

**Central and East Lawrence Elementary School Consolidation Working Group
November 7, 2011, Meeting Minutes**

Subcommittee Report: Members Chuck Epp, Cordley, and Dawn Shew, Kennedy, reported about the subcommittee's discussion with the school board on October 24. Chuck provided the enclosed written report (Addendum 1).

Member Participation: The group discussed two process issues: the participation of individuals who were not appointed as members of the subcommittee in the discussion with the school board, and the need to encourage greater participation from all members during group meetings. The group suggested that the role of the liaison subcommittee could be clarified should there be a need for that group to take additional questions back to the board.

The co-facilitators introduced tools to encourage broader participation during meetings, such as Post-it notes for writing questions/comments and stress balls for indicating an interest in speaking. Kathleen Ames-Oliver shared a Circle of Influence tool and encouraged member self-reflection: Have I been giving freely what I have to offer? Have I been talking too much, not enough or about the right amount? What members of the group need to be heard from more? What adjustments need to be made to hear from other voices?

ESL Challenges and Possibilities: At the group's request, district staff presented information about English as a Second Language services. Kim Bodensteiner, chief academic officer and former Cordley principal; Leah Wisdom, ESL curriculum specialist and former Hillcrest ESL teacher; Tammy Becker, Hillcrest principal; and Scott Cinnamon, Cordley principal, shared the goals of the ESL program, related Board Policy and information about cluster sites (Cordley/Hillcrest), neighborhood sites (Schwegler/Sunflower), enrollment, staffing, professional development, ESOL certification, the research-based Sheltered Instruction (SIOP) model, funding and transportation costs. The PowerPoint presentation is attached (Addendum 2).

Process for Handling Data Requests: The group discussed whether a defined process is needed to funnel data requests from individual members to the full group in order to minimize district staff time and expense. Email requests from individual members will be shared with the full group. Data requests that may require more time/expense will be discussed by the full group.

Data Presentation: Referring to the informational materials distributed with the agenda (ESL, SES, race/ethnicity, special education, transfers and certified FTE cost data), Superintendent Rick Doll explained the Free-and Reduced-Price Lunch Attend/Reside charts.

Proposed Scenarios: The group ran out of time to discuss proposals.

Meeting Evaluation: A member shared that submitting questions/comments on Post-it notes made it seem like presenters were talking with the co-facilitators, rather than engaging the group. Another member asked that the co-facilitators be clear when introducing topics.

Upon a question from a member, the group discussed whether advisors/advisory groups were being used by a school/s and how group members were seeking input from and sharing information with their school communities. No one mentioned working with an advisory group. Most of the school groups reported that they are sharing information with site councils and parent organizations. New York school hosted a town hall-style meeting with parents. Hillcrest school is planning a question-and-answer meeting with its school community next week.

Agenda Development: Prior to the next meeting, members will review previously discussed important characteristics or qualities (tangible and intangible) of a good elementary school (9/19/11 Minutes) and equity considerations (10/17/11 Minutes), along with the board-approved Vision Statement for Elementary School Facilities included with the group's charge. (All are available on the district website at: <http://www.usd497.org/Consolidation/>)

The next meeting will begin with a 15-minute discussion to identify any gaps that may exist in the criteria. Members suggested that the criteria is preliminary and needs to be viewed as flexible. The remainder of the meeting will be a discussion of proposals. Members were asked to email scenarios to the co-facilitators in advance of the meeting. Emailed proposals will be shared with the full group.

Informational Requests:

- Input from district administration regarding a Kennedy/New York consolidation.
- Implications of combining/serving large groups of students of low socio-economic status.
- Non-Hispanic, white student ethnicity data, if available.
- ESL numbers by school for students indicating Spanish as their "home language."

Meeting Schedule: November 21; December 5 and 19; January 2, 16 and 30.

**Liaison Committee Report
Working Group on Elementary School Consolidation
Nov. 7, 2011**

The Liaison Committee met with the School Board at the Board's Oct. 24 meeting. We reported to the Board on the Working Group's efforts to date (gathering data and reports from the District's staff, discussing the elements of an ideal elementary school, and discussing the value of equity). We then posed the following questions, as we were charged by the Working Group.

- 1) To what extent does the Board encourage us to explore creative ideas for how to carry out consolidation? For example, would it be within the realm of possibility to explore a magnet-school concept for one of the consolidated schools?**

Answer:

Board members generally encouraged us to explore creative ideas within our charge, but they suggested that consideration of a magnet school concept was an issue for them to consider, and we should not consider it. Two board members (Sanburn and Diaz-Moore) said that we could make a suggestion of a magnet school, but we should consider this to be a suggestion and not a major element of our proposal.

- 2) To what extent should our interpretation of our charge be influenced by the unexpectedly high rate of growth in our elementary enrollment?**
- 3) Does the Board expect to close schools even if a bond to fund new elementary school construction might fail?**

Answer:

Board members generally addressed these two questions together. Two board members (Bradford and Byers) said that in their view consolidation would happen with or without passage of a bond. Vanessa Sanburn said that she disagreed with this view and that if a bond fails the Board would have to reassess what to do. Several board members (Masten, Diaz-Moore, Kimball) said that we should develop a proposal on the assumption that a bond to fund it would pass. Considering whether or not it may pass should not be a key part of our deliberations, and if it does not pass the decision of what to do will be the Board's responsibility, and the Board would need to reassess the situation at that time.

