

#1



COMPLETE

Collector: English Survey (Web Link)

Started: Wednesday, January 25, 2017 8:10:51 PM

Last Modified: Wednesday, January 25, 2017 8:12:55 PM

Time Spent: 00:02:04

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

i don tthikn the one school would be good cause it could be classified as segregation

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

split school wont work either cause soem families will have a kid in k-2 school and then 1 kid in the 3-5 school and it would be hard especially for single parents that work all the time

Q6: What other input would you like the committee to consider?

i think they should just phase it out, cause none of the options provided would work at all

#2

COMPLETE

**Collector:** English Survey (Web Link)**Started:** Wednesday, January 25, 2017 8:53:39 PM**Last Modified:** Wednesday, January 25, 2017 9:10:14 PM**Time Spent:** 00:16:34

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

I would be very excited to see the dual model be fully implemented at the school. All staff in the building would be knowledgeable of bilingual education and committed to incorporating it into all aspects of the school day (including specials). Much has been said about English-only strand not having any opportunity to mix students from year-to-year but my child's dual class has had issues over the years of coming up with a cohesive mix of students and would benefit from having a larger pool of students to create a new class mix. I think the feeling of school pride and loyalty would remain intact with a 1-School model. Knowing your child will attend for 6 years and keeping siblings under one roof allows for longer-term parent investment in the school as volunteers and PTA members.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

More than concerns, I just have so many questions!

1. How would you choose which children will continue in dual if 25% need to leave the program (no small number in my mind!)? Will my child be bumped from the program even though she is thriving in Spanish?
2. Will 3 classes of dual per grade create a tri-ad? Having experienced the platooning at Sharpstein, I am very opposed to elementary students having more than 2 teachers a year.
3. If Sharpstein, Edison and Green Park students are all grouped together in one dual school, where will these students go to middle school? Will the district choose only one middle school to offer higher-level Spanish classes?
4. In the future, would dual only be open to students who fall in the Sharpstein/Edison/Green Park enrollment areas or would it be open to any student in the district?
5. How would the district allow for equitable entry into the dual school? Would the district continue to grandfather siblings into the program? Will it be a competitive mess every year during open enrollment?
6. If, for example, Sharpstein Elementary became an all-dual school from which any child in WW could apply to attend, would the district re-draw the boundaries so that students who currently live in the Sharpstein area would have a new neighborhood school? Maybe my address would now make Green Park my home school?
7. Will cultural diversity be concentrated in one or two buildings? How many "heritage" students will attend non-dual schools?
8. Will our dual school attract families of privilege (higher income, more support at home, less social/emotional needs) and concentrate students with the converse demographics at other schools?

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

I'm sure separating younger and older elementary students must have some developmental benefits but I have never had concerns about my children mixing with students of different ages. I think the school has done a good job of segregating younger and older students to different areas of school as well as different lunch and recess times.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

I would very much dislike having my children at 2 different elementary schools. Logistics of pick-up and drop off would add challenges, especially for families with kids in 2 elementary schools plus a middle and/or high school. Students would experience another transition in their lives as they leave one elementary and start another. Third grade students could spend a portion of their year transitioning to new school rules and culture instead of jumping into learning. Because students only attend for 3 years, staff and teachers would not get to build longer-term relationships with families. School spirit and loyalty would be split between two schools and decrease. PTA membership and fundraising could diminish, especially in the "upper" school. Once a school changes to K-2 or 3-5, I imagine it would be hard to go back to K-5 when your supplies, tables and chairs, PE equipment etc. have transitioned to this narrower student subset. And wouldn't it be strange for our district to have 4 K-5 schools and 2 that aren't? This model still allows for 2 tracks in the same school (Dual and English Only) and I have always felt that dual gets the reputation of being "special" or "preferred." This have vs. have not perception could still continue to persist in the split school concept.

Q6: What other input would you like the committee to consider?

I would like to hear what the committee thinks is going to make the biggest difference in terms of improving student learning and meeting standards. Will either of these school models make a bigger impact? What if the district makes all these changes and the scores remain relatively the same? Are we really addressing the problem here? Isn't kindergarten readiness part of the problem too?

Thank you for making parent input a priority! I know this is a very challenging problem for the district to face and I appreciate the time and effort of our leaders to make a sound decision.

