

Washington State Bilingual Education Advisory Committee Notes

December 11, 2020 | Zoom

Members Present: Nina “Will” Williams, Michael Sampson, Nesreen Al Muzayen, Megan Anderson Reilly, Marlene Perez, Elena Velasquez, Stephanie Andler, Machel Beilke, Nadya Bush, Kristin Day, Kristen French, Jennifer Green, Eric Johnson, Rose Liao, Teresa Mendoza-Casby, Kelly Moses, Jean-Marie Wright

OSPI Staff: Gayle Pauley, Veronica Gallardo, Patty Finnegan, Sue Connolly, Jolynn Engellant

Note Taker: Jolynn Engellant

Topic	Discussion	Action	Follow Up
Call to order	Will Williams calls the meeting to order at 8:40 am.	The committee reviews the OSPI Vision, Mission, Values, and Equity Statement agenda.	
Digital Name Tent Exercise – All Members	Create a slide that includes: <ul style="list-style-type: none"> • Name and Pronouns • School, District, Title • Words that describe your commitment to multilingual education • Things that fill your bucket/makes you happy. 		
OSPI Updates Veronica Gallardo	OSPI Updates <ul style="list-style-type: none"> • Veronica promoted to Assistant Superintendent Office of System and School Improvement. • The Migrant and Bilingual Director position has been posted. Please forward to your contacts. • WIDA Transition <ul style="list-style-type: none"> ○ Working on Professional Development for this year ○ Standards become effective September 1, 2021 ○ Spring 2021 will roll out workshops on ELD standards ○ We will have a cadre of people helping roll out standards and workshops in the Spring through August. ○ Overview in Spring and go deeper in the fall. ○ The ELPA Screener will start in the summer. • Introduce Sue Connolly, Bilingual Program Supervisor 		

	<ul style="list-style-type: none"> • ELPA21 assessment start date and end date <ul style="list-style-type: none"> ○ Working with the Cabinet to change the start date. Hoping to move to the start date to the end of April and add two weeks to the extension, making it an eight-week window. ○ We are waiting to hear back from the Department of Education for final approval. • Exiting students – <ul style="list-style-type: none"> ○ We are looking at how we prioritize students across the state. ○ Notice will go out today or Monday. <p>Amy gives a quick update on the Data Dashboard.</p> <ul style="list-style-type: none"> • It is approved for launch, not sure of the timing. • There is a problem with incomplete data on the ELPA. Datasets are likely to lead to conclusions that would be invalid, so that data will still need to be suppressed at this time. • The Data Dashboard will be housed in Tableau access. 		
<p>K-12 Dual Language Update – Patty Finnegan, PhD</p>	<p>Statewide Scaffold of Support – PLCs and Technical Assistance Statewide professional learning communities (PLCs) and technical assistance to support tribal, heritage, and dual language program development.</p> <ul style="list-style-type: none"> • Register through pdEnroller to earn clock hours. <p>Tribal Language Educators Two PLC meeting dates are being offered to accommodate schedules.</p> <ul style="list-style-type: none"> • 2nd Tuesday of the month 3:30 – 4:30 pm pdEnroller Registration Zoom • 2nd Wednesday of the month 3:30 – 4:30 pm pdEnroller Registration Zoom <p>Heritage Language Educators</p> <ul style="list-style-type: none"> • 3rd Tuesday of the month 3:30 – 4:30 pm pdEnroller Registration Zoom 		

