

Heritage Elementary School Community Council Minutes  
Meeting for Monday, Jan 6, 2014

On Feb. 3, 2014, Kandyce motioned to approve minutes. Danielle seconded. All approved.

Members Present:

Jacqi McDowell, Kandyce Barber, Danielle Peterson, Jennie Evans, Jeremy Young, Marianne Hulse, Darcy Ripplinger, guest Shauna Winegar

Meeting began at 3:52pm

- WELCOME
- LAST MEETING'S MINUTES  
Jennie was absent at the last meeting. Marianne took minutes, but has been unable to distribute them. She will do so, and we will vote to approve those minutes at our February meeting.
- ISQ HIGHLIGHTS  
Jacqi found old ISQ assessments that were done a few years ago. There is nothing new to share about this matter. Eventually parents will have the opportunity to grade the school. Eventually students will give a grade to their teacher. The committee seemed like students in an elementary school were too young to successfully grade a teacher.
- SCHOOL DISTRICT/SCHOOL DATA  
Jacqi gave us a 2013 Utah CRT Achievement Data Sheet showing that the Cache School District has the highest language arts achievement scores in the state. We are consistently above 90%. No other district scored 90% or above at any grade level. She also gave us results from the Iowa Test of Basic Skills. These results are based on the national average. We were weakest in our math scores, but Jacqi stated that the results were good.
- DUAL IMMERSION  
Shauna Winegar, the director of Dual immersion in our district came to address questions and provide information.  
How many schools in our district are participating in dual immersion? Four.  
Also, 2 schools in Logan District are participating. Dual immersion began in Utah in 2008 to provide global communication skills for our students. There is grant money provided (\$10,000 for each new grade started in each school-none of that money goes to paying teachers or aides). Utah has a state model that all participating schools must adopt. We use 50% English teaching and 50% target language teaching. Unlike other models, this approach hasn't shown a drop in tests as students progress through the program. 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> graders learn math, social studies and science in Spanish and then in 4<sup>th</sup> grade there is a shift. All tests are taken in English. There is also a proficiency test given to assess the students' Spanish skills-both verbal and written tests. Starting January 15<sup>th</sup>, all speaking done by students in the Spanish classroom will be Spanish only.

(Speaking from the Spanish teacher has always been only Spanish) Jeremy talked about how well his daughter is doing in the program.

Shauna handed out a Time Magazine article praising the Utah dual immersion program. She mentioned that these kids really don't have to put in a lot of effort to learn a language. It's an added bonus to their schooling.

Once kids get into secondary schools, they will take a Spanish class, and their social studies and geography classes will both be taught in Spanish. She discussed the proficiency rating and goal for our students.

Parrot=lowest level

Survivor=intermediate level

Storyteller=advanced level

She mentioned that most student who graduate from high school are lucky to reach a low survivor level. The goal with the dual immersion students is for them to reach the middle to highest advanced level. The district is planning now to get teachers in place to teach not only the Spanish classes, but also the social studies and geography classes. Universities are also planning to facilitate this process. Teachers will need a secondary ed degree in their field as well as a Spanish endorsement (at least an advanced mid level skill in the language).

We discussed the fall-out rate. Most of the students who leave the program, do so because of the family moving. None of the students at Heritage have quit the program.

There was some discussion about how parents are able to help young children if they themselves don't speak the language. Suggestions from Shauna were: talk to the teacher who can give help and ideas, find a tutor in necessary, get friends together, homework groups etc. Jeremy stated that there will come a time in a child's education when the study material is beyond most parents. Deal with Spanish as you would other subjects. Darcy just concerned that this process happens when the child is so young.

Kandyce and others are concerned about how the English speaking first grade class is doing. It would be ideal for us to have 2 dual immersion classes and 2 english speaking classes for both the teacher's sake and the students' sake. Is there a way to increase the numbers for our school so we have that? Shauna did not know at this point. The district will look at that.

There was a question about how dual immersion effects kids with speech or other education delays or issues. She said there is a lot of research being done on this. All of it shows that the language is not a barrier or necessarily a help to other skills. It does provide students with this added skill and ability. She cited an example of a student in Utah who tested the lowest in the school. She participated in dual immersion and still tested the lowest in the school (especially in math), but did leave with a proficient language skill.

There was a lot of discussion on how the district decides who will participate in dual immersion. Do students who live within the boundaries of Heritage automatically get in? Do they take preference over students out of the boundaries? How does it affect the students who live in the boundaries to have a lot of other kids coming into the school? Will our students get displaced so others can participate? Shauna didn't have all the answers to these questions, but will take

these questions and concerns to the district and there will be discussion about the process. Jeremy and Jacqi stated that we should look at dual immersion as a district program and not a school program. Others students in the district have just as much interest in dual immersion as the students at Heritage. The district just decided which schools would house the program, and Heritage was chosen. The process in place right now to decide who will participate in the dual immersion program, is to see how many student sign up for dual immersion before the cut-off on February 21<sup>st</sup> and then the district would do a lottery to see who will participate. That will continue to be discussed at a district level. There was also the question about if other schools would start the dual immersion program so there is more available space. Shauna said the district wanted to see how the program went first before committing to other schools.

- **SCHOOL LAND TRUST**  
Kandyce motioned to move this item to next month's agenda. Jeremy seconded. All approved.
- **OTHER**  
Discussed agenda items for next month's meeting.

Meeting closed at 5:08pm. Jennie motioned to close the meeting. Kandyce seconded. All approved.