers on teaching a globalized curriculum

Article III: Membership

Section 1

Task force members from Seattle Public Schools will include:

1. Task Force Chair, International Education Administrator: Michele Anciaux Aoki
2. Associate Superintendent for Teaching and Learning: Michael Tolley
3. Associate Superintendent for Capital, Facilities, Enrollment: Flip Herndon
4. Director of School Operations P-12, Sherri Kokx
5. Director Enrollment & Planning Services, Enrollment Planning: Ashley Davies
6. Director of ELL and International Programs: Veronica Gallardo (or alternate - Concepcion Pedroza)

7. C&I Representative: *(if available)*
8. Principals Association of Seattle Schools (PASS) Representative (elementary): Angela Bogan
9. PASS representative (secondary): Jeff Clark
10. PASS representative (non-International School): Concepcion Pedroza, Seattle World School
11. International Schools Leadership Team Lead: Noah Zeichner (Chief Sealth Intl HS)

International Schools Staff:

12.	Amber	Vandermeulen	NW	McDonald Intl School	General Ed
13.	Carly	Groszhans	SW	Concord Intl School	Spanish/ELL
14.	Hiromi	Pingry	NW	John Stanford Intl School	Japanese
15.	Kim	Berman	SW	Concord Intl School	ELL
16.	Linda	Martinez	SW	Concord Intl School	ELL
17.	Pedro	Lopez-Chaves	SW	Chief Sealth Intl HS	Spanish
18.	Pollyanna	Wang	SW	Chief Sealth Intl HS	Mandarin

SEA Representative (elementary): *to be appointed* (may be multiple)

SEA Representative (secondary): *to be appointed* (may be multiple)

Task force members from the Community will include:

19. City of Seattle Office for Education Representative *(if available)*
20. Seattle Council PTSA Representative: Linnea Fichter
21. Special Ed PTSA Representative *(if available)*
22. UW Representative: Dr. Emily Bender, UW Language Immersion Committee Chair;
parent: John Stanford Intl School, Hamilton Intl MS, Ingraham Intl HS (fall)
23. UW Representative: Dr. Gina Lebedeva, UW Early Learning/Brain Development;
parent: John Stanford Intl School
24. Dual Language Washington Representative: Elizabeth LaFever

Parent Members (from International Schools)

25.	Angelica	Medoza-De Lorenzo	SW	Concord Intl School, Denny Intl MS
26.	Brittany	James	NW	John Stanford Intl School

27.	David	Scalzo	NW	John Stanford Intl School
28.	Eric	Herzog	NW	McDonald Intl School
29.	Hem Nalini	Morzaria-Luna	NW	John Stanford Intl School
30.	Jack	Schwab	NW	John Stanford Intl School
31.	Joseph	Clark	SE	Beacon Hill Intl School
32.	Kate	Koester	NW	McDonald Intl School
33.	Lucie	Campbell	NW	John Stanford Intl School, Hamilton Intl MS
34.	Manuela	Slye	NW/SE	John Stanford Intl School, Denny Intl MS
35.	Stacie	Youngblood	NW	John Stanford Intl School

Community Members (not from International Schools)

36.	Geraldine	Rodriguez	NE	Phinney Preschool
37.	Matt	Delaney	NW	Whittier Elementary
38.	Oleksandra	Jaworsky	NE	Bagley Elementary
39.	Paola Mizrahi	Kaplan	NW	

40. Student leadership Representative (1) *(if available)*

41. Student leadership Representative (2) *(if available)*

Staff Support: International Schools Project Manager

- Communications: Thomas Redman and Casey Henry
- Media Operations: Stacy Howard

Section 2 – Appointment of Members

All members of the Task force shall be appointed by the Superintendent of Schools.

Section 3 – Length of Appointment/Service

The appointment to the task force will be for one year with monthly meetings unless specified otherwise. Additional meetings may be scheduled as needed to analyze community input, review operational issues, and finalize recommendations to the Superintendent. Minority report opinions from task force members may also be included.

Section 4 – Attendance Requirement

Members must attend any and all meetings of the task force, unless previously excused by a task force chair, in order to participate in the recommendations made to the Superintendent of Schools.

Article IV: Responsibilities

Section 1 – General Responsibilities

The task force is a resource to the Superintendent of Schools specifically on International Education and Dual Language Immersion. As such, the task force work is intended to generally be: 1) inquiring, 2) informing, 3) suggesting, 4) recommending, and 5) evaluating. Group norms will be established to facilitate trust and authentic discussions. Task force members may be removed for repeated violations of group norms.

Section 2 – Limitations

The task force members may not dictate or work outside of current School Board policy limitations.

Section 3 – Consensus Model Voting

When asked to provide a measure of task force opinion on specific topics, suggestions, or proposals put before the task force, the members will use a voting methodology that shall identify the degree of consensus for each topic using the metrics:

4 = strongly agree	2 = disagree
3 = agree	1 =strongly disagree

This model of voting will allow the Superintendent to understand if there is a divergence in opinion and whether and how to seek additional information to inform district decisions, programming and recommendations to the school community. Minority opinion reports from task force members to the Superintendent will be allowed.

Article V: Roles of Task Force Members

Section 1. The Chair

- A. Closely works with the District Leadership Team to plan each meeting and establish an agenda in time to notify the task force of the purpose of each meeting
- B. Calls the meetings to order, maintains order, and sees that the meeting is properly adjourned
 - a. Sees that minutes taken by SPS staff are taken
 - b. Sees that business is ordered, considered and disposed of properly
 - c. Serves as impartial, conscientious arbiters of discussion and debate, and insists on the fairness in the action and debate of the members

Section 2 – Task Force Members

- a. Acts as a task force member according to established procedures by making suggestions and providing input representative of the views of parents, citizens, and community organizations of the school community
- b. Participates regularly in task force meetings
- c. Becomes knowledgeable about the research, operational issues, including trends and issues that may impact recommendations as it relates to disproportionality and issues across the entire school district

d. Acts as a resource person for the task force.

Section 3 – Staff Support Members

- a. Supports task force work
- b. Acts as a resource person for task force by making available specialized information about the schools, educational programs, innovative ideas, and available resources
- c. Assists in identifying community resources which can aid in supporting recommendation process
- d. Serves as a communication link between task force, administration and staff of the internal school community

Article VII: Task Forces

Section 1 – Sub-group work

The task force may create from time-to-time sub-groups necessary to carry out specific work of the task force. These sub-groups should be task-specific and have a limited duration of existence.

Section 2 – Size and Selection of Sub-Group Members

Sub-task forces shall be restricted in size to between three (3) and five (5) current members in order to expedite the task(s) at hand. Sub-group members will be sought from the regular task force membership and shall be appointed by the chair of the task force or the Superintendent of Schools.

Article VIII: Meetings

Section 1 – Schedule of Meetings

The task force shall meet as often as necessary to perform its duties, but no less than monthly. The first meeting shall be held in May. Current schedule:

- May 16, 2016 5:15-6:30 pm at JSCEE Room 2765 kick-off meeting
- June 2, 2016 5:15-6:30 pm at JSCEE Room 2765
- June 14, 2016 5:15-7:30 pm at JSCEE
- June 22, 2016 5:15-7:30 pm at JSCEE
- Additional meetings as needed

Section 2 – Quorum Requirement

A quorum of regular members (i.e., 16 out of 30) must be present to conduct business which results in any form of formal recommendation by the task force. For those matters deemed ‘critical’ for which a quorum is not present, the chair of the task force shall have the authority to electronically poll all members not in attendance in a timely basis in order to assure that a more inclusive recommendation is accomplished.

Section 3 – Public Meetings

Meetings of the task force will be open to the public, but public input will not be taken. The chair may occasionally invite guests to speak as resources to the task force.