<p>Eric Johnson and Patty Finnegan share the DL Steering Committee: Bilingual Educator Growth & Development Subcommittee Recommendations</p>	<p>Dual Language Leaders</p> <ul style="list-style-type: none"> • 1st Tuesday of the month 1:00 – 2:00 pm pdEnroller Registration Zoom <p>Dual Language Educators</p> <ul style="list-style-type: none"> • 1st Tuesday of the month 3:30 – 4:30 pm pdEnroller Registration Zoom <p>Planning & New Dual Language Programs</p> <ul style="list-style-type: none"> • 3rd Tuesday of the month 1:00 – 2:00 pm pdEnroller Registration Zoom <p>DL Steering Committee: Bilingual Educator Growth & Development Subcommittee</p> <ul style="list-style-type: none"> • Provide access, supports, and incentives to encourage bilingual/biliterate individuals to become dual language educators. <p>Recommendation: The National DL Education Teacher Preparation Standards (NDLETPS) to replace the current Bilingual Ed endorsement. No changes with the ELL endorsement.</p> <ul style="list-style-type: none"> • We are meeting with PESB to discuss the timeline and process to change policy. <p>Possible recommendation: Two-tiered stipend system that mirrors NBTC:</p> <ul style="list-style-type: none"> • \$5K annual stipend for holders of the Bilingual Ed endorsement teaching in DL in the partner language; • \$1500 annual stipend for holders of the ELL endorsement teaching in DL in English; and • Additional \$5K for teaching in DL in a high poverty school. • Conditional loan programs like NBCT to support current teachers adding the ELL or Bilingual Ed endorsements. The teacher receives funds to attain the endorsement, teaches in DL classrooms for X years, and the loan is forgiven. Provides access, incentives and supports. 		
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Possible recommendation: September 1, 2025, require all new teachers in dual language classrooms to hold a Bilingual Ed or ELL endorsement. Teachers working in DL programs before the effective date will be grandfathered. The requirement would be effective only if the stipend system was approved and effective at the same time.

- Secondary DL teachers – how are they impacted by this requirement?
- Districts would be able to hire teachers who do not meet the requirement through the Conditional Certification process. District applies to OSPI for the teacher's Conditional Cert, which allows the teacher one year to complete requirements.
- If passing the WEST-E or NES assessment is an issue, PESB allows for case-by-case exemptions and alternative assessments.

Possibly presenting the recommendations to PSEB in Spring, then look at an effective date. We want to get ahead of the curve and not rush teachers and teacher candidates through the process. We need to think through what types of measures should be used to assess proficiency.

Committee Questions:

Q: This endorsement is about training teachers, are the trainings in English? Is Spanish or other language included in this endorsement?

A: Eric answers - He teaches in the Tri-Cities area, and they feed into Spanish language programs and Russian language programs. They don't have the critical mass of students to have all our classes in Spanish or in Russian. There is a general set of classes that focus on bilingual education, biliteracy, bilingualism, pedagogy, and then one class that is in Spanish and one class in Russian. We might want to think about recommending as a requirement, but as of now, it is not.

Teresa shares that teachers are open to professional development, and they should be able to get training in the language they will be teaching. For example, in science, it is crucial to have the correct terminology for the subject matter.

Eric clarifies that this is for first-year teachers. The endorsement would only apply to teachers who are certified after 2025. This is not a new

We will provide more information after the holiday break.

	<p>endorsement; we are adopting standards that other states have recognized. For practicing teachers, it will also be up to the districts to network and provide opportunities for the continuing teachers.</p> <p>Will shares that Spanish Language Arts are an important topic and Kent SD has been discussing this. We currently require an English Language Arts endorsement for teachers teaching Spanish Language Arts or Russian Language Arts, or Vietnamese Language Arts, and it's not equivalent. Something to keep in mind as we think intentionally about adding some of those and thinking about how that can be accommodated within higher-ed. We do have partnerships and qualified staff, but that would mean we have targeted programs. It is a complex issue.</p> <p>Eric –No one has attempted to have dual language over the entire state. People from all over the country are super supportive and very interested, so instead of copying other ways of doing this, we need to be aggressive and forward-thinking.</p>		
<p>The Heart of BEAC – Breakout rooms</p>	<p>The committee revisits their "why" for doing this work, reviews the BEAC by-laws, and then shares their collective thoughts. Some themes drive our commitment to multilingual education. Formulate some tag lines and create a statement so that people understand what we're about and that this is what we represent.</p> <p>What would you use as your tagline when looking at The Heart of BEAC image?</p> <ul style="list-style-type: none"> • Group 1: Multilingualism is justice for all! • Group 2: Collective empathy to our families, students, staff aligned with responsive action. • Group 3: Elevate and Empower: No More Forgotten Students • Group 4: The HEART of who we are and what we do. • Group 5: Native Students- Federal recognition, advocating for equity, impact policy to center conversations about meeting the needs of ALL 		