#3

COMPLETE



Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 11:01:59 AM

Last Modified: Thursday, January 26, 2017 11:15:14 AM

Time Spent: 00:13:15

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

More staff support and ability to collaborate if all in the same place. A stronger sense of dual language learning since everyone is doing that.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Is there a way we can have the one school concept but at 2 schools? Sure would be nice not to have to move teachers and kids more than necessary.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

challenging to split families with children that would be at two different schools. Difficult for transportation, activities, pta, volunteers

Q6: What other input would you like the committee to consider?

what solutions will help the english only classes. I don't think its going to change by having more than 1 strand. There is a need for more intervention and behavior support in these classes where more problems seem to be coming with some of these kids.

#4

COMPLETE



Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 12:14:10 PM

Last Modified: Thursday, January 26, 2017 12:38:40 PM

Time Spent: 00:24:30

PAGE 1

Q1: I am the parent/guardian ofof a student/child not currently in a dual school
(Please explain in box below)

Explanation of a student/child not currently in a dual school.

My children are currently in private school due to the effects from the dual program on their English only classes.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

This concept will allow the entire school to work as one big community and everyone is on the same page. It's one type of approach in the entire school. Having another Elementary school focusing on learning in one language (English) will speed up basic learning skills.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Transportation will be of great challenge. Some parents might have some of their children in English only while others in dual. Also, they might not want their children in split schools.

Parents also might feel uncomfortable in knowing that, despite their children's lack of excellence in the dual program, they will be denied enrollment in the dual program. This would make parents feel that they are on a competitive level within each other. Some parents might still want to push their children to do better in dual even if they don't excel in it.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

The split school will still feel like their current school program. not feeling as if there are any changes.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Transportation will be of great challenge. Some parents might have some of their children in English only while others in dual. They might not want their children in split schools or unfamiliar neighborhoods.

Q6: What other input would you like the committee to consider?

I would like to share my experience as a Hungarian coming to the United States. I started to learn English in second grade with no help in the school in my native language. I did have one on one time to learn English for about 45 minutes every few days. I was able to learn full English very quickly. There was no dual Hungarian English program. If I was in a Hungarian English dual program with an 80-20 model I would never have been able to learn more English if the English was 20%.

Think of all the students who come from other countries to Walla Walla and speak a native language OTHER than Spanish. They are in English only classes and are doing very well. The best way to learn English is to be immersed in the English language. We need to research how these children are doing.

Most parents who highly support their children's learning of Spanish are Caucasian. Deep down, all they want is for their child to learn Spanish. But does it have to be a dual model? Why not have a language arts model instead.

Look into how Europe teaches children English.

#5

COMPLETE



Collector: English Survey (Web Link)

Started: Wednesday, January 25, 2017 1:13:15 PM

Last Modified: Thursday, January 26, 2017 3:30:51 PM

Time Spent: Over a day

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

I'm concerned that this approach is going to seriously increase segregation in our schools. First, in that "1 School" you're likely going to draw high-performing Anglo kids and a large % of the Latino kids (who are not currently at Blue Ridge). Although that sounds great for the kids in that school, I think the rest of the community loses out. I also can't figure out why Blue Ridge has been left out. According to data the district sent out last week, 12% of the 4th graders at that school passed the 4th grade math assessment last year. If these changes are supposed to be about meeting the needs of ELL students in the district, why aren't the changes targeting the school with the most ELL students and the lowest achievement? Further, I can't figure out what Traditional Plus means. And I think it's really problematic to propose something like that without knowing what exactly it looks like. Finally, before the district decides to shrink the dual program (which this model would do), I'd love to see the data on how both ELL and non-ELL students do in Walla Walla in dual vs. English only classes.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

My largest concern with the "Split School" proposal is that research consistently suggests that school transitions are negative for students in terms of achievement and social emotional outcomes. So, in addition to being a bother for parents who have multiple kids, this plan seems to be almost certain to negatively impact kids' outcomes. Further, like with the "1 School" concept, I can't figure out why Blue Ridge has been left out. According to data the district sent out last week, 12% of the 4th graders at that school passed the 4th grade math assessment last year. If these changes are supposed to be about meeting the needs of ELL students in the district, why aren't the changes targeting the school with the most ELL students and the lowest achievement? Further, I can't figure out what Traditional Plus means. And I think it's really problematic to propose something like that without knowing what exactly it looks like. Finally, before the district decides to shrink the dual program (which this model would do), I'd love to see the data on how both ELL and non-ELL students do in Walla Walla in dual vs. English only classes.

