

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

Answered: 133 Skipped: 0

Answers for Fast Implementation

#	Responses	Date
1	I feel very strongly that for the best interest of ALL our students, a fast roll out will be the most advantageous. I am sure that this will no doubt be a large undertaking for the district, however, I feel that many of the challenges that come with dual and bilingual programming (such as the English only strands) could be alleviated. As a district employee who knows many of the challenges within our district and specifically bilingual programming, I feel that our ELLs and SLLs would benefit from a more rapid transition. This rapid transition would allow for a concentrated effort to develop a model which could be based on the strongest, most impactful instructional strategies for language development and academic growth within a bilingual setting.	2/20/2017 9:45 PM
2	Dual Immersion is already in place in the bilingual schools so there is not a huge need for educating and training staff as there would be if it were a new program. Although the shift of attendance areas and busing arrangements requires considerable effort, it is best to eliminate the negative factors of the current dual schools so the student learning of all students can proceed in the more positive manner that this shift promises to deliver.	2/20/2017 8:43 PM
3	Just get it over with.	2/20/2017 8:31 PM
4	Just get it over with. Change is hard, but now is the time.	2/20/2017 7:53 PM
5	It will be better to do it fast implementation so everyboby knows were our kids are going to be and they are staying in the school so we don't have to moved one more time...it will be worst.....	2/20/2017 6:33 PM
6	Why wait 4 or 5 more years with a program that is not working.	2/20/2017 5:30 PM
7	I chose the fast/full implementation based upon the need for change and alignment in our current model. The fast approach allows for professional learning opportunities and collaboration targeted for the specific populations being served within the dual buildings regardless of which model is chosen.	2/20/2017 4:49 PM
8	This approach should not break up families that are K-5 in the dual or English tracks.	2/20/2017 4:25 PM
9	I would favor the fast/full implementation because it addresses the immediate needs of all the students in dual and English classrooms currently. If you did a slow roll-out you would still have highly problematic classrooms in the single strand "English" only continuing to create a high stress environment for teachers and students. The needs in the "English"only strand need to be addressed sooner than later!	2/20/2017 3:30 PM
10	because if it needs to be done because the old way was failing. Then let's do it .	2/20/2017 2:41 PM
11	Again, families have not been given all of the information on this. What are the CONS of a slow approach?! This was not discussed at the parent meeting I attended...the information presented to famalies (especially to the native Spanish-speaking famalies) is that we should choose the "slow approach". Thinking very pragmatically, I think this is the worst solution, because it keeps kids in a failing program that will not be improved/expanded. Further, a slow approach will increase segregation between schools by giving famalies a choice between Blue Ridge and Sharpstein...I think it is impartive that for this new system to work, there needs to be a mix of kids (income levels, education levels, etc) at Blue Ridge and Sharpstein. Also, I think a new approach to districting kids that want to be in the dual program should be implemented (depending upon the neighborhood you live in you, you only have one choice of dual school)...NOT A LOTTERY for your choice of dual schools. With the lottery and a slow approach, I feel that higher-income/higher-educated famalies will choose Sharpstein instead of Blue Ridge. This will set up a terrible dichotomy between the two schools that will have long-term effects on our community.	2/20/2017 2:36 PM
12	Because if the reason we, as a district, are doing this is because kids aren't making the growth they need to and a change has to happen then why would we wait and roll it out slowly at the cost of the current kids in programming. It seems more logistically challenging to do it slow. bussing, when would full implementation take place ? couldn't families have kids at more than one school? ie. They have a child at Green Park going to be in third grade and they have a new kinder starting next year. Also most of the people who are giving input are presently in the program now so if their voice is helping drive the decision then they should be willing to feel the impact of their choice. Not to say let's do this but don't do it until my child is off to middle school. Also seems it would be a nightmare to keep school numbers somewhat equitable with the slower roll outs. But the biggest reason being if the change is because of kids and it's going to benefit them, then do it NOW!! Why wait?	2/20/2017 2:06 PM