Web page: http://www.seattleschools.org/students/academics/international_education/international_dual_language_task_force/
Contact: Michele Anciaux Aoki maaoki@seattleschools.org

Appendix B: Background and Issues

Background

In 2000, Seattle's first international school, John Stanford International School, was founded. Since then 5 elementary schools, 3 middle schools and 2 high schools have become international schools. "Our vision is to prepare students, in partnership with family and community, for global citizenship in an increasingly interdependent world." (SPS International Schools pamphlet 2014). Learning an immersion language has always been a part of this experience. International schools offer students an opportunity to learn Spanish, Japanese or Mandarin through the core content of mathematics, literacy, social studies and science.

However, as the program has expanded, providing students with a quality immersion experience presents a number of challenges:

- Recruitment of qualified staff K-12 who fluently speak immersion languages
 - Certificated teachers
 - Immersion IAs
 - Substitutes
- Clear K-12 pathways for immersion students
 - Identifying resources needed to create accessible pathways
 - A clear plan for what immersion looks like in elementary, middle and high school
- Enrollment outreach
 - Recruitment of heritage speakers of immersion languages at time of enrollment
 - Systematically informing families of their option to enroll in immersion schools
 - Enrollment personnel who are familiar with immersion school options and can help families navigate the process of enrolling in an immersion school
- Partnerships with institutions that can provide resources
 - Consulates who can provide qualified personnel
 - Government programs which can provide personnel and grant opportunities
 - Private organizations such as Confucius Institute, Martinez Foundation and Japan Foundation which can provide grants and assist with providing personnel
 - OSPI which can help with visas and exchange program logistics
- Curriculum
 - Clear plan for procurement of curricular materials in immersion languages
 - Alignment of immersion materials to CCSS

Current State

In the last year alone, these challenges have impacted Seattle Public School's ability to provide a quality immersion program in the following ways:

Shortages of qualified personnel

Several classes of students did not have access to a certificated teacher for their core instruction for all or a large part of the 2014-15 academic year due to shortages of qualified immersion personnel. For example, one immersion position has been unfilled for an entire semester at McDonald International. Another .5 immersion position at McDonald International has remained unfilled for the 2014-15 year. This resulted in non-credentialed staff (instructional assistants and substitutes) teaching these classes.

Similarly, because there are no qualified immersion subs in the sub pool means that if there is a long term need for an immersion sub there is no one to fill the position. Again, schools rely on non-certificated staff such as instructional assistants or the class will be taught in English because the sub does not speak the immersion language.

Attracting highly qualified candidates

There is a shortage of certificated teachers who are endorsed to teach core instruction in an immersion setting. Qualified candidates have a wide range of employment opportunities to choose from in both the private and public sector—including other districts with new immersion programs. In many of SPS international schools .5 FTE immersion teacher positions offered. These positions are simply not ideal for attracting candidates who can easily get full time employment elsewhere.

Unclear Immersion Pathways

K-12 Pathways are unclear to parents causing frustration and possible increase in dropping out of the program. Middle schools are not able to offer an immersion experience similar to elementary schools—where core instruction is delivered in the immersion language.

Therefore, students are placed in traditional language classes that are not designed to meet the needs of students who come from immersion elementary schools. Furthermore, students who test in to APP are not able to continue participating in both immersion and APP because these classes are mutually exclusive.

Enrollment

No clear message to families from SPS enrollment about how to choose an immersion program at the time of enrollment. There is no enrollment technician that can help to provide consistent support for and recruitment of families that may be interested in learning more about the immersion schools. Additionally, immersion schools by design suffer from attrition in grades 2-5 because only children who speak the immersion languages fluently are allowed to enter the program at these grade levels. When students leave at these grades, their seats become harder to fill. A concerted effort on the part of enrollment services to identify and recruit students who speak immersion languages would help to fill seats in the immersion program in grades 2-5.

Partnerships

Partnerships with entities that are interested in promoting the teaching of specific languages and cultures are key to Seattle's immersion programs. These partnerships can provide much needed supplemental funding and also provide a pipeline for qualified staff who speak immersion languages fluently. Currently, the partnerships Seattle Public Schools has with

these entities are hit or miss. For example, the Japanese government and Japan Foundation provides no support and there are no partnerships with universities or colleges who may have qualified candidates. Additionally, a partnership with OSPI can help international schools with hiring and visas. The visa process is hard to navigate. Schools often will not hire candidates outside the US because we have no one to help us with this process.

Curriculum

Curriculum for Japanese immersion program is not adequately considered when the district adopts new materials. In order to ensure the viability of the programs, it is imperative that teachers and students have access to curriculum in the immersion languages that is aligned with Common Core State Standards. Currently, curriculum adoptions do not consider the need for Japanese and Chinese translations. Therefore, schools/ teachers are left to find supplemental materials or apply for waivers. Resources for compensation for the extra work immersion teachers do to create materials in immersion language is non-existent and not considered as part of the cost of a new adoption even though it is a real cost associated with immersion programs that teach languages other than Spanish.

Goal/ Theory of Action

If Seattle Public Schools forms a task force for immersion programs that is charged with creating a clear action plan addressing the design challenges outlined above, then the results will be that every student in a Seattle Public Schools immersion program is afforded a clear immersion pathway K-12 that provides:

- Access to highly-qualified certificated immersion teacher every year
- Access to core curriculum in the immersion language aligned to the CCSS

Need to add:

- *Challenge of staffing with new lower class sizes for WSS*

Appendix C: Community Meeting April 26, 2016 Summary

Chief Sealth International High School Tuesday, April 26, 2016 6:00-7:30 p.m.

AGENDA

“International Education in Seattle: Remembering the Past, Understanding the Present, and Imagining the Future”

Time	Topic
4:30-6:00 pm	Open House in the Confucius Classroom and displays in the hallway about Chief Sealth’s Global Leadership Education and Language programs Refreshments in the Confucius Classroom and library.
6:00	Arrival in the library. Greetings from International Schools Principals and overview of the meeting by International Education Administrator
6:10	Remembering the Past <ul style="list-style-type: none">• John Stanford’s dream (everyone a language learner)• Research on the effectiveness of Dual Language Immersion• Educating for Global Competence
6:20	Understanding the Present <ul style="list-style-type: none">• 3 Pathways in 3 Regions• 10 International Schools (5 elementary, 3 middle, 2 high schools)• International Education Board Policy #2177 (May 16, 2012)• Successes• Challenges
6:30	Imagining the Future <ul style="list-style-type: none">• Recognition of global competency skills that students demonstrate• Sustainable funding for current schools• Expanded opportunities for more students• Streamlined assignment plans that provide equitable access to these programs
6:40	At tables: Explore issues of concern to families in the SW region of Seattle: <ol style="list-style-type: none">1. Should the district continue to support the work of International Schools / Dual Language Immersion programs?2. Should the district support the expansion of elementary Dual Language Immersion in the SW region as a gap-closing strategy?3. If Dual Language Immersion is expanded in SW, what language(s) should be offered and why?
7:00-7:30	Share out and next steps

Questions at Your Tables
7 Sheets turned in (about 6-8 people per sheet) about 60 attendees

Summary of Attendees

Row Labels	Count
Chief Sealth Intl HS	8
Chief Sealth Intl HS; West Seattle Elem	1
Concord Intl School	3
Denny Intl MS	16
Denny Intl MS; Chief Sealth Intl HS	3
Denny Intl MS; Chief Sealth Intl HS; West Seattle Elem	1
Highland Park Elem School	1
Ingraham Intl HS	1
John Stanford Intl School	1
John Stanford Intl School; Denny Intl MS	1
Madison MS	1
McDonald Intl School	2
Mercer Intl MS	3
Sealth teacher; Concord Intl School	1
(blank)	5
Grand Total	48

1. Should the district continue to support the work of International Schools / Dual Language Immersion programs?

YES – 7 sheets (100%)

- Yes - by learning 2 languages, better option to get better job; to know the family culture; to work abroad and support developing countries
- Yes – we need more language
- Yes – without a doubt
- Yes – they should continue and expand because our children not only speak but write and read perfectly in Spanish. They benefit.
- Yes – we strongly supporting the district to continue. *(Somali community – 24 people)*

2. Should the district support the expansion of elementary Dual Language Immersion in the SW region as a gap-closing strategy?