Q6: What other input would you like the committee to consider?

First, if you made the data public about how kids do in the different programs, it would help folks in the community understand why you're making the choices you are.

I can't figure out why Blue Ridge is left out of all of this. The achievement data from Blue Ridge is maddeningly bad. We know from research on peer effects that the composition of the classroom matters. So, why not shake things up and bring some of the higher performing kids into Blue Ridge? Why are we as a community okay with a school where less than 25% of the 3rd and 4th graders are passing the ELA or Math exams?

This seems to be a great opportunity to add more integration to our schools, and instead both of these plans seem to be increasing levels of segregation.

Finally, these proposals are bigger than just a few changes to bilingual ed. Instead, these proposals are suggesting some fairly broad sweeping changes. I think change is necessary, and I'm excited that the district is focusing on improving educational opportunities for students. But, I think the scope of the potential changes needs to be clearer. Framing this as a Bilingual Survey rather than a Reimagining Elementary Schools Survey will likely lead some folks to assume this topic "isn't for them."

Thank you for working on these issues. I appreciate that it's all really hard to figure out.

#6

COMPLETE



Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 6:46:08 PM

Last Modified: Thursday, January 26, 2017 6:48:11 PM

Time Spent: 00:02:03

PAGE 1

Q1: I am the parent/guardian of

of a student/child not currently in a dual school
(Please explain in box below)Explanation of a student/child not currently in a dual
school.My children attend Berney. There is not a dual
program there... unfortunately.Q2: After reviewing the information slides on the "1
School" concept, I want the bilingual committee to
consider the following strengths:Respondent skipped this
questionQ3: After reviewing the information slides on the "1
School" concept, I want the bilingual committee to
consider the following concerns:Respondent skipped this
questionQ4: After reviewing the information slides on the "Split
School" concept, I want the bilingual committee to
consider the following strengths:Respondent skipped this
questionQ5: After reviewing the information slides on the "Split
School" concept, I want the bilingual committee to
consider the following concerns:Respondent skipped this
question

Q6: What other input would you like the committee to consider?

The program needs to be expanded so as to allow all students in the district an equal opportunity of learning. It's unfair to children in districts that do not offer the program to have their learning hindered because of the district's decisions.

#7

COMPLETE



Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 6:39:33 PM

Last Modified: Thursday, January 26, 2017 6:49:32 PM

Time Spent: 00:09:59

PAGE 1

Q1: I am the parent/guardian of a student on the Spanish side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

This is a much more relevant concept. Perfect setup to complete the dual program in one school. Preferably at Sharpstein.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

None

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Very few. In fact, the only strength I see is that less staff members would need to move. Isn't this about the students and their education? Not staff.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Choir would double in size at the 3-5 school. They would need to have two basketball teams (one gym). Playground equipment would need to be relocated to fit the clientele (look terrible). Students couldn't walk their younger sibling to school.

Q6: What other input would you like the committee to consider?

Please think of the kids and not staff members. Split-school concept is a silly model. Sharpstein, Green Park and Edison are the three most recently remodeled schools not designed for a split model.

#8

COMPLETE



Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 6:47:11 PM

Last Modified: Thursday, January 26, 2017 6:58:04 PM

Time Spent: 00:10:52

PAGE 1

Q1: I am the parent/guardian of a student in the English strand of a dual school

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

I would appreciate that my child can have the opportunity to learn through just a language course, rather than having to try and jump into the dual language in order to get the language exposure.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Our neighbor's child excelled in the program. However would parents be responsible for the transportation to Blue Ridge, when we live close enough that our children can walk to Edison currently. And would this be an anticipated cost, i.e. Bussing?

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

I found the plan confusing.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q6: What other input would you like the committee to consider?

I would greatly appreciate it if my child had further extracurricular activities at his school, but it seems that the dual language is it. I would hope in whatever transition is chosen that the students wntire experience is considered.