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13	I favor getting the transition over with. Once again, I am not aware of the transportation issues, so a moderate pace would be my second choice.	2/20/2017 1:01 PM
14	.	2/20/2017 1:00 PM
15	The fast implementation would require all to get on board at the same time. The singularity of focus, though challenging, would ultimately benefit the transition as a whole.	2/20/2017 8:27 AM
16	If an update in programming is to be done, then a fast/full implementation would minimize the potential of further major transitions and begin consistent programming.	2/20/2017 7:44 AM
17	If we want to align programming to best serve children, we need to move/act quickly. This may be challenging, but would get programming centrally located, would allow for staff to get into new positions and to do the work of aligning programming to support children. A slow roll out doesn't close the gap for kids currently in program.	2/20/2017 7:16 AM
18	There will always be growing pains and difficulties with change. If the changes are made all at once, the overall disruption will be less prolonged.	2/20/2017 5:53 AM
19	I feel like we really need to break up the English only strands in the dual schools as soon as possible.	2/19/2017 9:57 PM
20	We really need to break up those English-only strands in the current dual schools.	2/19/2017 9:53 PM
21	Don't delay the inevitable	2/19/2017 8:49 PM
22	The students need to get in the best learning situation as quickly as possible.	2/19/2017 7:00 PM
23	if it's going to happen, let's do it	2/19/2017 6:38 PM
24	Less confusion in the long run to just implement it and get it over with.	2/19/2017 4:56 PM
25	Rip the Band-Aid off now. The slow process has ripple painful effects for years.	2/19/2017 4:41 PM
26	I would quickly disable this entire program as your principals ██████████ have used the English-only track as a dumping grounds for IEP's and behavioral students from the so called unconstitutional "two-way" program. I would advise this program for federal review.	2/19/2017 3:24 PM
27	Easier for everyone involved, instead of continual staffing changes.	2/19/2017 3:19 PM
28	Change is hard but it needs to happen now. Stretching it out only prolongs the critical issues that are present.	2/19/2017 8:43 AM
29	Fixes English only problem Allows collaboration and growing pains to occur all at once so program can be successful as quickly as possible	2/18/2017 9:11 PM
30	I think the faster this program is initiated the faster the the drop in test scores and ultimate failure.	2/18/2017 4:59 PM
31	We already have dual established in the district. No need to train staff. Just need to get the enrollment and staffing in place.	2/18/2017 2:47 PM
32	The English only strands need to be fixed immediately.	2/18/2017 2:20 PM
33	The BERC committee has made it very clear with a list of all the problems our schools are struggling with. There is absolutely no reason why we should hold off any longer, continuing to teach the way we have. We have spent too much time neglecting the student's struggles For those who don't feel the children are struggling, they need to look outside of the box and see the big picture. It is time to help those who have been struggling and gravely falling behind. Waiting longer will only allow a generation of neglected students to keep falling behind. At the pace we are making great changes, why would we want to sit back. Let's move forward for the sake of our children. It's time to correct wrongs and not a few years down the road.	2/18/2017 1:06 PM
34	As cited: The primary reasons for reviewing the program and why changes are needed: 1. Increase academic performance for non-English speaking students (presently being out performed by Hispanics across the state) 2. Improve problematic "traditional" classrooms in dual language schools. 3. Increasing number of Hispanic students entering kindergarten with limited Spanish skills. 4. Some students in English-side of dual struggling academically. 5. Lack of program alignment. To get all of the students back on track regardless of current program in which they are enrolled, we need to implement this change as quickly as possible. If "slow" or "Moderate transitions are selected, the majority of students will still continue to struggle and all of the reasons for making the changes listed above will continue to have a negative impact on the education that the children receive. "Slow" or "Moderate" will continue to allow these problems to go on even though we now know this is not an optimal situation. These issues have been neglected for far too long, changes must be immediate.	2/18/2017 12:34 PM
35	Staff and families could make the change at the same time. Professional development could occur for all staff at the same time.	2/18/2017 12:11 PM

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36	Students, parents, staff and community want to know which model and schools will be impacted. This way, we can move forward with the charge. Currently, there are problematic programming issues in both English and Dual classrooms. We need to address those concerns instead of waiting as we already have identified those needs.	2/18/2017 7:41 AM