	English learners, supporting families and students and advocating. Advocacy, community, family and children, policy and social change. Love and relationships		
BEAC Priorities	<p>Committee Breakout groups</p> <ul style="list-style-type: none"> • Revisit Triangle, Square, Circle notes and identified draft priorities in the table at the bottom of the Google Doc • Note that four areas were not represented in the previous conversation due to the nature of the documents we reviewed as part of the activity, so please consider them in identifying our priorities. • Dual Language • Family Engagement • Student Voice • Native Education 	The committee puts priorities into the document: Action Plan: Identifying and Acting on BEAC Priorities.	The Bilingual Ed team will update the Action Plan.
Office of Native Education Update Jon Claymore Laura Lynn, PhD	<p>Jon Claymore, Executive Director of Office of Native Education (ONE), introduces himself, comes from the ancestral lands of the Squamish. He has 32 years' experience, ten as a teacher, 22 as an administrator, and he comes with an open heart and an open mind and as a continual learner. Dr. Laura Lynn introduces herself, joining us as a guest on the traditional lands of the Puyallup Tribe. ONE serves over 61,000 American Indian, Alaska Native learners who attend public schools, tribal compact schools, and Paschal Sherman, which is a tribal school.</p> <p>They have a new staff member Shandy Abrahamson, who will be working collaboratively with Career and Technical Education.</p> <p>Native Language Grants</p> <ul style="list-style-type: none"> • Ten Tribal grants at \$36,000 each • Two Heritage Language grants at \$60,000 each • Professional Learning Communities conduct monthly meetings to share best practices. • We center this work on tribal sovereignty and do the work through tribal consultation. <p>Legislative Update</p> <ul style="list-style-type: none"> • First Peoples' First Language proposed legislation - Currently drafting legislation that will focus on the dual language grant processes and 		

adding language that centers on tribal consultation with tribal citizens who work within the language and culture departments of the tribes.

Seal of Biliteracy-Tribal Leaders meeting

- ONE had a meeting with the tribal leaders, and Jon is excited about the momentum they have going forward.
- This year's seniors will be the first group of students to have the opportunity to earn the Seal of Biliteracy as part of their recognition at graduation.
- The meeting was to inform about the Seal of Biliteracy's work and to ensure that the Washington State Administrative Code is providing pathways.
- In terms of the revision, some of the recommendations from the meeting are:
 - Expand the options for demonstrating English language proficiency to be consistent with HB1599 (Multiple Pathways to Graduation)
 - Add language to explicitly address languages that may only be communicated orally, not through writing or reading.
 - More specifically, reference tribal languages and pathways to communicate about the Seal of Biliteracy with tribal communities and with tribal families and students

Open for questions –

Will asks, "Can we advocate for the term "foreign" language in the RCW & WAC be updated to indigenous and world languages?"

Title III – Collaboration/Consultation

- Last Spring collaborated around developing a menu for districts in terms of assurances for tribal consultation and or collaboration as districts are applying for Title III grants to serve Native American and Alaska Native students. We came to three places of affirmation of collaboration and consultation
- 1st provision - For those districts who are required through the Every Student Succeeds Act (ESSA) to engage in tribal consultation. 38 districts have that requirement.