- 4) Cluster sites: During our discussion with the Board, a fourth question came up: how should we address the current ESL cluster sites?**

Answer:

Several board members said that we should operate on the assumption that ESL cluster sites will remain a part of the District for some time, and so our proposal should accommodate these cluster sites. Diaz-Moore said that cluster sites are a current assumption of the District and we should base our proposal on this assumption. Masten said that we could consider moving cluster sites, but that we would need to provide for moving the entire teaching faculty of a cluster site to its new location because an ESL cluster site requires certification of all teaching staff and most other sites do not have sufficient numbers of certified teachers. Ingram said that moving a cluster site may pose legal issues and that we need more information on these potential issues before we can recommend moving a cluster site.

Elementary English as a Second Language Program

November 7, 2011

Lawrence Public Schools ESOL Program Goals

- All students entering Lawrence Public Schools will become proficient in English.
- All students will perform at a proficient level on all district and state assessments.
- All cultures and traditions will be respected in the Lawrence Public Schools.
- The enrollment screening, and determination of services for international and/or ELL students will be achieved in an effective and timely manner.
- All ELL students will be encouraged to maintain and increase proficiency in their native language.
- All parents/guardians will be encouraged to participate positively in their children's education.
- All students who are eligible for ESOL services will be served.

Elementary ESL Cluster Schools

Cordley Elementary

- Langston Hughes, Deerfield, Pinckney, Woodlawn
- 17 Languages represented
- 8 Countries represented

Hillcrest Elementary

- Quail Run, Sunset Hill, New York, Kennedy, Prairie Park, Broken Arrow
- Over 30 Languages represented
- 31 Countries represented

Neighborhood ESL Schools

Schwegler Elementary

- 12 Languages represented
- 9 Countries represented

Sunflower Elementary

- 20 Languages represented
- 10 Countries represented

USD 497 Board of Education Policy

IDAF English as a Second Language (ESL)

Consistent with the board's commitment to meeting the needs of all learners, the district shall provide instruction and support services to assist all students entering the Lawrence Public Schools to become proficient in English.

The board will continue to increase the number of ESL sites in accordance with budget and facilities' resources, policy, and regulations in an effort to ensure ESL services for English Language Learners (ELL).

As additional schools are identified as a cluster site or neighborhood site, attendance assignments will be changed. The board will, based on available research:

CONTINUED: IDAF English as a Second Language (ESL)

- Determine the most effective and efficient school size and student balance between English language learners (ELLs) and non-ELLs, in ESL program sites,
- Adopt and financially support research based instruction within the cluster sites and neighborhood sites identified to provide ESL programs,
- Establish on-going appropriate professional development to ensure the success of instruction and student learning,
- Encourage and support regular interaction between home and school,
- Identify schools well in advance of establishing an ESL program in the school,
- Consider impact of the number of ELLs on staffing ratio in ESL school sites, and
- Consider impact in each potential ESL school of the number of low SES and students with special needs in that school.

Elementary ESOL Programming

- ELL students are supported by ESOL endorsed classroom teachers in the general education setting, as well as with additional resource support depending on their individual needs.

Staffing & Programming

The ESOL schools sites are assigned additional staff over the district's base student-teacher ratio.

The current ESOL staffing ratio is 30 ELL students to 1 ESOL resource teacher.

These staff members provide direct service to ELL students based on identified needs that are documented in each student's ESOL Student Enhancement Plan.

All classroom and resources teachers in ESOL schools receive professional development and use sheltered instruction to support language acquisition and content area learning.

Each ESOL school receives funding (through Title I or ESL funding) for parent involvement programming.

ESOL Endorsements and/or Plans

Certified Staff at an Elementary ESOL Building with an ESOL endorsement	70
Certified Staff at a Secondary Building with an ESOL endorsement	34
Early Childhood Staff Members with an ESOL endorsement	4
Certified Staff at an Elementary ESOL Building with an ESOL endorsement plan	34
Certified Staff at a Secondary Building with an ESOL endorsement plan	3
Certified Staff at a non-ESOL Elementary Building with an ESOL endorsement	10

Data Source: Human Resources

Funding Sources

- **State ESOL/Bilingual Funds**
 - Based on a formula using the number of student contact hours with an ESOL endorsed teacher.
- **Federal Title III Funds**
 - Based on September 20th student count.

Transportation Costs

- Neighborhood Sites
 - No ESOL related transportation costs for
 - Schwegler
 - Sunflower
 - All 4 middle schools and both high schools
- Cluster Program Transportation Costs for the 2010-2011 School Year
 - Cordley: \$32,782.80
 - Hillcrest: \$183,898.61
 - The district receives funding for ELL students living over the 2.5 mile boundary.