37	As a staff member it would be pretty hard to know that it will take 4 to 6 years for all this to get done.	2/17/2017 9:02 PM
38	I don't want to be stressed about changing every year...just make the move...waiting in small chunks to transition would not fit my personality. It's better to move as a big group instead as a grade level. I want to get started on the new change and make it successful for the learners. Kids will feel the same. Will there be funds available later? Will we lose staff? If we wait, their will be time for change.	2/17/2017 3:44 PM
39	I have a daughter in kindergarten next year and she can go to school with her brother.	2/17/2017 3:35 PM
40	I have an incoming kinder and would like them to be together	2/17/2017 3:08 PM
41	I feel very strongly that this change needs to happen with full implementation so that the maximum amount of students can benefit from the change.	2/17/2017 2:13 PM
42	Our daughter will be starting kindergarten next year and this option provides the most opportunity for teachers and staff to hammer out all of the kinks before her class starts. The slow model makes her the lab rat every year	2/17/2017 9:24 AM
43	Impact on the students in English only classes still continues to be an issue. If the main problem is the English only classes why prolong the adverse conditions for the teachers or students.	2/17/2017 7:05 AM
44	Get it done and subject the kids to less change each year. One time, one change (while likely hard to swallow for some at first), rather than a change every year for a while. Knock it out and move on to focus on other areas of improvement for the district. No need to drag it out and have "wrinkles" every year at enrollment time and school start.	2/17/2017 5:18 AM
45	If students are going to be moved, then it should happen right away.	2/17/2017 12:23 AM
46	Na	2/16/2017 9:37 PM
47	It would be hard to readjust each year as the program moves up.	2/16/2017 9:23 PM
48	best to cause all the chaos at once instead of in layers	2/16/2017 9:01 PM
49	Teachers and principals can begin to organize, build a community and work to become a team sooner than later. It seems like we could potentially have to deal with inconsistency within the buildings for a lot longer if we go with slow or moderate start. Also, slow or moderate would not allow building staff to get to know and trust eachother and get on the same page about how the building will run.	2/16/2017 8:57 PM
50	A fast implementation seems like the best way to solve some important immediate issues, particularly the concerns around the single strand classrooms.	2/16/2017 8:53 PM
51	Transitioning everyone at the same twine makes the most sense to me because this way, none of the kids "stuck" in the problematic English-only strand will remain stuck.	2/16/2017 8:50 PM
52	Slow and moderate does not solve any of the problems for the English only classrooms and would sacrifice the education and well being of these students for the benefit of dual language learners for 1-4 more years. The situation is awful in these classrooms and needs to be remedied now, not three years from now.	2/16/2017 8:48 PM
53	Choosing the slow or moderate approach will draw out the small amount of community backlash these changes will create. It also will further punish the children who are chained to their English only strand. A fast approach will provide changes for everyone immediately, preventing any further damage to the English only strand. Additional district support will not solve the English strand issues for the coming years.	2/16/2017 8:33 PM
54	Because the kids will benefit of it.	2/16/2017 8:26 PM
55	O	2/16/2017 8:25 PM
56	why drag our feet.	2/16/2017 8:22 PM
57	Its still going to get done the sooner the better and it wpuld be after summer break. Its already new for alot of kids new class, some new schools, and new teachers so it all works out ok	2/16/2017 7:15 PM
58	none	2/16/2017 6:24 PM
59	I will help with programming and it will allow for parents to keep all of their kids together.	2/16/2017 6:12 PM
60	Might as well just do it and get it over with.	2/16/2017 5:18 PM

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61	As a teacher I want to be sure to receive the same training as all other teachers in the program model and not be forgotten or left out of team planning and have the same exact implementation strategies as my colleagues. This way will ensure consistency in all classrooms. As a parent, of a student in the primary grade level, I want the same consistent instruction and strategies given to him. I do not want his class to be "the last one" and not as important as the other classes with different programming. I want my student's teacher to be in the know of what the other dual classrooms are doing and this cannot happen when they are in another building. When it comes to cultural activities, I want my children and myself to be a part of them and this will be more difficult if we are in another building. Put programming all together at one time so that everyone may start fresh and excited with new strategies, students, friends and colleagues. This can be an exciting experience with one big move, but it could be painful having to wait for one's turn, or even worse, the last one out.	2/16/2017 2:51 PM