<ul style="list-style-type: none"> • 2nd provision – If the district has a Title VI program to support the unique academic and cultural needs of American Indian Alaska Native learners, then there be an assurance of collaboration between the district, Title VI leader and Title III program director. • 3rd Provision – Districts that are not ESSA required for consultation or do not have Title VI programs, a menu of options for districts to choose from in terms of how they will support their students and families. <p>• Last Spring, BEAC recommended tech assistance be provided, so in May and June, we hosted a series of Title VI/Title III collaboration webinars. Dr. Kristen French served as a keynote speaker. A second webinar around practices was able to highlight where collaborations are strong and where it looks like we're providing strong services.</p> <p>• Laura addresses qualifying students for Title III services this year, proposing a process through the CEDARS program to qualify students.</p> <p>Students can be identifying three possible ways:</p> <ul style="list-style-type: none"> • American Indian/Alaska Native non-Hispanic – 15,000 students <ul style="list-style-type: none"> ▪ The only category reported for federal purposes. ▪ The only category represented on OSPI Report Card. • American Indian/Alaska Native Hispanic – 28,000 students • American Indian/Alaska Native – 19,000 students <p>This reporting structure creates an issue of under-representation in terms of data, which ONE is continuing to work on. However, as it relates to Title III, we want to ensure that districts consider students in all three American Indian/Alaska Native learners.</p> <p>Jon shares exciting updates from ONE:</p> <ul style="list-style-type: none"> • Dr. Laura Lynn and Joan Banker are on the road training- Since Time Immemorial Curriculum to over 3,000 educators. • GATE Webinar – Dr. Laura Lynn and Travis Wentworth shared data on Native learners • Working on Land Acknowledgment Training for OSPI employees 		
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	<ul style="list-style-type: none"> • Share of Voices/Hear our Stories – Focused on the question “What do families need during remote learning?” Numbers are growing with each presentation. <p>Laura shares the ONE Website – RCW 28A.300.105 – names the responsibilities of the ONE office and how we collaborate with BEAC and with the Washington State Native American Education Advisory Committee and Tribal Leaders Congress on Education and the First Peoples’ First Language Committee.</p> <p>You can find more information on First Peoples' First Language, Culture, and Oral Traditions Certification – navigate the PESB site.</p> <p>Pesb.wa.gov/innovation-policy/equity-initiatives/first-peoples-languages</p> <p>Open to the committee for questions:</p> <ul style="list-style-type: none"> • Thank you for all you are doing amazing work. • Title III legislation – changing the definition for Title III supports, from the state level to the federal level. Is it going forward this session? A: Gayle - We cannot predict this session, but we are working with the OSPI Government Relations Office. As an agency, we are looking at the priorities that Superintendent Reykdal has set. One priority we know is dual language and support for English learners. We would like to hear from this committee and take that back to OSPI leadership, and now that Veronica is on Cabinet, she can bring that forward. A: Laura – It continues to be a priority and has been for many years. 		
<p>Defining and Empowering Student Voice Will Williams Elena Velasquez Megan Anderson Reilly</p>	<p>Will asks the committee to look at the Action Plan and see where the elements of student voice crossover and how they relate as part of our action Plan?</p> <p>Great Schools Partnership</p> <ul style="list-style-type: none"> • According to the Great Schools Partnership (2013), student voice refers to <i>“the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.”</i> 		

Geneva Gay (2000)

- Geneva Gay (2000) asserts that self-advocacy and leadership is engendered when students are encouraged and given the freedom to find their voices. Students who recognize and use their voices consistently display:
 - Increased personal confidence
 - Greater academic competence
 - Uncontainable courage
 - Unstoppable willingness to engage and learn

Elena shares an experience of having a student in her office while she was preparing for a BEAC meeting; the student asked about the meeting so, she shared that she can help make decisions at the state level about how to serve students. His response was, "You know what you need to tell them is to do away with those tests. Those aren't important to us; all we need to do is the Progressive Aerobic Cardiovascular Endurance Run (PACER) test." This exchange reminded her about the power of the student's voice and the agency we, as BEAC, have to give our students and families a voice.

