

Dual Immersion Timeline

1. **Fall 2016** we began discussions with El Centro de Conexion de Chippewa Valley regarding Dual Immersion Programming.
2. **Fall 2016** conversations with UWEC (Carter Smith) through the Bilingual Beginnings (Summer School) regarding Dual Immersion Programming.
3. **Spring 2017**: District Academic Services team visited two different programs (Appleton and Menasha) to observe, ask questions, and plan moving forward.
4. **Fall 2017**: Dual Immersion Committee created to provide feedback and recommendations moving forward. The committee members chosen were based on research recommendations:
 - ECASD Director of Academic Services
 - ECASD English Learner Coordinator
 - ECASD Academic Services Coordinator
 - ECASD Library Media Specialist
 - ECASD Secondary Spanish Teacher
 - ECASD Spanish Bilingual Educational Assistant
 - 2 ECASD Elementary Principals
 - ECASD Director of Early Learning
 - ECASD Employee with Bilingual License
 - 2- ECASD Board Members
 - 1 -Parent (Also Board member for El Centro)
 - 2- UWEC Faculty (1 Also ECASD Board member)
 - 1- CVTC Faculty (Also Board member for El Centro)
 - 1- El Centro Board Member
5. **Oct. 2017**: Listening session with English Learner (EL) staff
6. **Nov. 2017**: Committee feedback on program brochure and recommendation in implementation timeline. The committee was provided research and went through protocols to provide guidance on best fit for ECASD in terms of implementation timeline. The committee recommended a two-year implementation timeline. The committee's recommendation was based on logistical timelines, licensure barriers, and magnitude of professional development. This timeline focuses on two phases of implementation. Phase one in 2018.2019 is staff implementation and phase two in 2019.2020 is student implementation.
7. **Dec. 2017**: Committee looked at research and data around two program models. The goal of this activity was to educate the committee on two options and to provide recommendations on best for ECASD.
8. **Feb. 5th, 2018**: Initial presentation to the School Board. The purpose of this was to educate the Board about the research behind Dual Immersion, the role of the committee, and the proposed implementation timeline.
9. **April 2018**: School Board presentation seeking approval to hold community listening sessions. The purpose of these sessions is to:
 - To develop a sense of belonging in the dual language programs for students and families from all cultural and linguistic backgrounds
 - To introduce the components of a dual language program to the community
 - To gauge community support and family involvement in developing and sustaining dual language immersion programming

Approval was given to hold listening sessions.

10. **April 2018:** Committee met to provide feedback on listening session presentations and how to educate the community about the sessions. The community decided to get the word out by:
 - a. District press release
 - b. Skyward e-mail to all families
 - c. Spanish BEAs calling families that have children not yet in school
 - d. El Centro sharing session dates and times

The district held 4 listening sessions (evening, morning, lunch and Saturday). One session was provided in Spanish and the others there was a Spanish BEA present if needed.

11. **May 2018:** Shared listening session feedback with committee. Also, decided to break up approval from the School Board into three chunks. The purpose of this decision was to not force the school Board to approve the whole program but to approval in steps to allow the district to continue to learn and incrementally implement. Below is how the implementation was split:
 - a. Approve Professional Development and Curriculum – July 2018
 - b. Approve application process- December 2018
 - c. Approve transportation- March 2019
12. **August 2018:** Presented to school Board to gain approval on Professional Development and Curriculum. School Board approved this.
13. **Oct. 2018:** Committee will meet to focus on examining other districts application and lottery processes to make a recommendation for the ECASD.
14. **Fall 2018:** Professional development around 3 Pillars of Bilingual Education