62	A complete change would be better. All parents would know exactly where they children will attend every year. Students will be more familiar and get accustomed to the changes quicker. Every teacher from a building that will have changes will now exactly where there are openings or to stay. Teachers will have clear decision to stay within our district or start searching for teaching position at another district. One big change is easier to accept than having changes for the next six years. Teachers need stability. Students need stability. One quick change will help us heal faster and move on to student learning. With a slow or moderate change. It will create the time and space for frustration from all angles for several years.	2/16/2017 2:29 PM
63	Because I don't think it is fair for the English only classrooms to stay how they are right now. They are going through a lot of behavior and academic problems.	2/16/2017 1:57 PM
64	I think that staff morale, student community and parent willingness to participate in PTA will all suffer if the schools are all in flux for more than one year. It will prolong the disruption and keep any potential bad blood from the change at the top of everyone's mind for longer. Make the change like jumping into a pool or pulling off a band-aid. Then people can begin adjusting faster and learning how the new system is going to better serve their students!	2/16/2017 1:37 PM
65	There will be many changes placed on families and staff from this model. Anything but a full implementation will cause continual stress from the unknown on staff and on the families.	2/16/2017 1:26 PM
66	Change is never easy. Slow or fast it is going to be difficult.	2/16/2017 1:23 PM
67	I believe it would lessen the impact on all students if we went with the Fast/Full Implementation.	2/16/2017 1:07 PM
68	Training of new staff and students together and at the same time.	2/16/2017 1:00 PM
69	It's unfair to keep families in limbo. If you must implement such a program, just do it.	2/16/2017 12:56 PM
70	I consider the district many miles and years down this bilingual commitment path, and feel the staff is capable of an over-summer-break transition. I believe a clean debarkation at the start of the new year will be easiest on families.	2/16/2017 12:56 PM
71	It is either something you believe is the best for the students or not. If you believe it is why wait. The effects of the english only classes for those students remaining will affect them while they wait for the roll out. Conditions will never be perfect but "What is Best" for the students educationally.	2/16/2017 12:25 PM
72	In my opinion it is just best to make the changes all at once and be able to move on faster with the program.	2/16/2017 11:50 AM
73	Get it done	2/16/2017 11:21 AM
74	The recommendations seem thoughtful, but for many many staff, parents and community members, these proposals feel like a step backwards. People are hurting and I believe a slow transition will make some settings toxic. A rift is already developing in my building between ELL teachers and other staff. Staff are hurt and continuing like this for 4 years will be harmful. Like most difficult decisions, once people get busy with their new roles, their energy and focus will be spent primarily on that. They can grieve their losses and move forward and hopefully see the wisdom behind the decision and come to embrace the positive side of this change. A four year transition would defer this transition process, and likely increase anger and frustration. I am very concerned about the impact on my staff if this move is delayed. I am not sure our building would recover from the unintended consequences. I think parents and community members who oppose the change would continue to question the decision, lose trust in the district and oppose the final decision with increased intensity. I would like to see the fear, anxiety and resentment many are having about these options put to rest and allow them to move on as quickly as possible. Grief and loss need reasonable timelines not years in the making. While I appreciate the district providing options and obtaining feedback. I think in this case district leadership must make this difficult decision based on reason and not allow the understandable emotions of staff get direct how we move forward. I think it has taken considerable courage and leadership for the district to come up with a plan. While I have my own disappointment about the proposals, I believe these options will either turn out to be good for children or the district will eventually correct its course. I plan to be positive and support the district, but I can not imagine the damage if this were drawn out over 4 years.	2/16/2017 11:21 AM
75	The slow or moderate would be best for me personally, but as a whole, I think just doing it would be best. People do not like change and the longer you drag it out, the longer the pain is. So just doing it, makes people have to adjust.	2/16/2017 10:42 AM