Megan – We all are experiencing that what our students have to say is pretty hard to hear. Megan starts her class every day with a social, emotional check-in. She likes to ask what fills you up and then what is something that drains you. Megan says that about 99% of her students say school is what drains them. Before this year, that is not something she heard; she says most students pre-COVID would share they found joy in school. She thinks for our multilingual learners' school can be a place they develop community and connection. She sends surveys out to her district to get feedback on the question – on a scale of 1-5, How do students feel about school? The results are 44% of students are at a 3, not loving it, but it's not the worst. 11% were at a 1, 16% were at 2, 22% were at 4, and 6% were at a 5.

At the secondary level, students meet one day a week, and some student comments are:

- "It's hard to have the motivation to do the assignments."
- "Online school isn't the same."

	<p>- "It's hard to learn when the teachers have so many assignments and don't help." - "I wish it were more fun." She also asks the students, "how can teachers help you?" - "Just be understanding that school is a lot harder than it used to be." - "Check in on our mental health." - "Care more" - "Ask more questions."</p> <p>Elena shares a quote from The Courage to Teach by Parker Palmer.</p> <p>Will shares a clip from a video from Kent SD, where they interviewed students in grades two through 12. The video is another example of a way we can bring student voices to light.</p>		
Action Plan	<p>Committee breaks into groups to discuss, locate other examples, generate ideas for how we will include student voice in our work, and add that to the BEAC Action Plan.</p> <p>Questions and Comments:</p> <p>Kristin – Often, we leave parents and students out of the meetings because we don't want to slow down and explain educationese. We need to look at priorities and see how to include more voices.</p> <p>Stephanie – There needs to be improvement in how to dismantle barriers systematically. Partner with kids and families to build the supports.</p> <p>When all the voices are working together towards a common goal, what is feeding into our system? Actions through legislation. Is it perpetuating it? First, we need to ask what are the barriers then how do we change them? Everyone's voices need to be included in the process.</p> <p>Jennifer – We need to inform students of their rights at school. They can learn how to advocate for themselves.</p>	The Bilingual Education Team will review the Action Plan adding people responsible, deadlines, and follow-up action.	
Regional Updates	<p>Committee updates Padlet with regional updates in each category.</p> <p>Dual Language</p> <ul style="list-style-type: none"> • Will, Eric, Patty - Dual language advisory bilingual educator growth and development committee is studying the feasibility of adding a state DL endorsement and has been meeting regularly. Eric and Patty will share more today in the meeting. 		

- Kelly, Edmonds SD – Presented formal proposal for Spanish-English DLTW to Cabinet. Approved; working on proposal to the school board.
- Machel, Tacoma SD - Continuing to strengthen our dual language program in two elementary schools. Our district has purchased the online/remote learning Okapi materials, which have books in English and Spanish.
- Jeanne-Marie, Longview SD - I have started attending the Heritage Language Collaboration meetings led by OSPI regarding starting a Spanish Heritage Language Program.
- Nadya, Wenatchee SD - Developed 5-year DL plan and presented to the Cabinet.
- Will, Kent SD - Attended and presented with Patty and Kaori at La Cosecha. I took a team of 35 Kent SD DL and T&L staff. We used Teams and OneNote to capture our learning and as a backchannel for collaboration during the conference.

Distance Learning

- Marlene, North Beach SD - PreK-1st Hybrid 50/50. All ELPA21 screeners in person
- Kelly, Edmonds SD - EL newcomers coming in Phase III! We just opened E-Hub (MKV) center with bilingual staff; good attendance so far...
- Jennifer G, WWU - All the courses were remote/online for the Fall quarter and they will be online for the Winter quarter, too. Finding placements for internships have been a huge challenge this year as schools are overwhelmed with all things COVID. We are partnering with a school in Taiwan for one practicum course, and that has gone very well.
- Erika, Winlock SD- K2-3, is attending in person, all day, five days a week. Our 4/5 graders are A/B schedule, with Wednesdays being all remote. 6-12 are A/B schedules, and Wednesdays being remote. Hot spots are given to all students in our district
- Michael, Burlington-Edison SD - We are online k-12; we rolled back k-2 direct service that we were running before Thanksgiving. Despite that, our SPED Dept. and the HS EL team is serving small groups of students on site.