YES – 7 sheets

- Yes – to accomplish goals of DL; to get a closer to school to Denny and CS; there is a high proportion of students with different cultural background other than North American; to reach a higher number of students who can benefit from DL programs
- Yes, in West Seattle Elementary School we have 420 students and 300 of those are Somali. We need Somali language.

- Yes, Seattle is an international population. We represent all countries and cultures and our schools should represent that.
 - Yes, the benefits of learning a different language are too many. We cannot not expand.
 - Yes, we need one more elementary school at least. 300 Somali speakers at West Seattle Elementary. Why is there no Dual Language for this community?
 - Yes, we would love to expand dual language. (*Somali community – 24 people*)
3. If Dual Language Immersion is expanded in SW, what language(s) should be offered and why?
- Spanish – John Stanford said Spanish will be the 2nd main language in this country; depending on community needs
 - Somali
 - We think the language should be chosen based on the neighborhood population
 - Mandarin, Arabic, Somali
 - Somali, Swahili, Oromo – an African language, but ensure continuity!
 - #1 Somali at West Seattle Elementary. This pathway should continue to Denny Intl MS and Chief Sealth Intl HS; #2 Spanish
 - We are more than the energy in public schools, so we would love to have “Somali” language. DL not = just the Somalian population; good for the whole city/district. West Seattle Elementary
 - *Need help to save the language, and to learn the language for the families to speak to one another. (Parents speak Somalian and children speak English. They refuse to speak to their families.)
 - *You lose your native language, and you lose your culture.

Additional notes:

- There needs to be a demographic study. Where are the needs? What languages?
- I don’t speak Spanish but it has been a benefit that my daughters have had a chance to learn Spanish.
- It is about embracing the culture and supporting the family. My children were able to communicate right away. If we don’t teach a second language, we are getting behind the rest of the world. *Great opportunities, great jobs in the US; * We want our kids to have the same opportunities that being truly bilingual offers them.
- There needs to be a plan for collecting data about the benefits of DL.
 - ELL, and DL learners
 - ELL only
 - Do DL students exit ELL more quickly?
- What happens when students “drop out” of DL? What does the data show?
- What is the data collecting plan for DL?

Appendix D: Community Meeting May 3, 2016 Summary

Mercer International Middle School Tuesday, May 3, 2016 6:00-7:30 p.m.

AGENDA

“International Education in Seattle: Remembering the Past, Understanding the Present, and Imagining the Future”

Time	Topic
6:00	Arrival in the library. Greetings from International Schools Principals and overview of the meeting by International Education Administrator
6:10	Remembering the Past <ul style="list-style-type: none">• John Stanford’s dream (everyone a language learner)• Research on the effectiveness of Dual Language Immersion• Educating for Global Competence
6:20	Understanding the Present <ul style="list-style-type: none">• 3 Pathways in 3 Regions• 10 International Schools (5 elementary, 3 middle, 2 high schools)• International Education Board Policy #2177 (May 16, 2012)• Successes• Challenges
6:30	Imagining the Future <ul style="list-style-type: none">• Recognition of global competency skills that students demonstrate• Sustainable funding for current schools• Expanded opportunities for more students• Streamlined assignment plans that provide equitable access to these programs
6:40	At tables: Explore issues of concern to families in the SE region of Seattle: <ol style="list-style-type: none">4. Should the district continue to support the work of International Schools / Dual Language Immersion programs?5. Should the district name an International High School to complete the pathway in SE for Dual Language Immersion students in Spanish and Mandarin?6. Should the district support the expansion of elementary Dual Language Immersion in the SE region as a gap-closing strategy? If so, what language(s)?
7:00-7:30	Share out and next steps

Questions at Your Tables
14 Sheets turned in (about 3-4 people per sheet)

Summary of Attendees

Row Labels	Count
Beacon Hill Intl School	16
Chief Sealth Intl High School	2
Dearborn Park Intl School	4
Denny Intl Middle School	1
District	1
Hawthorne Elementary School	1
John Stanford Intl School	2
John Stanford Intl School and Denny Intl Middle School	1
McDonald Intl School	2
Mercer Intl Middle School	13
Mercer Intl Middle School and Beacon Hill Intl School	2
Mercer Intl Middle School and Cleveland High School	2
School Board	1
(blank)	2
Grand Total	50

1. Should the district continue to support the work of International Schools / Dual Language Immersion programs?

YES – 14 sheets (100%)

- So many more families want this opportunity for their kids than can access it. And you must keep your commitment to the kids in immersion now.
- Yes, please fulfill your promise to International Schools families!
- Need to figure out ways to split between immersion and non-immersion (isolation). Beacon Hill not automatically tracked Spanish/Mandarin. Encourage to not have English track (need total), ... isolating track
- Definitely – this is the best way to benefit students of all backgrounds and economic levels.
- Yes, but we need to ensure that the Dual Language programs reserve slots (50% ideal) for heritage language families – families who speak that language at home.
- This is an excellent opportunity to support ELL as well as provide children with bilingual background which will benefit them as adults.
- Yes, absolutely. Provides opportunity for ALL learners.
- Absolutely. We need to support the ELL programs within our schools to unify the services and benefits for all children. Equity is important. District needs to consider for these programs to work heritage speakers are an asset, not a burden.
- Yes, the district should continue to support the work of International Schools, Dual Language Immersion programs.

2. Should the district name an International High School to complete the pathway in SE for Dual Language Immersion students in Spanish and Mandarin?

YES – 14 sheets (100%)

- However, don't leave our current 7th graders out because you need years to develop this. You must have a language immersion path for September 2017.
- Yes, please fulfill your promise! Many of our children have been enrolled since kindergarten. Please don't let all of their hard work be for naught.
- Yes, other monetary incentives for hiring. Franklin (... make Intl HS. Give opportunities for Franklin). Garfield has HCC cohort; would like to see program include WA. An Intl elementary school in Central district. Want share in immersion in CD.
- This is the commitment that was made to our children when the program was created and it needs to be met. The children have done their part; the school district needs to do theirs.
- Board commitment to a high school program for SE students.
- The district should honor their commitment in Policy #2177 to continue the pathway in the SE end.
- Yes, absolutely. A pathway was started and it should be continued to completion. It's interesting that the only completed pathway is located in North Seattle when this program has been shown to tighten the opportunity gap.
- Yes, as soon as possible. That should be preplanning now. That school should self-select and not be designated.
- Yes, but district needs to provide support to elementary and middle International Schools to have a solid foundation. We need support with materials and resources. Yes, we want a continuation for high school but there needs to be support BEFORE our children get there.
- Yes, we will prefer Franklin HS as our International School.

3. Should the district support the expansion of elementary Dual Language Immersion in the SE region as a gap-closing strategy? If so, what language(s)?

YES – 11 sheets (79%)

- **5 – Mandarin, Spanish**
- **1 – Somali**
- **1 – Language of neighborhood**
- **1 – Language doesn't matter (it's the learning – doing Intl education and building the brain**
- Yes, please address the lack of high school in the SE district for students who are presently already enrolled!
- People are purchasing homes to send kids to these Intl programs. It's becoming an elitist program (open choice). Creating elitist track/need to admit to all languages. Create Dearborn (one choice or another). (2) B. Funding, Barriers to hire teachers. Districts should give schools incentives to become international. (3) Sponsorships of international teachers and/or relax requirements to hire highly qualified teachers. (1) Intl programs should be highly prioritized. Districts just as and Science immersion books, what we know for all the children. District needs to look at funding models. (2) Hope to increase additional languages for more SE (Don't want to increase only Chinese, not equal to all families.

