## Agenda for June 8, 2017 5:30-7:00 pm – Meeting Summary

**JSCEE 2774**

### Schedule of Agendas

<table>
<thead>
<tr>
<th>Item/Presenter</th>
<th>Allotted Time</th>
<th>Inform Feedback Decision?</th>
<th>Decision or Follow-up Action Owner</th>
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<tbody>
<tr>
<td>- Interviews with 10 principals – <strong>complete</strong></td>
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<td>- Focus Groups with Students at 5 schools – <strong>will be complete by 6/9</strong></td>
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<tr>
<td>- Focus Groups with Teachers at 5 schools – <strong>will be complete by 6/9</strong></td>
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<td>- Teacher Survey – sent on 6/2. Teachers from five of the ten schools have already responded as of 6/5. 54 responses total.</td>
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<td>- The 5 “focus” schools are:</td>
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<td>- Chief Sealth International High School</td>
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<td>- Concord International School</td>
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<td>- Beacon Hill International School</td>
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<td>- Mercer International Middle School</td>
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<td>- McDonald International School</td>
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<td><strong>2. Updates on Implementation of Intl/DLI Task Force Recommendations Part 1 Issue A Pathways &amp; B Assignment Plan</strong></td>
<td>5:45-6:30 45 min.</td>
<td>Inform Feedback Decisions</td>
<td>Updates:</td>
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<td>- Updates from Lincoln HS Meeting 6/5/2017</td>
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<td>- Updates from Ashley Davies, Enrollment Planning</td>
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<td>- Follow-up Memos for each recommendation</td>
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*Updated 6/8/2017*
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<tr>
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<tbody>
<tr>
<td>3. Draft Recommendations Part 2 – Next Steps</td>
<td>6:30-7:00 20 min.</td>
<td>Inform Feedback Decisions</td>
<td>aside from 15% to 30% at Option Schools. Michele will explore drafting Memos to the relevant district leaders as follow-up on the recommendations.</td>
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The Task Force recommends that the International Schools principals set a schedule of meetings in August for the coming year. Suggested timeframes:
- All 10 International Schools Principals meet at least 2x per year
- Principals meet regionally at least quarterly by Skype if not in person

Follow-on Task: Michele Aoki will send a memorandum to the principals with this recommendation, then follow up in August about scheduling the meetings.

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<th>4. Summer Work Group Meeting?</th>
<th>Inform</th>
<th>We did not set any dates yet.</th>
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<td></td>
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<td>Thank you for attending!</td>
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International Schools / Dual Language Immersion Task Force

Slides for Lincoln HS as DLI Pathway in NW
Meeting June 5, 2017 6:30 pm
At Hamilton International Middle School

International Schools/Dual Language Immersion Task Force

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.

As of May 2017, the Task Force’s work has been extended an additional year to support the work of the Intl/DLI Program Review process. [https://www.seattleschools.org/students/academics/international_education/international_dual_language_task_force/](https://www.seattleschools.org/students/academics/international_education/international_dual_language_task_force/)

International Schools/Dual Language Immersion Task Force Recommendations

Recommendations Part 1 published August 10, 2016

**Issue 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

- **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.

Lincoln HS as Pathway for Hamilton Dual Language Immersion Program

**PROS:**
- 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

**CONS:**
- Enrollment Planning 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.
• 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.

A3 – Designating Lincoln as an International School can certainly be done for little cost as noted when Lincoln opens.

Intl/DLI Task Force Recommends:

As program planning for Lincoln High School begins, give full consideration to hiring qualified teachers to offer appropriate Dual Language Immersion continuation courses in Spanish and Japanese, such as:

9th Grade:
• Spanish 4 and Japanese 4 and content area (e.g., World History*) taught in the language

10th grade:
• AP Spanish 5 and AP Japanese 5 and content area (e.g., Global Leadership*) taught in the language

11th grade:
• Dual Credit College Courses in Spanish and Japanese (in development) or AP Spanish Literature for Spanish

12th grade:
• Career Applications of Language, such as Translation & Interpreting, Software Localization, Computational Linguistics, and Language Teaching taught in the language (in development)

*currently offered in Spanish at Chief Sealth International High School
Notes from Meeting with Michele Aoki and Ashley Davies 6/7/2017

1. Dearborn Park International School
   The Intl/DLI Task Force Recommendations Part 1 August 2016 recommended that Dearborn Park be considered for becoming an Option school because the school chose to offer DLI to all students K-2, and it is not possible to continue to accept new neighborhood students into Spanish or Mandarin DLI after first grade. What would be the process for Dearborn Park to become an Option school?
   - It would be more sustainable for DLI if Dearborn Park were an Option school because Enrollment Planning would fill all of the available seats. But, it would require Enrollment Planning to redraw all of the other neighborhood boundaries for the surrounding elementary schools (Maple, Kimball, Martin Luther King, Wing Luke).
   - Although there is a wait list for Dearborn Park now, wait lists at Neighborhood schools are not being moved at this time. This has led to a reduced number of classes at K at Dearborn Park, which impacts the Spanish Dual Language Immersion program (and staffing of teachers).
   - There is no provision currently for children in the city-sponsored on site Spanish Dual Language preschool to be placed at Dearborn Park if they live outside the neighborhood boundaries.
   - If Dearborn Park intends to remain a Neighborhood School it needs to add an all-day English strand.

   Next Steps:
   - Provide an outline of the issues to the Task Force and EDS, Kelly Aramaki, and the new principal at Dearborn Park Intl.
   - Contact Early Learning at the City of Seattle to provide greater clarity about the situation with the preschool at Dearborn Park. Although families can request Dearborn Park during Open Enrollment, they are not likely to be placed there if they live outside the neighborhood boundaries.
   - Start conversations now for 2018-2019 Assignment Plan changes. Those proposed changes will go to the School Board for approval in the fall.
   - Recommend scheduling a meeting with Flip Herndon, Sherri Kokx, Michael Tolley, and Ashley Davies to discuss these possible changes.

2. Enrollment Process for the 15% Heritage Language Set-aside at Option Schools, McDonald and John Stanford
   A number of parents have contacted Enrollment Planning this spring about how the set-aside process was implemented this year. They believe it was different than in previous years. The specific question is whether students living in the GeoZone, who also have heritage language skills, should be counted in the 15% set-aside. The question seems to be whether that 15% set-aside was intended to give greater, more equitable access to DLI in Spanish or Japanese to students who have those home languages but live outside the GeoZone. Ashley said she would follow up on this. Ashley also clarified that Siblings is the first criterion for placement – without regard to whether the original student was from the GeoZone or part of the 15% setaside. So, that may explain why John Stanford and McDonald are now experiencing increased enrollment of students who are bilingual or heritage language speakers of Spanish or Japanese.

3. Southeast High School?
   - Conversations should begin now about the pathway plan for high school for next year’s 8th grade DLI students at Mercer Intl MS. This year the “DLI Pathway” was designated as Chief Sealth Intl HS, but the vast majority of students have chosen to attend Franklin HS (or Garfield or others).