Data Source:

First Student – 09/10 Costs

Enrollment for ESOL Services

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
District	379*	477*	495*	560*	598*	663*	692*	751
Secondary-Served	87*	100*	91*	132*	135*	161*	153*	221
	7 th through 12 th grades							6 th -12 th
Elementary – Served	210*	237*	314*	308*	338*	384*	429*	430
	Kindergarten through 6 th grades							K-5 th
Percentage of Students Declining Services	22%*	29%*	18%*	21%*	21%*	18%*	16%*	13%

* - State Audited Numbers

Data Source: September 20th student counts

Elementary ESOL Enrollment

	Number Receiving Services	Number Declining Services	Number of ELL Students Living within School's Attendance Area
Cordley (Cluster Site)	67	Less than 8	16
Hillcrest (Cluster Site)	214	Less than 8	64
Schwegler (Neighborhood Site)	74	Less than 8	72
Sunflower (Neighborhood Site)	58	Less than 8	55
Kennedy Early Childhood Program	17	0	3

Data Source: Skyward and Unaudited Sept. 20th Student Counts

Elementary Home Attendance Centers

	Number of ELLs receiving services at an ESOL site	Number of students declining services	Cluster Site
Broken Arrow	36 – Hillcrest	Less than 8	Hillcrest
Deerfield	20 – Cordley (7 – Hillcrest)	9	Cordley
Kennedy (K-6 th)	29 – Hillcrest	Less than 8	Hillcrest
Langston Hughes	14 – Cordley (5 – Hillcrest)	15	Cordley
New York	19 – Hillcrest	Less than 8	Hillcrest
Prairie Park	14 – Hillcrest (1 – Cordley)	8	Hillcrest
Pinckney	6 – Cordley (1 – Hillcrest)	8	Cordley
Quail Run	15 – Hillcrest	12	Hillcrest
Sunset Hill	7 – Hillcrest (1 – Cordley)	10	Hillcrest
Woodlawn	6 – Cordley (3 – Hillcrest)	Less than 8	Cordley

Data Sources: Skyward, Versatrans, & RSP

Elementary ESOL Schools

Cluster Sites

- Each site provides ESOL services to ELL students from several elementary buildings. The district provides transportation to and from these sites.
- This model allows the district to pool ESOL staff and material resources into cluster site buildings.
- The selection of Hillcrest and Cordley is attributed to several factors with central location being a primary consideration.
- Hillcrest has been an ESOL school for more than 20 years. Students began attending Cordley as an ESOL building in the fall of 2006.

Elementary ESOL Schools

Neighborhood Sites

- Established in response to a growing elementary ELL student population in the fall of 2008.
- Sunflower and Schwegler were designated as neighborhood sites based on a number of factors including the number of ELL students living within each school's attendance area.
- The district does not provide transportation to and from the school for ELL students living within Sunflower or Schwegler's attendance areas.

Enrollment in each ESL Elementary School

	2011-2012 ELL students	2011-2012 All students	Percentage of Total
Cordley	67	294	22.8%
Hillcrest	214	356	60.1%
Schwegler	74	381	19.4%
Sunflower	58	491	11.9%

Data Source: Skyward and Unaudited Sept. 20th Student Counts

Considerations When Identifying New Elementary E.S.L. Schools

CLUSTER

(enrolls qualifying students from multiple neighborhood schools)

- Centralized location to reduce transportation distance and costs
- Facility with space to accommodate current neighborhood students and allow for growth in district-wide ESL student population
- Prefer the school have 30% - 60% ESL students (typically start with a lower % but would grow to this proportion over time)
- Intensity of educational needs of the overall student population to avoid overloading one school with an extraordinarily high number of at-risk learners

Considerations When Identifying New Elementary E.S.L. Schools

NEIGHBORHOOD

(only enrolls qualifying students who live in the school's neighborhood attendance area)

- Number of ESL students living in the neighborhood boundary
- Number of students who qualify for ESL services, live in the neighborhood boundary, and currently decline ESL services
- Facility with space to accommodate neighborhood students and allow for addition of their ESL student population.
- Intensity of educational needs of the overall student population to avoid overloading one school with an extraordinarily high number of at-risk learners

OTHER GENERAL NOTES

- *All teachers (classroom, special education, Title I) in elementary ESOL schools must hold or be working toward ESOL endorsement.*
- *This additional endorsement and teaching knowledge may be a benefit to all students*
- *The district pays for tuition/professional development, books, and Praxis testing fees for teachers who are required to get the endorsement.*
- *Identifying new ESL schools or consolidating existing schools could increase these expenses for the district and/or would require transferring teachers between schools.*
- *Our practice has been to identify a school in the winter/spring and allow the following year for staff training and school preparation before starting a new ESOL program.*

Lawrence Public Schools ESOL Program

- Lawrence Public Schools goals:
 - All student entering Lawrence Public Schools will become proficient in English.
 - All students will perform at a proficient level on all district and state assessments.
 - All cultures and traditions will be respected in the Lawrence Public Schools.
 - The enrollment screening, and determination of services for international and/or ELL students will be achieved an effective and timely manner.
 - All ELL students will be encouraged to maintain and increase proficiency in their native language.
 - All parents/guardians will be encouraged to participate positively in their children's education.
 - All students who are eligible for ESOL services will be served.