- Research proves this is a great way to close this gap. What other options are there?
- Using ELL funding to support Dual Language programs is a great idea and being done in Highline SD.
- There is a very diverse student body, particularly in SE Seattle, and without expansion of the program, children may fall through the cracks and the gap may increase.
- Definitely continue Mandarin and Spanish. Vietnamese and Somali would be strong additions.
- Spanish needs additional support in existing program. The decision of what language should be proportional of the language(s) spoken in the area/neighborhood.
- Because we live close to Franklin HS we would like our kids to continue studying at Franklin. What we care the most today is to know which high school will become International School.
- Mandarin & Spanish as offered at the two SE region elementary schools do.

Message from our heritage speaker/ELL community:

- International education is not a want. It is a need.
- Our children need to have access to education that helps them continue their connection to their heritage, identity and culture. We want equity in the access to bilingual education.
- Also, the model of immersion schools needs to be unified. Some schools have math and science in the target language and others start with literacy and make the switch later on. If you want to use immersion as a gap-closing strategy, a lot of changes need to happen to bring equity to all within the existing immersion schools.

Additional Comments:

4. Immersion vs. "Traditional" language learning
 - A. We want to support cultivation of true immersion model learning into middle and high school.
 - B. Organize core content (Literature, Social Studies) into language immersion blocks.
 - C. Interest in learning about electives being taught in a language other than English.
5. Teacher Pipeline
 - Leadership development for native speaking IAs. Partner with a university to give them credentials needed to be lead teachers (such as Highline partnership with WWU).
6. Loss of Immigrant Families
 - Due to housing costs and affordability. Will the time come when Beacon Hill should become an option school?
7. Who decided that the funds would not be allocated?
 - Answer: Every school has a budget. Departments also request money. There are certain things that are required to be funded. These get funded first. Language programs have not been prioritized. Numbers of students in certain programs are taken into account. Highline School District: All students should have the opportunity to become bilingual/biliterate. Considered same as ELL program.

Appendix E: Community Meeting May 10, 2016 Summary

Hamilton International Middle School Thursday, May 12, 2016 6:00-7:30 p.m.

AGENDA

“International Education in Seattle: Remembering the Past, Understanding the Present, and Imagining the Future”

- 6:00 **Arrival in the library.** Introductions and greetings from International Schools Principals and overview of the meeting by International Education Administrator.
- 6:10 **Remembering the Past**
- John Stanford’s dream (everyone a language learner)
 - Research on the effectiveness of Dual Language Immersion
 - Educating for Global Competence
- 6:20 **Understanding the Present**
- 3 Pathways in 3 Regions
 - 10 International Schools (5 elementary, 3 middle, 2 high schools)
 - International Education Board Policy #2177 (May 16, 2012)
 - Successes
 - Challenges
- 6:30 **Imagining the Future**
- Recognition of global competency skills that students demonstrate
 - Sustainable funding for current schools
 - Expanded opportunities for more students
 - Streamlined assignment plans that provide equitable access to these programs
- 6:40 **At tables: Explore issues of concern** to families in the NW region of Seattle:
7. Should the district continue to support the work of International Schools / Dual Language Immersion programs?
 8. Why is a “pathway” an important part of an International School experience in SPS? What are the critical elements of a strong pathway, and what may need to be given up in order to have a strong pathway?
 9. What are the advantages and disadvantages of a geozone (option) assignment plan for elementary vs. a neighborhood plan?
- 7:00-7:30 **Share out and next steps**

Questions at Your Tables
9 Sheets turned in (about 6-8 people per sheet) about 70 attendees

Summary of Attendees

Row Labels	Count
Chief Sealth Intl HS	2
Cleveland HS	1
Hamilton Intl MS	1
Ingraham Intl HS	2
John Stanford Intl School	9
John Stanford Intl School; Denny Intl MS	1
John Stanford Intl School; Hamilton Intl MS	5
John Stanford Intl School; McDonald Intl School	1
McDonald Intl School	34
McDonald Intl School; Hamilton Intl MS	1
PCPE Coop Preschool	3
(blank)	2
Grand Total	62

1. Should the district continue to support the work of International Schools / Dual Language Immersion programs? Why are International Schools important to SPS?

(Note: most sheets did not comment on this.)

- Yes, it educates global citizens – students with cultural competency and Dual Language skills.
- Important to distinguish between International and Immersion → define both.
- Yes, our access to each other improving with technology and we need to be ready to engage with the world.
Competitive edge.
Enables brains to open up to other languages.
Why? Language informs the culture.... So gives kids access to other culture and interest in that.
Helps drive global citizens.
Why? Language translation leads to loss of context... so we can't community worldly fully.
- YES!!
- Yes - proven research on the benefits of dual language immersion. There are more families that want to attend these programs than space. Please find creative ways to support other schools transitioning to a dual language school.

2. Why is a “pathway” an important part of an International School experience in SPS?

- Continuity and solidify investment in K-5.
- So families are confident that their child’s language and cultural skills are strengthened and challenged as they continue through school.
- 6 years isn’t enough for language fluency.
At Hamilton kids get frustrated with inappropriate language classes.
The pathway must be useful, not just on a sheet of paper.
Keep cohort of diverse kids together.
- Cohort of students.
- It continues the foundation built in elementary schools. Please have true immersion courses in middle school and high school. Kids make better cultural connections in later years.

What are the critical elements of a strong pathway, and what may need to be given up in order to have a strong pathway?

- Key to strong pathway is critical point of transition for students. 5 -> 6, 8 -> 9. The teacher communication and alignment could be better!
- More language immersion on middle and high school. Maybe give up electives* not in language but ideally one of the core classes would be in immersion. Help Hamilton do structural changes like Denny! *Make electives immersion (Art/Dance/Drama/Music) could be taught in foreign languages as well.
- It is important for our student to not have a gap in content being taught in the immersion language.
- At middle school and high school more than just one language class.
- Solid transitions from elementary level to middle and high school.
- Continuity.
- That is be honored from elementary to high school. Continuity of language. Global Competency.
- There is not Japanese in 8th grade for kids in Hamilton. They are stuck. Elementary parents need to ALL be aware of the paths.
- Appropriate funding!
- A pathway in name isn't sufficient.
Need leadership prioritizing international education across the curriculum and providing opportunities for teacher training.
Need language teachers who are on board with immersion language education.
- Offer classes taught in the foreign language.
May require smaller class sizes due to enrollment. Let's fill the gap with PTA fundraising to not impact offerings for non-immersion students.

How would a strong pathway impact the success of students in a Dual Language Immersion program, as well as students who are not in Dual Language Immersion classes, but attend an International School?

- More students would stay in public schools for middle school (vs. moving to Bellevue tor going private) with corresponding parent involvement and investment. Dual Language and International Education has been proven to be highly effective – test scores, student engagement, closing achievement gap. Other states are implementing international. Why would Seattle choose to stop proven program?
- Who gets to go to these programs? It's not equitable.
- Middle school is a critical time for learning language for life. → The research supports the benefits. Those not in immersion classes still benefit from global perspective – not just about language.

3. What are the advantages and disadvantages of a geozone (option) assignment plan for elementary vs. a neighborhood plan?

