

**Q12 Please explain why you favor the slow, moderate, or fast/full implementation transition approach.**

Answers for Moderate Implementation

Answered: 101 Skipped: 0

#	Responses	Date
1	Slow would take too long to be fully implemented and I also feel the fast would be too much change all at once.	2/20/2017 9:42 PM
2	.	2/20/2017 9:38 PM
3	I can't say I fully understand the impact of any. If the situation is so bad, why would there be slow roll out offered? I don't believe this was thoroughly discussed or explained. I am ashamed to offer such uniformed input, particularly after attending all the meetings and reading all the correspondence.	2/20/2017 9:27 PM
4	I chose the moderate approach because it balances the strengths and weaknesses of the two other options. A slow roll-out will be the least disruptive for families currently enrolled in the bilingual program. However by changing slowly, it will encourage parents to keep the status quo. This may mean parents in with students currently in a bilingual program opting to keep a rising kindergartener out of bilingual programing in any of the next 4 years because they want their children at the same school. [REDACTED] The fast roll-out would be extremely disruptive, but the slate would be clean so that parents would adapt more quickly to the changes. With this option, parents may be more willing to have their students enroll in the bilingual program at Blue Ridge. This option could also crash and burn because of resistance to such a big change. The moderate approach is the compromise position.	2/20/2017 9:27 PM
5	Seems that if you're going to make the dramatic changes that you are proposing then you should just do it. However, the fast approach would cause significant upheaval and seems like too much.	2/20/2017 9:24 PM
6	The slow implementation would be difficult for students and teachers over time as time progresses - within a few years, in some schools there would be dual language programs at only the highest grade levels, and the same with English only programs. This would not be healthy for students and it could hinder collaborative and learning opportunities. However, I am concerned that the fast approach would be very costly to the district since there would have to be additional hours and work completed over the summer, and there would be a great deal of shuffling that would make it more difficult for teachers and staff to focus on the transition students are going through since they are all rapidly transitioning as well. If the desire is to make these changes to improve learning and performance, the changes should occur in the least disruptive manner possible.	2/20/2017 8:19 PM
7	It makes the most sense for students, families, staff and financial reasons to the district.	2/20/2017 7:25 PM
8	Would help recognize areas of opportunity.	2/20/2017 6:16 PM
9	The district is not ready for the upheaval that an immediate transition would bring. Families, I believe are still not prepared for the change and need time to mentally prepare for the switch. That being said, a 5 year transition would drag things on for way too long and be very hard on staff who have their "last year" at a building. The impact on school culture of a five year transition would be quite large. A moderate 2 or 3 year transition creates time for staff, parents, and students to settle into the new programming.	2/20/2017 4:15 PM
10	Best plan for students and families.	2/20/2017 3:42 PM
11	.	2/20/2017 2:26 PM
12	A moderate transition allows slower disruption to students.	2/20/2017 1:08 PM
13	Full approach would be too much too fast. I choose the moderate approach. 2 grades at a time is not too overwhelming and gets the job done in a nice paced manner., the slow method doesn't help with the English only behavior issues.. that needs to be dealt with in a faster way than the slow method..	2/20/2017 12:28 PM
14	Moderate speed roll out for K-1 seems reasonable. The fast approach is too much too soon with too many unknowns at this point. Moderate speed roll out also will give enough data to the district to truly work out issues that will come up, vs fast roll out, which would amount to using a garden hose to put out a warehouse burning down.	2/20/2017 11:28 AM