- Machel, Tacoma SD – The roll-out for k-2 laptops is scheduled for next week, which means all our students K-12 will have devices. We are using Schoology as our LMS with MSTeams and Office 365 and several new apps, including Nearpod, BrainPOP, and Flocabulary. The learning curve has been steep. All EL families have access to Imagine Learning.
- We have an all-online program (Tacoma Online) that families can choose from. We have 3 EL teachers participating in this program.
- Jeanne-Marie, Longview SD - K-5 Hybrid Model until November 30. Now back to remote for K-5 and 6-12 has stayed in remote
- Nadya, Wenatchee SD - K-2 hybrid am and pm, Grade 3 starts on hybrid am, and pm on Dec 14th, 4-12 hybrid starts on January 26, semester 2

Family Engagement

- Nesreen, Kennewick SD- Conducting a webinar in our Get to Know Kennewick Schools series. Live translation is available, and the session will be recorded and made available to view later.
- Marlene, North Beach SD - Had a Drive-By Trunk or Treat
- Next week is spirit week, and families will come by the school for hot chocolate, candy cane, and a book. For our Friday 20 min read day.
- Started SMORE monthly letters.
- Kelly, Edmonds SD - Just finished six parent engagement nights and four technology assistance fairs in Sept/Oct/Nov. Lessons learned with zoom interpretation rooms!!
- Machel, Tacoma SD - Continuing to contact parents via phone, message, Teams, porch visits, and mail. We have several translation tools in many languages teachers can use when sending a communication to parents. We have Language Line for the whole district. In January, we will offer a parent night for iReady - one night in English and Spanish.
- Jeanne-Marie, Longview SD - We have offered Imagine Learning accounts to all of our ELL Families and chrome books for usage
- Nadya, Wenatchee SD - Weekly Cafecito Educativo and Morning with Mr. Lopez radio shows, Updated Mobility Guidance, Surveys on hybrid

Professional Learning

- Marlene, North Beach SD - Will be doing training with the Bezos Day 1 Academy for next year, and they want a focus on Montessori and Spanish Development. Pacific Beach Elementary will be the second school they work with.
- Elena, Quillayute Valley SD - Five staff members that represent MEL specialist and general education teachers across the different grade bands are attending the Train the Trainer GLAD training.
- Kelly, Edmonds SD - Andrea Honigsfeld will present a three-part webinar in January on Collaborating and Co-teaching for ELs in the Classroom. EL teachers, gen ed/special education partners, and administrators are attending.
- Machel, Tacoma SD - Our EL teachers participate in a monthly meeting to receive pertinent and timely training. Our district offers training continuously to support distance learning, student engagement, academic content, and social/emotional learning.
- Jeanne-Marie, Longview SD - SIOP/Sheltered Strategies for Remote Learning classes for Secondary teachers, Elementary EL monthly PLC, Secondary EL monthly PLC, Monthly Elem. Lit. Fac. meetings regarding support for Els, Steve Gill Critical Data Review Training, Second Language Acquisition training
- Nadya, Wenatchee SD - Family Advocates- weekly PLC, Elementary EL-monthly PLC, Secondary EL teachers PLC every two weeks, GLAD Makes and Takes and office hours

Student Voice

- Michael, Burlington-Edison SD - We have been running through PD conversations about ways to elicit genuine feedback from students in online instruction. Flipgrid has risen to the top as a tool that can facilitate that maybe a bit more than something like google forms.
- Kelly, Edmonds SD - Students will be included on the interview panel for our Indian Education Liaison position, closing today, excited to partner with our new hire for Title III!