GEOZONE/OPTION		NEIGHBORHOOD	
Advantages	Disadvantages	Advantages	Disadvantages
Parents opt in so are more engaged.	Complexity/ confusing.	Localized community.	Fewer native speakers.
Prioritize siblings.	Wide spread community.	“Apparent” consistency of boundaries (i.e. false consistency because the programs are so popular they are in high demand).	Indifferent parents take spots from interested parents and create less active support.
More predictability in population #.	Enrollment cap means the demand for the		

GEOZONE/OPTION		NEIGHBORHOOD	
Advantages	Disadvantages	Advantages	Disadvantages
Boundaries stay consistent.	program is hidden from district leaders.	Makes the demand for these services more apparent to district leaders.	Difficult to manage capacity.
Localized community when most come from geozone.	Loss of diversity, cultural and economic, when change to geozone occurred. Bus service was cut to many students of other countries (hello, international!) and to free and reduced lunch families.	Builds community.	Some families might not choose International School.
Parents choose program.	Hard for families (transportation) with no bussing access.	Kids walk to school.	Classes may become too full.
School can control capacity.	Uncertainty for families in geozone (may not get in).	More certainty for families in school assignment.	Easy to overcapacity school because everyone in boundary gets in.
Controlling capacity means can plan for staff.			Not equitable in allowing access to get kids in who live out of neighborhood.
More equal access for people who live in all neighborhoods.			Because of capacity issues, the boundaries are continually changing. This is very disruptive to families and the school community. Pits families against one another and creates animosity and distraction.
Buy-in from invested parents who support the program.			Not equitable.
More heritage speakers.			Only people that can afford live in the neighborhood.
You build a community with common vision, intentional.			Attrition.
Active participation from parent community.			Seattle neighborhoods are segregated → how can North end neighborhood schools provide a diverse, international experience?
Control of size.			Not all families prefer immersion; they would have to opt into traditional.
Northend – save spots for native speakers.			Difficult to manage enrollment due to
Students who are there want to be.			
Parental involvement is high because parents want to be there.			
Allows way to manage enrollment numbers.			
Still has “neighborhood” constituency.			
People opt in and believe in the program.			

GEOZONE/OPTION		NEIGHBORHOOD	
Advantages	Disadvantages	Advantages	Disadvantages
			capacity and popularity of the program.

Comments:

- I think it should be completely open to everyone in Seattle and then have an application process. Every area of Seattle should have access to International School with transportation.
- Increase commitment to increased admission of native speakers. This would help with attrition. Attrition has occurred because of the lack of “robustness” of foreign language. If we could get older kids in, they could still learn the foreign language. It is proven young kids can learn in a foreign language.
- Geozone may not allow enough diversity → All city
- The rules of option vs. geozone quite confusing.
- It seems little chance for non-neighborhood kids to get in even with geozone.
- Leverage parent engagement with city under fundraising.
 - equity
 - funds that can also be used in ms and hs
- North end and South end have different demographics and different needs. One size does not fit all.
- Overall: how do we expand these programs to meet the need?
- Please do not break something that is working --- continue to allow PTA to raise funds needed to fund immersion and address economic disparity through creative solutions, for example, % of PTA funds raised above a cap get redirected to schools in need.

4. What are the pros and cons of offering single language schools (e.g., All Spanish at McDonald; All Japanese at John Stanford)?

One Language Per School	
PRO	CON
<ul style="list-style-type: none"> • Easier to combine language classes when attrition needs it. • Positive aspect is healthier for staffing if there is a dual-aspect. • Cultural advantage of having more than one language under one roof. • Chances for teachers to collaborate. (But John Stanford and McDonald are close enough for some collaboration, but not quick collaboration.) • Opportunity for kids to switch up classes. 	<ul style="list-style-type: none"> • Lose diversity and international exposure. • International is multicultural. • Linguistic disadvantage to the dual language because English is the common language. Students lose the ability to be truly immersed. • Separating Spanish and Japanese programs loses much of the richness and diversity and the original intent of International Education. • We don’ like this idea. Feels like a language school and not an international school.

Other Comments?

- Really need to understand and communicate “true cost” of Intl and/or Immersion programs. I have heard large \$ numbers and small \$ numbers! Misinformation is not helpful.
- IDEA: PTSA funds spent on intensive (2-4 week) program right before school starts to help students be able to enter in older grades – augment to make up for attrition.

- Have more differentiated learning so don't lose kids who are struggling in reading, for example, to non-immersion schools, and those who are high capable to APP/HCC. Help retain students.
- Immersion programs could be cheaper than perceived with more heritage speakers and fewer IAs.
- Do more to recruit and support heritage speakers attending geozone schools from outside the geozone.
- The demographics are different, North end and South end. A uniform, one size fits all model doesn't work. North end (without many native speakers) benefits from geozone. Beacon Hill/other areas have more native speakers so they are working with neighborhood. Both models work for their locations.
- Necessary for college preparation.
- Lincoln should become an international school.
- Hamilton – we want them to have 2 periods of content-based in language.
- We need more administrative support to be budgeted so that cross-learning continues.
- Options to consider: Seattle should consider separating schools to have Spanish in one school (for example, John Stanford) and Japanese at another. We need to look at the problem of split classes and teachers having to teach 4th and 5th graders in the same class because of attrition and “smaller” classes, so they combine classes.
- District is trying to simplify and apply rules to all schools, but immersion programs don't fit those rules. As students leave school due to natural attrition, upper grade classes get too small so then they try to merge classes, but you can't merge Japanese and Spanish.
- The Denny/Chief Sealth model seems to be what the district should be following. They have more than one class in their language unlike what is happening at Hamilton and Ingraham.
- District could avoid the attrition and class mixing needs at upper levels if upper grades could be exempt or have special clarifications for their classroom numbers.
- Class size reductions > classroom configurations.
- John Stanford started out with higher ration of heritage speakers and we lost the BOC. Later we lost heritage speakers again when bussing service was taken away. Is the current 15% allotted spots enough?
- Need to recruit kids with only Spanish/Japanese – native speakers.
- Why is it an autonomous decision on the principals' part how much priority is given to the international program?
- A strong pathway for dual immersion means learning in the language, not just learning the language, throughout the pathway. Also important for heritage learners to see that their heritage language is also a language of science, literature, social studies.
- #1 Recruit students with language ability to fill the spots that open in higher grades.
- #2 Student –teacher ratios should be flexible for immersion schools when class sizes shrink in higher grades.
- #3 Support for non-language capability of students to enter immersion in grades higher than 1st to fill spots. Need to differentiate to retain students both special needs and highly capable ends of spectrum.

Appendix F: Community Meeting May 19, 2016 Summary

Seattle World School Thursday, May 19, 2016 6:00-7:30 p.m.

AGENDA

“International Education in Seattle: Preparing Global Citizens”

- 6:00 **Arrival in the auditorium.** Introductions and greetings from Seattle World School Principal and overview by International Education Administrator.
- 6:10 **Remembering the Past**
- John Stanford’s dream (everyone a language learner)
 - John Stanford International School Launched in 2000
- 6:15 **Understanding the Present**
- International Schools: 3 Pathways in 3 Regions
 - 10 International Schools (5 elementary, 3 middle, 2 high schools)
 - International Education Board Policy #2177 (May 16, 2012)
 - Seattle World School Vision
- 6:25 **Preparing Global Citizens**
- 3 Unique Characteristics of International Education in Seattle: World Languages | Global Perspective | Cultural/Global Competency
 - Competency-Based Credits & the Seal of Biliteracy
 - Seattle’s Global Education Partners
- 6:45 **At tables: Explore issues of concern** to families throughout Seattle:
10. What does it mean to be an International School or World School in Seattle Public Schools?
 11. What are the best ways to support home language and literacy development at school?
 12. What role can/should community-based organizations, the business community, and non-profit partners play in the advancement of international education and home language support in Seattle Public Schools?
- 7:15-7:30 **Share out and next steps**

Questions at Your Tables
5 Sheets turned in (about 4-5 people per sheet) about 24 attendees