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15	I believe that the fast implementation plan is too distract to occur successfully in a few months. Because fast implementation of either of the plans involves moving hundreds of students and multiple staff, I worry that the fast approach would cause a major trauma event for those students, like ripping the band-aid off before the healing has even started. The moderate approach seems to speed it up a little and give more time for thoughtful distribution of staff and reassignment to fewer students. Also, in the 1-way model, some current dual students would have to be moved out of the dual in the fast implementation.	2/20/2017 10:32 AM
16	I think trying to get all this done over one summer will be extremely stressful, but I do think we need to jump in as quickly as possible and get going.	2/20/2017 10:11 AM
17	Because I support Model 2 which hopefully will be able to accommodate more students	2/20/2017 9:27 AM
18	This is a big undertaking....I would like to see a fast implementation of this change, but worry that moving too quickly could cause mistakes or errors in hindsight.	2/20/2017 8:23 AM
19	I think the moderate approach is more reasonable because it wouldn't interfere too much with the kids that are already in the program	2/19/2017 10:09 PM
20	I feel like the fast approach would be too disruptive to the children currently enrolled. The slow approach is too slow.	2/19/2017 5:11 PM
21	I feel this would be best for kids currently enrolled in the dual program in grades 2-5.	2/19/2017 4:35 PM
22	I don't think there will be parent support for the fast implementation and it seems like there wouldn't be enough spots for kids currently in dual. The fast implementation is too abrupt. If there are enough seats for 1st grade dual students then the moderate plan gets us to the goal faster.	2/19/2017 4:34 PM
23	I choose moderate because I have a 4th grader at Sharpstein and don't want the disruption of this chaos. Otherwise, the fast approach because it means a quicker resolution to the catastrophe that are the English only classes at Sharpstein.	2/19/2017 3:55 PM
24	Moderate gets the process started but gives time to work out the kinks.	2/19/2017 3:44 PM
25	It seems more realistic in terms of being ready to roll by the first of the year with transportation and relocation expectations.	2/19/2017 3:42 PM
26	I would consider moderate or full implementation. The students, especially some ell from Blue Ridge, need help now.	2/19/2017 2:59 PM
27	I believe slow is just that too slow. The moderate is just fast enough but not too fast.	2/19/2017 1:25 PM
28	Not too slow and not too fast. Would resolve problems quicker	2/19/2017 12:11 PM
29	The fast model does not seem feasible. The slow model will take too long.	2/19/2017 9:28 AM
30	The aptitude of most students should dictate a faster implementation, however, since not all students learn at the same pace, and slower approach may be necessary	2/19/2017 8:33 AM
31	I believe the kids would benefit by staying young. When you remove older kids from their comfort zone, they tend to put up a fight, which could lead to more problems.	2/19/2017 7:22 AM
32	The fast implementation does not seem feasible. The slow will drag the process out too long.	2/19/2017 12:32 AM
33	I favor the moderate approach because it's less stress on the kids that have to move to a different school	2/18/2017 10:59 PM
34	This gives students k-1 an opportunity to start where they will be placed and gives everyone else time to adjust to the upcoming changes.	2/18/2017 4:39 PM
35	I don't have enough info.	2/18/2017 2:31 PM
36	Less interruptions and stress for families and staff.	2/18/2017 2:23 PM
37	I think there are issues that need to be addressed sooner than the slow approach would allow, but I also don't think we have enough answers in place to role out a fast/full implementation.	2/18/2017 11:41 AM
38	Fast seems logical, if you're going to do it, then do it. Why keep kids in classes that you have already said aren't performing well. My second choice would be moderate. Give everyone some time to adjust to little change and prepare better for the rest.	2/18/2017 10:47 AM
39	N/a	2/17/2017 9:15 PM
40	Not so much of a disruption for both the students and families, and not to mention the staff.	2/17/2017 6:56 PM