- Marlene, North Beach SD - Students will be presenting this time for the board mtg next Tuesday. We started a bi-weekly "Falcon interviews" the kids have the option of a TikTok or a YouTube video interview.

Native Education

- Kelly, Edmonds SD - Working on Native Library for staff, parents, and students at the district office
- Anonymous - By-Laws Wondering: " students whose primary or home language is one that is other than English " (Article II, second to the last sentence) Is this inclusive of our Title III students?

Collaborations

- Nadya, Wenatchee SD - Collaborating with NCESD, WVC, and ECE providers to offer Preschool GLAD Fundamentals training to anyone interested. Contact me if you have preschool programs and want to train your teachers and paras. bush.nadya@wenatcheeschools.org or 509-662-9634
- Jeanne-Marie, Longview SD - We have begun meeting with LLC to discuss classes for high school ELs at Alternative School and English classes for our EL parents.
- Will, Kent SD - Roadmap Project Report: Veronica and I were part of a panel that introduced the newest report on emergent multilingual students in the Roadmap region (Seattle I-5 corridor). Please read. It aligns with our work and our asks of Chris Reykdal.

Celebrations

- Nadya, Wenatchee SD - Created a new EL teacher position for alternative settings schools like Skill Source, Juvenile Detention center and internet academy and recruited applicants.
- Jeanne-Marie, Longview SD - We have been recruiting and hiring more bilingual Family Liaisons and EL para-educators.
- Michael, Burlington-Edison SD - We hired another former student from our RWT program as a Instructional Assistant to assist in services for our district's migrant youth.
- Kelly, Edmonds SD - Working with students at the E-Hub center, all systems are working to support!

	<ul style="list-style-type: none"> • Elena, Quillayute Valley SD - Offering extended day/Wednesday services for our high needs MEL students in addition to the hours that they are attending in person. Required a high level of collaboration with transportation, families, and administration. • Marlene, North Beach SD- Will be working to build a Day 1 Academy with the Bezos crew. Also, offering in-person tutoring. <p>TBIP Program Guidelines</p> <ul style="list-style-type: none"> • Will, Kent SD - By-Laws Wondering - Throughout the by-law's students are referred to as "English learners." It seems like we should update to emergent bilingual/multilingual or multilingual learners to align better with our philosophy and pedagogy. • Erika, Winlock SD- We continue to serve our TBIP students in person. We purchased all new curriculum for our Elementary, MS and HS. • Kelly, Edmonds SD - Moving (slowly) towards purchasing ELlevation to help us use data: analyze, collaborate, share, adjust and monitor • Will, Kent SD - ELPA21: Potential start date end of April. 8-week window. In process through Veronica's office <p>Will, Kent SD - WIDA: Standards PD is in the works and will be available statewide starting this summer. Veronica says things are going very well with the WIDA consortium.</p>		
Review Agenda & Approve Notes	<p>The committee reviews the notes from the October 30, 2020 meeting.</p> <p>Corrected the members in attendance</p> <p>Correct bullets under Megan</p>	Jennifer Green moves to approve the notes from the October 30, 2020 meeting. Stephanie Andler seconds the motion, and the committee vote to finalize and approve notes.	

<p>BEAC Business Will Williams</p>	<p>2020/21 Meeting Dates</p> <ul style="list-style-type: none"> • February 12 • May 7th 		
<p>Topics for Next Meeting Will Williams</p>	<p>Projects are long term. Look at what we can accomplish this year and the long-term timeline. Between now and the next meeting, look back at what we can add as connections and resources as projects progress.</p> <ul style="list-style-type: none"> • Action plan <p>Give agenda items if you have ideas. Is there someone else you would like to invite?</p> <ul style="list-style-type: none"> • Family engagement/student voice expert's • Alfonzo Lopez • New director Edmonds of Victor Vergara • Heart of BEAC - Choose a couple of words to put into different languages. <ul style="list-style-type: none"> ○ Rose, Nadya, Kelly, Nesreen – Volunteer to translate some words 		