Summary of Attendees

Row Labels	Count
Beacon Hill Intl School	2
Chief Sealth Intl HS	1
Concord Intl School	1
Denny Intl MS	1
ELL and International Programs	1
Graham Hill Elem School	1
Highline Public Schools	1
Ingraham Intl HS	1
John Stanford Intl School	1
John Stanford Intl School/ Denny Intl MS/ Chief Sealth Intl HS	1
Maple Elem School	1
McDonald Intl School	4
Mercer Intl MS	1
One City Project	1
One World Now	1
Seattle Globalist	1
Seattle World School	2
World Affairs Council	2
Grand Total	24

1. What does it mean to be an International School or World School in Seattle Public Schools?

- It's different for every school, every classroom even so every group of people.
- Parents/staff/community working together to promote opportunities to create global citizens. Everything the school does should be rooted in international education.
- (1) Mandarin is "enrichment" vs. Spanish being "equity." Different meanings.
- (2) Gaining an understanding of global perspective and putting things along a continuum.
- (3) People like the sound of "international school" (it sounds important but no one knows what it means). Why is language important?
- * Celebration of bicultural/biliterate goals.
 - * Global perspective – cognizant in diverse cultures/perspectives
 - * Curriculum – international 21st skills – cultural awareness, social justice, environment, etc.
 - * All schools international – connection to local – global communities.
 - * Different cultures of the school representation.
 - * Curriculum, diverse -> representation at all levels.

2. What are the best ways to support home language and literacy development at school?

- Recognize dual language as rigorous advanced learning with the understanding that students need 6 years to reach standard in both languages.

- Acknowledgement that immersion is advanced learning just like APP.
Community education.
District education.
Consistence in leadership is missing.
- Translanguage.
Emphasize the local character of the school.
Ensure English teaching staff is on board.
- Immersion dual language in testing and considered an advanced learning.
- * Multiple endorsements – bilingual, ELL, International preferred
 - * Dual content based classes – language, content
 - * World history connections
 - * Interdisciplinary opportunities
 - * Involving parents in curriculum, decision making supports they identify

Table Discussion on Question 2:

- How do you start the conversation about some of the other languages:
 - From Highline: First get the community to recognize that a non-English language is important.
 - Important to teach teachers how to have "translanguage" instruction where the teachers can support the students using their home language appropriately in the curriculum. It's where you can invite community members in too.
 - There is a body of PD for teachers to help teachers think about translanguageing in the
 - City University of New York NYSIEB (NY State Initiative for English bilinguals) Has a hand book with strategies
<http://www.nysieb.ws.gc.cuny.edu/cuny-nysieb-publications/>
 - You have to build it into the literacy curriculum as opposed as an extra workshop.
 - Even if you have 28 English mono speakers and 2 heritage speakers: part of what you are teaching is to model how the institution can relate to the heritage speakers
 - Point that English teachers are not here tonight and the English teachers are not integrated with the immersion students.
 - Each school has its own character so it's important that they develop it
 - Tacoma and Federal Way only have one school each where the community is supporting going bi-lingual.
 - Asked how Highline dealing with the assessments used
 - Looking at the academic achievement on the standard assessments.
 - Students are coming out on par with [other] schools.
 - Title 3, State Transitional Bi-Lingual Funds (STBL) (Seattle's funding is not that much different from Highline's)
 - A lot of Seattle's ELL funding is tied up in contract entitlements where if a teacher has more than X # of ELL Students then they are entitled to X ELL Support. So SPS doesn't have the same flexibility with how to spend the funds due to the contract entitlements.
 - Talked about Principal training on translanguageing.
 - Talked about hiring practices in general
 - How can we look at the PLC's that are in the contracts and work to embed/attach International and Dual Language into the PLC?
3. What role can/should community-based organizations, the business community, and non-profit partners play in the advancement of international education and home language support in Seattle Public Schools?

- Foster connections with resources that are missing in curriculum.
Extra-curricular activities could be in other languages – sports – community builder.
- Sports in the target language.
Worry that similar societal ills manifest differently.
- * Relationship at the ground – connected to the work.
* Cultural/Ethnic CBOs – structured organized collaboration
* Shared vision – global and ethnic

Appendix G: Community Meeting June 20, 2016 Summary

Concord International School Monday, June 20, 2016 6:00-7:00 p.m.

AGENDA

“International Schools and the Benefits of Dual Language Immersion”

- 6:00 **Arrival in the cafeteria.** Introductions and greetings from Concord International School Principal and overview by International Education Administrator.
- 6:10 **Seattle Context for International Schools and Dual Language Immersion**
- John Stanford’s dream (everyone a language learner)
 - John Stanford International School Launched in 2000
 - International Schools: 3 Pathways in 3 Regions
 - 10 International Schools (5 elementary, 3 middle, 2 high schools)
 - International Education Board Policy #2177 (May 16, 2012)
- 6:20 **Voices from SW**
- How have Concord, Denny, and Chief Sealth students and families benefited from Spanish Dual Language?
- 6:35 **At tables: Explore issues of concern** to families in SW Seattle:
13. Should the district support the expansion of elementary Dual Language Immersion in the SW region as a gap-closing strategy?
 14. If Dual Language Immersion is expanded in SW, what language(s) should be offered and why?
 15. What are the advantages and disadvantages of a geozone (option) assignment plan for elementary vs. a neighborhood plan?
- 6:55-7:00 **Share out and next steps**

Questions at Your Tables
4 Sheets turned in (about 6-8 people per sheet) about 27 attendees

Summary of Attendees

Row Labels	Count
Chief Sealth Intl HS	2
Concord Intl School	14
Denny Intl MS	2
ELL and International Programs	1
John Stanford Intl School	2
John Stanford Intl School/ Denny Intl MS/ Chief Sealth Intl HS	1
McDonald Intl School	3
Seattle School Board	1
SWS	1
Grand Total	27

- Should the district support the expansion of elementary Dual Language Immersion in the SW region as a gap-closing strategy?

Yes, as long as the district supports existing schools. A few years ago our school was in high demand and people came from out of the area. That brought English speakers. Right now we need more English speaking families to strengthen the program. My kids have been able to get scholarships, and I believe it is because they have gone through Dual Immersion.

Yes.

- More language is better.
- Have the same structure.
- Denny and Sealth DL programs have room to grow.

Could benefit West Seattle Elementary to have Somali or Arabic program to build bridges between the sometimes divided communities in West Seattle.

My concern to expand to another school would attract higher income families and we would still have lower income families. It would be good to open in a neighborhood with similar SES. If expanding, it needs to be carefully planned. Expanding dual language benefits all. We are willing to support the district to make this happen.

YES!

- If Dual Language Immersion is expanded in SW, what language(s) should be offered and why?

* Mandarin * Spanish * Arabic

Benefits of English track: gives an option if families don't want the DL program.
 Would it be necessary to have an English track if it's an option school?

We think because the Spanish community is much larger than other languages the district should support the existing programs and existing language.

We want support to strengthen the Spanish dual programs and then look to other languages, in order:
 Somali, Vietnamese

* Spanish * Mandarin * Somali

3. What are the advantages and disadvantages of a geozone (option) assignment plan for elementary vs. a neighborhood plan?

GEOZONE		NEIGHBORHOOD	
Advantages	Disadvantages	Advantages	Disadvantages
<ul style="list-style-type: none"> • Allow people to choose • Diversity • More English speakers to balance our program • More participation from parents from other ethnicities • Possibly bigger pool to draw from 	<ul style="list-style-type: none"> • Equity issues without offering transportation • Lack of consistency of participant • It's hard and confusing to navigate the system to enroll • With no bus service, only people who have the \$/time to commute! 	<ul style="list-style-type: none"> • Make a community • We walk to schools, don't drive, and help the ecosystem • Community inclusion 	<ul style="list-style-type: none"> • In our culture we tend to stay within our comfort zone. We need to be more proactive and look for better opportunities for our children. • Community EX-clusion

What would be needed to make a geozone (option) assignment plan work for families in South Park?