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41	I honestly can't decide. It seems like slow doesn't solve the most urgent problems that motivated the changes in the first place. It seems like the choice between "Moderate" and "fast" has a few practical considerations that might be decisive on such a short timeline (implementation by next fall), but haven't yet been worked out. Fast implementation has the "rip the bandaid off all at once" aspect (which is often my own approach to things) but, BUT, will drastically increase the stress of the whole transition on everyone. The parents' and kids stress will get channeled onto the teachers and schools -- it sounds like a really rough year. So, I vote moderate.	2/17/2017 5:35 PM
42	Fast is too dramatic and slow will take too long to see differences	2/17/2017 3:55 PM
43	It allows my son to finish at Green Park	2/17/2017 3:28 PM
44	I'm torn between moderate and fast/full. It would be nice to get the new system in place and "get it over with" but I also feel like it might be least disruptive to the students who've been at the school the longest to allow them to finish out their elementary years at the same school. The incoming kinders will not be as impacted and the kinders (from this year) that will be going into 1st next year have only been here for one year. It will still be hard for them to switch schools but they haven't been here as long.	2/17/2017 3:28 PM
45	Part of my just thinks you should just do it fast, but people need a little time to adjust. However, dragging it out over several years wouldn't be the best either.	2/17/2017 2:54 PM
46	none	2/17/2017 2:35 PM
47	I would prefer the moderate approach since we are going back to the WWPS mission and what they believe in and that is providing quality instruction which includes transition of teachers understanding their role, parents, and of the course the most effected group the children.	2/17/2017 12:58 PM
48	I'm afraid that if you go for the full approach, many of the upper-grade students will drop out of the program rather than moving schools. And, I'm afraid that may in effect kill the dual program. The slow approach, however, seems to wait too long to address the problems this whole change is designed to address.	2/17/2017 12:58 PM
49	It allows for slower implementation but starts the transition sooner. It would be 5 years on the slow implementation and that would mean the current problems would still exist for a longer period of time. The moderate implementation allows changes to be made to the first two grades and that means that they will have 8 teachers on the same page with changes and to support each other at both schools (4 per grade is what I think they said at the community meeting I attended).	2/17/2017 12:29 PM
50	It's such a big change is going to be made doing it slowly seems that it would just drag out the process. A moderate approach weather K-1 or maybe even K-3 would allow for integration more quickly yet give a couple of years for full transition.	2/17/2017 11:09 AM
51	The logistics of implementing the fast approach on such a short time frame are terrifyingly complicated. I think it would be a mess and I think it is VERY important that the roll out of such a big change as reorganizing the dual program must be carried out well. You already have enough people nervous/angry about the changes (not to mention those who are against dual programming at all) that if you mess up the implementation it will hurt you for years to come. Also, the sudden transition is probably not the best for students. The slow model might be too slow to fix the problems that have led you to make these changes in the first place (especially those traditional students who are stuck in the one English-only class with no options to move), so I don't favor that. I favor the moderate approach. While any transition will likely have a negative effect on students, I feel that the moderate plan will have the least negative effect. You will only have to reorganize a couple of classes next year, which will give you time to work out transportation kinks, etc. The older kids will be transitioning to middle school in a year or two anyway, so perhaps it's best for them to not have to go through two transitions in short order. The smaller children will have more time to adjust between transitions.	2/17/2017 10:06 AM
52	The moderate would help to move the program in faster, but still give students and staff time to get adjusted to a new school and model. It would help to move the current problem classrooms on faster than the slow, but not overwhelm and change everything within one year like the fast model would.	2/17/2017 8:28 AM
53	will be good for the kids	2/17/2017 8:11 AM
54	I personally see Option 3 as being the "best for kids," however, WW is slow to change and a very conservative faction usually undermines progressive ideas. That truly is the nature of the community we live in so buy-in and implementation need to consider the audience. I have not attended parent meetings so I could be misreading this particular issue.	2/17/2017 6:01 AM