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76	<p>Slow would mean many families with children still coming into school would need to figure out transportation to two different schools. Not to mention the children who have been so looking forward to being in the same school together. Figuring out the transportation changes each year as this slow approach, or even moderate, move forward, will only prolong the headache. Plus, having everyone be in flux for so many years, will negatively impact the amount of dedication anyone can put into other programs, such as the gifted program, PTA, and other teacher-driven endeavors. Even getting settled into a routine and a classroom for teachers who may be moved the next year will have a negative impact on how the children learn. If the slow-approach is taken it will mean I will likely pull my son out of the dual program, or not enroll my daughter as a Kindergartner next year, to keep them in the same school. You may lose even more to that transition style than I'm afraid you will lose simply in moving schools in general.</p>	2/16/2017 10:41 AM
77	<p>During the presentation I attended it was pretty clear that there were enough concerns/deficiencies in the current model that action needed to be taken, so I feel that it would do a disservice to the students to not implement swiftly. Now, this is my gut reaction. It has not escaped me that there are other factors involved, not just academics. I realize that it could be difficult for students to switch schools after having established an identity with their particular school. Which ever model and transition the district chooses there will be challenges. The question comes down to, which challenge is the district more equipped to handle. A new identity can be established if attention is paid purposefully to this. This would take the cooperation from everyone involved. On the other hand how would the district serve these students/teachers (grades 1-4) in the meantime if a slow or moderate approach is taken? You can't in good conscience leave them as is for the next few years. What does this mean financially for the school district? There would be more transportation cost if the program was implemented fully, but there would also be additional costs to support the non-dual classrooms which are much larger then their dual counterpart (i.e.: cost of a para in the classroom)</p>	2/16/2017 10:23 AM
78	<p>My concern around the slow and moderate approaches is that continuing any semblance of the current model would concurrently continue the problems with that model. I understand a fast approach will leave people's heads spinning, but if my child wasn't getting a quality learning opportunity in the current environment, I would want change immediately.</p>	2/16/2017 10:14 AM
79	<p>I believe it's the best choice given the limited options you are supposing.</p>	2/16/2017 10:06 AM
80	<p>I</p>	2/16/2017 9:41 AM
81	<p>,</p>	2/16/2017 9:41 AM
82	<p>Just do it and let's move on.</p>	2/16/2017 9:39 AM
83	<p>slow and moderate will be unsettling for students, staff and families. Everything will feel temporary. Teacher movement will prohibit teachers from perfecting their craft and building strong collaboration among their colleagues. ALL schools will be impacted by this movement. The domino effect due to the swin numbers will be never ending at all school sites.</p>	2/16/2017 9:37 AM
84	<p>I think there are some pros to each, but I think it makes the most sense to just make the comprehensive change at the beginning of the next school year. The reason for the change is because our current program isn't working well, so lets change and get a fresh start. I'm not positive, but it would also seem more efficient to have just one new program instead of supporting multiple approaches to bilingual.</p>	2/16/2017 9:33 AM
85	<p>It will be easier for families to have all siblings at one school, easier for staff to not transition now and later (also better for staff to begin this model and adjust to it now so it can be more effective at a sooner time).</p>	2/16/2017 9:32 AM
86	<p>It seems like a fast/full implementation might prevent teachers and students from being isolated at the schools in the "old" program. However, a slow-implementation might be less chaotic.</p>	2/16/2017 9:23 AM
87	<p>The slow/moderate will leave years of staff, students and families feeling unsettled with constant movement each year. If a change must be made, all at once will provide everyone with more stability. As teachers we need to know our positions are 'safe' so we can perfect our craft each year. Knowing our position moves each year, or our team will change each year will really hurt moral of every building. It will affect all buildings...not just the ones who receive the programming because of movement based on SWIN #. People at unaffected schools will be moved due to others being bumped out of the bilingual schools, and will take their positions based on seniority. The domino effect will be endless and hurtful especially when everyone can count how many years until their position must change. It will be a huge headache for HR. All at once will be a clean slate, everyone then knows their new position and can begin to start learning new curriculum/grade level.</p>	2/16/2017 9:08 AM