- BUSSES

Other Comments?

- We would love have a STEM/Dual Immersion program so our community would benefit from technology, science, and engineering. We don't have that in Spanish.

Appendix H: Task Force Consensus Vote on Issue A

INITIAL CONSENSUS VOTE – SUMMARY from May 16, 2016

Background

In May 2012, Policy C55 was updated to Policy 2177, titled, “International Education.” The Policy states, “The Seattle School Board is committed to offering International Education opportunities for students in grades K-12.” As a result, SPS has opened International Schools in the SE, SW and NW regions of the city. A strategic plan initiative for Seattle’s International Schools is to expand the International Schools pathways. The original goal was to have a feeder pattern that consists of 2 elementary schools, one middle school, and one high school.

- The NW region is the only region that met this goal. John Stanford and McDonald International Schools feed into Hamilton International Middle School. Students who are part of the International pathway (based on placement in the Immersion Continuation language program in Spanish or Japanese at 8th grade) are guaranteed assignment to Ingraham International High School.
- The SE region has 2 elementary schools (Dearborn Park and Beacon Hill International Schools) that feed into Mercer International Middle School. The international pathway students are now up to 7th grade. No international high school pathway has yet been designated for these students.
- The SW region has 1 elementary school (Concord International School) that feeds into Denny International Middle School. Most Denny students feed into Chief Sealth International High School as long as they live in the designated assignment plan area.
- The Central and NE regions do not have any International Schools.

Initial Consensus Vote at May 16, 2016 Task Force Meeting

Please put an “X” in the appropriate column that reflects your viewpoint. Add Comments if you like.

1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree; blank = no opinion or unsure

Issue A: Pathways

Option	Consensus Vote				Comments
	1	2	3	4	
#A1 Complete Pathway SW: Complete the SW Pathway by adding an elementary school.	2	2	4	12	1 – I don’t think it’s necessary; it’s more of a want from families 4 – Look into West Seattle Elementary and see what planning needed to start Somali program. See if interest persists at Sanislo if guaranteed Denny either way.

Option	Consensus Vote				Comments
	1	2	3	4	
					<p>2 – Yes, this should happen but not until budget issues are resolved</p> <p>3 – As long as it is a language represented by communities least represented</p> <p>4 – Yes, Mandarin and or Somali and Spanish</p> <p>1 – SW already has enough “bilingual students” for a thriving dual program.</p> <p>Necessary but not urgent.</p>
<p>#A2 Complete Pathway SE: Complete the SE Pathway by adding a high school.</p>	1		3	15	<p>4 – Honor students and families who have already started the program</p> <p>4 – It’s a need, something that was promised to families after investing so much in these programs</p> <p>3 – Hard to force a high school. Immersion but not Intl?</p> <p>4 – Needed to continue international ed for students already in the program.</p>
<p>#A3 Expand Access for ELLs: There are many more English Language Learner (ELL) students in the district who could benefit from Dual Language Immersion programs than are currently served in Seattle’s 10 International Schools. The district should expand to offer Dual Language Immersion in more schools that serve ELL students, particularly in the SE and SW regions.</p>	1	2	5	10	<p>4- Yes, there’s a need for this, not only in Spanish, Somali, other language</p> <p>4 – SPS should determine an agreed definition of what EQUITY means and how it is measured. EQUITY not = EQUALITY and make sure we’re on the same page. Is a goal to use DL programs as a tactic to close gap?</p> <p>2 – I absolutely agree, but not realistic to do along with #1 and #2 now.</p> <p>4 – We need to take the advantage ELL students have as a closing achievement gap strategy.</p>
<p>#A4 Expand Access for All Students: Many families are eager to place their children in Dual Language Immersion programs. The district should consider expanding Dual Language Immersion programs for all students throughout the district, including those regions, Central and NE, that do not currently have International Schools/Dual Language Immersion.</p>	4	2	5	8	<p>4 – Yes, but I think financially SPS is not ready for this. There’s a lot of debate of costs with “special programs” like STEM, APP</p> <p>1 – Put priority on ELL students, maybe 50% heritage speakers, not 15%</p>

Option	Consensus Vote				Comments
	1	2	3	4	
					1 – Not feasible. It's OK for programs to exist in 3 regions. Maybe in future. 3 - Ideally ye, but with limited budget I don't think this is going to happen anytime soon.
#A5 Halt Expansion: Seattle Public Schools has not been able to fund the current 10 International Schools adequately to sustain and continue to develop them despite extensive fundraising efforts by parents in some of the schools. The district should not consider opening any new International Schools/Dual Language Immersion programs until it can provide adequate funding for them.	11	6	1	1	1 – There's a need for high school, but I'm concerned about expanding when the elementary schools are not having resources for them to survive. 2 – Feeder high school should be opened but elementary can wait 1 – Schools that raise <u>so</u> much can share with those really hurting. Inequity is deep. 2 – I struggle with this because I do want the district to support International Education but we need a strong foundation for existing programs.
ADD: Strengthen existing pathways				1	4 – Give NW and SE MS and HS two content area immersion periods like Denny-Sealth pathway
ADD: NW Lincoln International High School				1	4 – Make Lincoln the pathway school for Hamilton International Dual Language students to have continuity and campus feeling like Denny -> Sealth

Additional Comments:

- Define what equity means on document
- I see a big need for resources, in the other languages for teachers so that they don't design curriculum as they go.
- I would love SPS all around to build recruitment and professional development and support for educators that align with the cultures and languages of the communities being served, REGARDLESS of "Immersion Status" or not. This will support all families (and address equity more broadly). Also, please make harder efforts to include people of color on the task force representing those with traditionally the least voice (not just the loud folks with privilege...). I know it's hard to do this. This takes community engagement.

Options Considered by Task Force (ordered by consensus voting):

[18 Agree/Strongly Agree] #A2 Complete Pathway SE:

- Complete the SE Pathway by adding a high school.

[16 Agree/Strongly Agree] #A1 Complete Pathway SW:

- Complete the SW Pathway by adding an elementary school.

[15 Agree/Strongly Agree] #A3 Expand Access for ELLs:

- There are many more English Language Learner (ELL) students in the district who could benefit from Dual Language Immersion programs than are currently served in Seattle's 10 International Schools. The district should expand to offer Dual Language Immersion in more schools that serve ELL students, particularly in the SE and SW regions.

[13 Agree/Strongly Agree] #A4 Expand Access for All Students:

- Many families are eager to place their children in Dual Language Immersion programs. The district should consider expanding Dual Language Immersion programs for all students throughout the district, including those regions, Central and NE, that do not currently have International Schools/Dual Language Immersion.

[2 Agree/Strongly Agree and 17 Disagree/Strongly Disagree] #A5 Halt Expansion:

- Seattle Public Schools has not been able to fund the current 10 International Schools adequately to sustain and continue to develop them despite extensive fundraising efforts by parents in some of the schools. The district should not consider opening any new International Schools/Dual Language Immersion programs until it can provide adequate funding for them.

Draft Conclusions:

1. Make current International Schools sustainable AND continue to consider expansion options. Comment: *I struggle with this because I do want the district to support International Education but we need a strong foundation for existing programs.*
2. Beyond making the current programs sustainable, the highest priority is to complete the existing pathway for SE to provide a high school continuation for the Spanish and Mandarin Dual Language Immersion students currently at 7th grade at Mercer Intl MS. However, this needs to be a true "Immersion Continuation" program not just a school with traditional World Language offerings. Comment: *It's a need, something that was promised to families after investing so much in these programs.*
3. The next priority is to complete the SW pathway by adding another elementary school that feeds into Denny Intl MS. However, this should be done in close consultation with the elementary schools to see which school would most expand access to ELLs. Comment: *Look into West Seattle Elementary and see what planning needed to start Somali program. See if interest*

persists at Sanislo if guaranteed Denny either way.