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55	My view is that the slow approach best fits our conservative community. Our community does not favor big, quick changes. I personally would choose the moderate approach as moderate is just that....it makes a statement of commitment to needed changes and allows for reflecting on those changes to make adjustments if necessary. Both the slow and moderate approaches must come with the guarantee that our current English Only students are receiving the additional support necessary so that all of those students are getting a quality educational experience. The fast approach creates too many changes for too many families (students, parents, and teachers alike) in a short span of time. I only wonder about the kids that are in the current dual program and how their experience would be more rich if they also had the opportunity to mix with more than 2 classes of kids (fast approach), while at the same time don't like the idea of our next year's fifth graders having to change schools 2 years in a row because of the fast approach.	2/16/2017 10:53 PM
56	Moderate would allow the k-1 to transition together. This would allow for a bit more "flow" to the transition of programming, and would put a bit more into place for the students and families. This would also allow other schools to start looking at the population/needs in their building.	2/16/2017 5:42 PM
57	The moderate approach seems to be easier logistically and cost effective.	2/16/2017 4:21 PM
58	Moderate because there is a lot that needs to change and in order to do it right, I think we need to do it over the course of a couple years. Slow is way too long to wait for full implementation and consistency.	2/16/2017 4:01 PM
59	I chose the "Moderate" transition approach, because too much change can be disruptive for the student, and could be overwhelming for the parent and teacher relationship.	2/16/2017 2:34 PM
60	Moderate isn't too fast but gets the situation dealt wit in a timely manner	2/16/2017 1:50 PM
61	My child has been in a dual classroom for 4 years now. For better or worse, she has been with the same cohort of students and this is what she knows as "normal" for elementary school. This, along with the nature of the dual "buddy system", has created an environment where they students are one big (if sometimes quirky or dysfunctional) family. Potentially moving to a new school AND having new students from other schools in her class would be a lot of change in one year and feel like a loss of that family. Therefore, I am in favor of a slow or moderate transition that would preserve her elementary experience. However, I am willing to admit that good can still come from a fast implementation, it just feels a lot scarier with so much change involved.	2/16/2017 1:25 PM
62	Easier transition.	2/16/2017 1:13 PM
63	Fast Implementation is too sudden, and Slow is too drawn-out. Moderate seems best.	2/16/2017 1:09 PM
64	It seems it would be easier on students and on teachers.	2/16/2017 11:56 AM
65	give people time for change.	2/16/2017 11:46 AM
66	Slow approach is just too slow. If we're going to do it, we should do it.	2/16/2017 11:40 AM
67	This change is going to be difficult on the community, students and staff. The moderate approach allows the district to move forward at an adequate pace while allowing time for unanswered questions and problems that may arise to be solved. It would be great to see movement happening, yet allowing time for everyone to process and become comfortable with this shift.	2/16/2017 10:54 AM
68	It is a reasonable approach, it takes into consideration impact on students, as well as transportation, etc. Slow approaches tend to suffer from inertia, and rapid approaches tend to be unpopular and stressful.	2/16/2017 10:23 AM
69	K-1 to help the transition move quicker for the district this is the best model. K-1 students are not that far along in their connection to any one building. Fast implementation will only lead to a district of angry parents and create more movement to the private schools and college place. Slow might be best but would cause many difficulties for the support staff during a long transition.	2/16/2017 9:59 AM
70	Moderate, enough of a change to ease into a transition without (hopefully) overwhelming everyone (students, staff transportation, secretarial, staff, etc....	2/16/2017 9:27 AM
71	I think slow is just that...to slow and fast might be hard on both students and staffing. This way a moderate transition seems to be a happy middle.	2/16/2017 9:26 AM
72	Moderate or fast full implementation would be best in my opinion. Just pull the band aid off quickly! Children are resilient and can adjust to change quickly; it is the parents and school district that may take time to adjust. Communications with parents and a carefully thought out plan to make the transition seamless is key to assuring success with minimal disruption in education.	2/16/2017 8:56 AM
73	Younger kids may transition more easily to a new school since they haven't had as much time/experience to build their school pride. Older kids may have a harder time adjusting so let them finish out.	2/16/2017 8:40 AM
74	The sooner we can help meet the current needs of students at it appears it currently is not, the better.	2/16/2017 8:36 AM