88	<p>Kids are pretty resilient it may be best to just get it done with and not prolong the changes.</p>	2/16/2017 9:07 AM
89	<p>It is best for ALL students and has needed a revamp for a long time!!!</p>	2/16/2017 9:06 AM
90	<p>This approach would allow the kids to go to the school their siblings attend.</p>	2/16/2017 9:05 AM
91	<p>Option 1 is too slow. Option 2 is not much faster. Option 3 perhaps is too fast, but should help solve the English only class problems. This also keeps siblings together.</p>	2/16/2017 9:05 AM
92	<p>This would allow families to stay together.</p>	2/16/2017 9:05 AM

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93	While I understand the disruption factor, we have got to shore up the program for our kids. Yes, it will be a difficult transition for our teachers, but darn it, our kids deserve better. We are leaving some of them with NO literacy in either language and we can't just let the current students float through and wait 6 years to "catch up." The students deserve better.	2/16/2017 8:53 AM
94	The fast transition will have the least negative impact on community. Next year, both Sharpstein and Edison will be incorporating a sizable number of new staff and students. If this only happens once, it's just one big, "Hooray, welcome to your new school! We're so excited you're here! Let's build community!" experience. Imagine trying to do that multiple years in a row. It would be a dumpster fire. In addition to normal staff turnover, each school would have to add the restructuring of entire grade levels year after year until it finally rolled all the way up. I think a lot of people will say "moderate" on this one because it feels warm and fuzzy to be in the middle. That would be a mistake. It will damage the communities of students, teachers, and parents at both Edison and Sharpstein much more than just doing one big shuffle and celebrating the arrival of the new students and staff.	2/16/2017 8:53 AM
95	Don't drag it out.	2/16/2017 8:41 AM
96	Rip off the band-aid! I think that once everyone settles in to their new spots, we can further address concerns as a full group, rather than having many, many satellites to consider.	2/16/2017 8:40 AM
97	While very disruptive to all, the disruption would be over quickly and staff and students could get back to business faster. If every year one grade level (staff and students) are leaving it would be crazy to try and develop school routines and culture.	2/16/2017 8:33 AM
98	I don't really have a solid reason, just would be less confusing I guess?	2/16/2017 8:21 AM
99	Otherwise it will simply drag out the process and it will leave a single English strand at some schools for a while and that would be hard on that population.	2/16/2017 7:58 AM
100	This would seem the least disruptive because it would happen one time, rather than disruptions every year for years on end.	2/16/2017 7:50 AM
101	I think that slow roll out does not fix the problem fast enough and while it will be painful for a year, things will shake out and we will all be okay. Selfishly, I am in favor of the slow because it keeps the status quo for my child but I don't think it seems best for all children which is the reason we are making this change. And 6 years seems way too long for all the kids who the current system is not serving.	2/16/2017 7:49 AM
102	Would keep families together	2/16/2017 7:48 AM
103	Best approach	2/16/2017 7:48 AM
104	As a parent I would support a slow role out. I would imagine most parents will choose this model. But I don't think this model is best for students overall. It leaves our district without cohesion, with students in what we have determined are failed models, and with increasingly isolated staff for 5 years. I think most staff would support a fast roll out and the district can present a unified position to justify the decision.	2/16/2017 7:13 AM
105	Whatever changes are made should be done fast for the sake of the students. The changes will be hard on them and it wouldn't be fair to drag it out	2/16/2017 7:05 AM
106	Please just stop this -	2/16/2017 7:01 AM
107	I think if we're going to make the change we should go for it. I think the slow roll out causes continual change for five years, rather than building continuity for staff and students.	2/16/2017 6:45 AM
108	If the problems that were identified are adversely impacting students, the program needs to change for all. If the slow or moderate approach are implemented, some students will spend most of their Elementary time in a poor program. This is unacceptable	2/16/2017 6:24 AM
109	If you are trying to get rid of issues in the program it makes sense to implement, otherwise it appears to me, you are saying the problems are not much of an issue. Also, why did you spend money and time on this and then slowly do something. To me it is like telling someone they have a medical problem that is impacting their health but waiting to treat it. People who are impacted and don't want this still won't.	2/16/2017 6:16 AM