4. There is interest in expanding access to ELLs but not until the SE and SW pathway completion issue has been addressed. Comment: *We need to take the advantage ELL students have as a closing achievement gap strategy.*
5. There is interest in expanding access to all students but a sense that it is not feasible at this time. Comment: *Ideally yes, but with limited budget I don't think this is going to happen anytime soon.*
6. This was an "added" option, but there is a recognition that the NW pathway (from Hamilton to Ingraham) is more a pathway in name only. There is a suggestion to explore making Lincoln HS the continuation from Hamilton in the future.

Appendix I: Effectiveness of Dual Language Immersion

Over the past several decades, there has been a growing body of research into the benefits of bilingualism. This has been one of the attractions for many parents to send their children to one of Seattle’s International Schools with Dual Language Immersion (DL or DLI) programs. There has also been compelling evidence demonstrating the effectiveness of Dual Language Immersion as an instructional model that can not only close, but eliminate the opportunity gap for underrepresented populations. Here are a few highlights of this research.

Dual Language Education for a Transformed World

<http://www.thomasandcollier.com/publications.html> accessed 8/10/2016

This 2012 book written by Wayne P. Thomas and Virginia P. Collier offers some of the most comprehensive data about the performance of different groups on standardized tests of English and Math, comparing results of students in DLI programs with those of students not learning in two languages. Here are a few representative quotes:

Page 1

- “English learners in DL score very significantly higher on state tests as well as norm-reference tests than in ESL-only programs.”
- “English learners in DL master much more of the curriculum, academically and linguistically, than English learners in ESL-only programs. They experience full gap closure rather than partial gap closure.”
- “English learners in DL master English better than English learners in ESL-only programs (even though only have or less than half of their instruction is in English).”

Page 27

“... we have found in our research that **dual language education is the most powerful school reform for high academic achievement whatever the demographic mix.**”

Page 72

Reading achievement. “... **by the middle school years and sometimes sooner, two-ay dual language students, regardless of subgroup, are often at least one grade level ahead of their comparison group.**”

Page 75

“... **when English learners and African American students of low socioeconomic status participate in dual language programs, they score very strongly higher (in terms of practical significance) in EOG Reading in all grades, compared to English learners and African American students not attending dual language programs. The dual language program seems to strongly counteract the negative impact of low socio-economic status on school achievement.**”

“Study of Dual-Language Immersion in the Portland Public Schools” by the RAND Corporation and American Councils for International Education

<http://www.opb.org/news/article/study-portland-immersion-students-become-better-readers-english-speakers/>

accessed 8/10/2016

This study compared language immersion students with other Portland students from 2004 through 2014 and found:

Key Finding No. 1: Students randomly assigned to immersion outperformed their peers in English reading by about seven months in fifth grade and nine months in eighth grade.

Key Finding No. 2: Immersion students have 3-point lower rates of classification as English Language Learners (ELLs) by sixth grade, and this effect is larger (14 points) if students' native language matches the classroom partner language.

Research Significance: “Portland Public Schools provides an excellent test bed for studying dual-language education at scale, in part because it allocates its popular immersion slots using a random assignment lottery process.”

“What the Research Says About Immersion”

by Tara Williams Fortune, Center for Advanced Research on Language Acquisition

University of Minnesota

http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html accessed 8/10/2016

“Over nearly half a century, research on language immersion education has heralded benefits such as academic achievement, language and literacy development in two or more languages, and cognitive skills.”

Academic Achievement

“English proficient immersion students are capable of achieving as well as, and in some cases better than, non-immersion peers on standardized measures of reading and math.”

“This finding applies to students from a range of socioeconomic and ethnic backgrounds, as well as diverse cognitive and linguistic abilities.”

Language and Literacy

“This approach to second-language and literacy development proved itself to be the most successful school-based language program model available.”

“...students whose first language is not English become more balanced bilinguals and develop higher levels of bilingualism and biliteracy when compared with English proficient students or home language peers participating in other educational programming.”

“English learners' higher bilingual proficiency levels are also linked to higher levels of reading achievement in English, increased academic language proficiency, and successful schooling experiences in general.”

Cognitive Skill Development

“Fully proficient bilinguals outperform monolinguals in the areas of divergent thinking, pattern recognition, and problem solving. Bilingual children develop the ability to solve problems that contain conflicting or misleading cues at an earlier age, and they can decipher them more quickly than monolinguals.”

Economic and Sociocultural

“In the United States, world language abilities are increasingly important to national security, economic competitiveness, delivery of health care, and law enforcement.”

**Evidence Base for Universal Benefit of Dual Language
Experiences and Instruction (Current Summer 2016)**
Support Maintenance, Investment, and Expansion of Dual Language Instruction

(Resource List provided by Task Force member, Dr. Gina Lebedeva, University of Washington)

The Astounding effectiveness of Dual Language Education For All.

National Association of Bilingual Education, Journal of Research and Practice, 2:1, Winter 2004

http://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding_Effectiveness_Dual_Language_Ed.pdf?864d7e

The Benefits of Dual Language Education. Rice University's Houston Education Research Consortium & Rice's Kinder Institute for Urban Research. 2015

<https://www.wanderingeducators.com/language/learning/benefits-dual-language-education.html>

What the Research Says About Immersion:

Center for Advanced Research on Language Acquisition

http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html

Expanding Dual Language Programs and Bilingual Instruction to Improve Student Achievement and Close the Opportunity Gap .

One America: Bilingual Instruction Fact Sheet:

https://www.weareoneamerica.org/sites/weareoneamerica.org/files/Dual_Language_Bilingual_Instruction_Fact_Sheet_v7.pdf

Cognitive Advantages of Bilingualism

Dana Foundation: Gateway to responsible information about the brain.

http://dana.org/Cerebrum/2012/The_Cognitive_Benefits_of_Being_Bilingual/

Cognitive Benefit of Lifelong Bilingualism

Society for Neuroscience

<https://www.sfn.org/Press-Room/News-Release-Archives/2013/Study-Shows-Cognitive-Benefit-of-Lifelong-Bilingualism>

Center for Applied Linguistics: Two-Way Immersion

www.cal.org/twi

Center for Applied Linguistics: National Dual Language Forum

<http://www.cal.org/ndlf/background/crede/>

Dual Language Education, New Mexico

<http://www.dlenm.org/>

National Clearinghouse for English Language Acquisition

<http://www.ncele.us/>

Directory of Two-Way Immersion Programs in the US:

<http://www2.cal.org/jsp/TWI/SchoolListings.jsp>

WA Association of Bilingual Education

<http://wabewa.org/>

(Special Interest Group: Dual Language WA: <http://duallanguagewa.org/>)

REFERENCES SPECIFIC TO EARLY LEARNING (Prenatal-3rd Grade)

WHITE HOUSE FACT SHEET: Supporting Dual Language Learners in Early Learning Settings (2016)

<https://www.whitehouse.gov/the-press-office/2016/06/02/fact-sheet-supporting-dual-language-learners-early-learning-settings>

Best Practices for Young Dual Language Learners: Research Overview Papers (2013)

Child Development Division, California Department of Education (CDE), for the State Advisory Council on Early Learning and Care.

<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

PreK-3rd: Challenging Common Myths About Dual Language Learners: An Update to the Seminal 2008 Report.

Foundation for Child Development, Espinosa, Linda (2015).

<http://fcd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdf>

A Call for Equity and Excellence for ELLs in WA State

<http://www.k12.wa.us/MigrantBilingual/pubdocs/BEAC-ExecutiveSummary.pdf>