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75	I mean, I guess I am for the moderate if you agree to bus my child should he have to change from Edison to Sharpstein. To put the onus on the parent (especially us working parents with other children that we have to get to care) would be quite crappy.	2/16/2017 8:17 AM
76	The kids currently in the dysfunctional parts of the program need their situations to be remedied quickly. However, a drastic change can have negative impacts on other kids and staff.	2/16/2017 8:05 AM
77	Moderate seems a little more progressive	2/16/2017 7:53 AM
78	It's important to make transitions slowly, but this provides a great step forward that can be assessed throughout the year to evaluate effectiveness of the changing program. I would like to have a set year for the complete transition after this 'moderate year' though.	2/16/2017 7:39 AM
79	N	2/16/2017 7:09 AM
80	It fits the needs of my family best	2/16/2017 6:31 AM
81	Makes most sense. We have to do it sometime	2/16/2017 4:49 AM
82	Option 2 gives a taste for the chaos and/or the good that can come out of this transition. Option 3 is too much too soon for something that is still not fully understood (i.e. district is still investigating travel).	2/15/2017 11:08 PM
83	Moderate still lets most students finish off most of their elementary years in the school they currently attend; it also doesn't leave just one classroom of english only at the end of the transition.	2/15/2017 10:52 PM
84	I would need more information regarding child progress to be capable of making a good choice on this. It really would need to be based on what the program (bilingual) expectations are. I would need to know what level of those expectations kids are in. The all English classes in these schools are suffering so severely I hate to see it continue. Bilingual program can restrict full learning abilities to English and Spanglish children. In fact, it could continue word confusion in Spanglish homes. Again, isn't the program set up for full Spanish speakers to learn? How is this happening??	2/15/2017 10:30 PM
85	I'd suggest moving K-1-2 right away, but. . . . The full K-4 move seems too dramatic given where the district is in the decision process. Too many people, kids and staff, to shift around. But the slow process will take forever, and – the way these things go – interruptions, protests, complaints, etc., could sink the transition process before it's complete; there's a decent chance we'd never see what a wall-to-wall school can do. Thus I'd prefer the moderate plan. (Though, again, why not K-1-2? Programming, testing, etc., often breaks down into K-1-2 and 3-4-5.)	2/15/2017 10:26 PM
86	Fewer students uprooted. Speeds up process by 1 year compared to slow roll out.	2/15/2017 10:13 PM
87	I feel that this is better to start this way as a way to get the program up and running. Other options were to slow or to aggressive.	2/15/2017 10:10 PM
88	I actually don't have a personal preference here since our kids aren't yet school aged. The fast implementation seems like a very busy summer, but I can see the benefit of doing it that way.	2/15/2017 10:06 PM
89	I really don't have a preference - it will be tough any way and I would expect WWPS to have the best grip on what's workable.	2/15/2017 10:05 PM
90	The slow approach. Does not help the current situation with the English only stand. The fast approach sounds like it will create chaos moving staff, students, and busing. I don't think there is enough time to implement this approach.	2/15/2017 10:01 PM
91	While I do think it would upset the students to leave their schools (if needed), I do believe something must be done to get their education on schedule	2/15/2017 9:58 PM
92	I just don't know if logistics will allow the full/fast approach	2/15/2017 9:57 PM
93	Allows for a transition period. I was leaning towards full but I usually like a moderate approach	2/15/2017 9:55 PM
94	Children in grades K and 1 are still in more developmental stages.	2/15/2017 9:11 PM
95	Gets while community used to transition but allows room for working out initial kinks before implemented. Plus gives families more time to see how change will/can effect them. This will effect home prices, be sensitive to that.	2/15/2017 9:08 PM
96	I favor the moderate because I prefer change, but not to radical.	2/15/2017 6:44 PM
97	The moderate approach allows the district to ensure that all necessary elements are in place and work out "kinks" without prolonging the issues the district is trying to fix (i.e. inconsistencies in programming and English strand issues). It would be nice to see K-1 the first year, 2-3 the second, and 4-5 the third to decrease the transition time.	2/15/2017 6:44 PM
98	If the current programs are not working I believe speeding up the process is better. Although I picked moderate because emotional it may be to much to do it the summer of the students.	2/15/2017 5:11 PM
99	I believe Sharpstain has the better dual programs and will make kids successful in their education path.	2/15/2017 4:15 PM

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100	If the district is intent on moving forward with one of these concepts, the moderate approach may alleviate some staffing and family issues I mentioned in the negative short-term outcomes.	2/15/2017 4:04 PM
101	I believe it will provide the most effective transition for all concerned.	2/15/2017 3:19 PM