110	Allow students and staff to establish their new community by moving everyone at once. Dragging it out will create an entire generation who never have a stable school community.	2/16/2017 5:13 AM
111	I don't feel the community or district is ready to make this decision. I can't in good faith make a choice without knowing the financial implications either choice would have on tax payer dollars and it doesn't make sense to me that we are being asked to do so. If a choice were to be forced, I would think of staff and children. How is prolonging a polarizing decision a good thing for our community? How is this good for future levies and bonds? Imagine the fifth grade teacher of an English only classroom and his/her students in a slow roll-out at a dual school.	2/15/2017 11:35 PM
112	Let's get in and get the ball rolling	2/15/2017 11:25 PM

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113	Allows us to get back on track faster	2/15/2017 10:32 PM
114	Gets the change done quicker. Provides more collaboration at all grade levels on the dual side, eliminates the problem with single English only classrooms, and we can fine tune the program quicker	2/15/2017 10:24 PM
115	The faster the better	2/15/2017 10:14 PM
116	If the slow approach states that students can stick out heir elementary carriers where they are then doesn't that go to say that the current system can work for at least another 4 years? Or are we being give the option to choose what you are claiming is a failing structure? The slow option seems antithetical to the claim for a need to change. Of course I want my son to stay where he is at GP but you just got through telling us that the framework is failing. How can it be an option then? I would appreciate a dialogue about this.	2/15/2017 10:06 PM
117	If the dual programing as it stands. Now is not working for our students, I don't see why the slow rollout is a good idea. I think it should be changed quickly and effective next school year.	2/15/2017 10:06 PM
118	If the model is changed, I think it should be started.	2/15/2017 10:00 PM
119	As a teacher, I would like to be part of building a new school culture and not be left as the last vestige of the program as it transitions. I believe it will hinder programs to continue to accommodate the current setup and full implementation will be the cleanest transition for students and staff.	2/15/2017 9:57 PM
120	I want my kids to stay in the dual program but wouldn't want him to have to change schools	2/15/2017 8:59 PM
121	I believe that if this is where this program implementation sees it's final destination it should just move ahead full force.	2/15/2017 8:35 PM
122	Will keep families with incoming kindergartners together. Help with immediate programming issues, behavior and high need challenges, and bring unity and professional learning to the bilingual staff.	2/15/2017 8:29 PM
123	Families with siblings can stay together.	2/15/2017 8:07 PM
124	As a teacher having to be displaced, I would like to know where my placement will be. In the past, WWPS has been known to care for their staff and treat them fairly and this full implementation allows for teachers to be treated professionally, kindly, proactive, progressive and in a considerate manner. Also, at the parent meetings, I realized families that have incoming kindergartners will not be together at the same school if we have a slow or moderate transition. In addition, it is not equitable to have small or large single strand classrooms (both dual and English) for teachers, parents, students and staff. Furthermore, even dual teachers with smaller classrooms are struggling to be effective educators with the demographics and high needs of students in programming (make-up: heritage learners, low readers in Spanish , Spanish learners, behavior, and ACES). If we transition slowly or moderate, both students and teachers will be impacted by not helping solve these concerns.	2/15/2017 7:57 PM
125	The sooner the transition is made, the better for all students. It will be difficult, but it can be done.	2/15/2017 7:55 PM
126	Slow change is too confusing	2/15/2017 7:42 PM
127	The district has researched all models for a significant amount of time. It is time to implement the plan and move forward.	2/15/2017 7:36 PM
128	I believe you will have stronger staffs at Edison and Sharpstein if you make staff changes at the same time.	2/15/2017 7:32 PM
129	Dual is failing. Why continue on a downward spiral? Rip the bandaaid off and get things on the right path. Why lose valuable time when it comes to the children's education? Why put it off.	2/15/2017 7:25 PM
130	Lets get the model in place and running.	2/15/2017 7:15 PM
131	The sooner the change is made the better the opportunity to iron out wrinkles that will come up.	2/15/2017 6:46 PM
132	If it's going to change it needs to change for the entire program.....	2/15/2017 6:41 PM
133	Let's just get to where we need to be as fast as possible.	2/15/2017 11:57 AM