#9



COMPLETE

Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 7:07:58 PM

Last Modified: Thursday, January 26, 2017 7:24:16 PM

Time Spent: 00:16:17

PAGE 1

Q1: I am the parent/guardian ofof a student/child not currently in a dual school
(Please explain in box below)Explanation of a student/child not currently in a dual school.
5th grader at Prospect Point Elementary**Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:**

Community - one space for bilingual learning supported by parents who desire this specific education for their children

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Drain of talent and parent support from other elementary schools.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

minimally affect "neighborhood school" concept

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Children not being exposed to other students and their traditions, privileges, maturity...role modeling is minimized with the condensed age groups. Families could be split between elementary schools with this model.

Q6: What other input would you like the committee to consider?

THANK YOU for taking this beast on . I am providing my input because my daughter did not have the privilege of learning the Spanish language until 9th grade @ WA-HI and she has excelled and will most likely continue with Spanish, 3 and AP Spanish. I wonder what she could have accomplished in terms of competency if she would have had the privilege of learning at age 5/6. I've always wondered why dual was only offered at specific schools. Moving here from an urban area, we were not willing to give up the neighborhood school for a dual language program, but I still consider how my 3 children's language experience could be augmented if started earlier than high school in a formal way.

#10



COMPLETE

Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 6:49:31 PM

Last Modified: Thursday, January 26, 2017 7:39:31 PM

Time Spent: 00:50:00

PAGE 1

Q1: I am the parent/guardian of

a student in one way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Strengthening the program.

Resources for students all in one location (Spanish library books among other materials)

Stronger bilingual PTA

Consistency with professional development

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Entrance criteria for both English and Spanish speakers

How will current Dual students be placed and transferred?

Which school will be chosen?

Will transportation be provided?

How will incoming kindergartners be enrolled? Are those parents aware? How will secretaries inform parents and get intake that meets the entrance criteria?

Which teachers will be moved? How is that determined?

Will there be students who have an IEP enrolled in Dual?

Will there be a resource room, reading, learning specialist and a dean at this school?

How will highly capable students impact learning if they leave for that program during the day? Will they have to choose between Dual and Highly Capable?

What if students are identified as Highly Capable after entering the program? Would they have to choose between one or the other?

Has the Transitional Plus been researched? If so, the community needs to know the transparency of that program model.

Would Bilingual Teachers teach all sections of Dual (English and Spanish to support Dual best practices?)

Would all the students from the English only classroom be transferred to Edison and Green Park or would they be transferred to Berney and Prospect Point to help distribute the high needs among all schools?

Why is the Blue Ridge population excluded from this model? Has data shown they have met English proficiency in high school with their programming? Why do they have a big teacher and staff turn-over rate compared to other Dual schools? Has this issue been addressed? Hopefully this will not happen to teachers and staff at their new location due to so many changes for them.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Stronger K-2, 3-5 collaboration and specializing in those grades with CCSS.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Separating families before middle school.

Transportation (families of poverty)

Start/End Time (especially if have children in both)

After school events, conferences (conflict in time or double the activities)

PTA

Teachers who teach music and PE may not want to teach so many sections of the same grade.

Which two schools would be selected and why?

The community would need to know soon to plan for this change and impact so I can only imagine how school staff feel about this process.

Q6: What other input would you like the committee to consider?

Why is Blue Ridge not considered in this change process? As a parent and living in this neighborhood, I chose to open enroll my student due to several factors. I have not seen data of students showing significant growth according to state testing over the years, teachers start and leave sometimes after teaching a year at that school, no PTA, and they are in school for less time than the other schools. I disagree that due to their demographics, community support compliments their efforts and delivery the way it currently stands.

Once changes have been made, elementary, middle and high school should have different conference weeks. Parents have a hard time making them all when they are held the same day and time.

The Transitional Plus teacher should not be set up to fail with a classroom of heritage speakers with high needs; rather, he/she should provide pull-out Spanish support so those students are integrated with the traditional students in equitable manner.

Has there been a satisfaction survey given to Dual teachers about their work demand? If not, it should be done soon.

#11



COMPLETE

Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 6:32:17 PM

Last Modified: Thursday, January 26, 2017 8:07:34 PM

Time Spent: 01:35:17

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Create a total dual school environment. Collaboration for teachers would be more focused in a one school dual. No side bars from English only strand. Siblings may attend school together. Siblings can walk home from school or ride the bus together. One place for parents to drop off or pick up their kids each day. Have a nurturing affect for multigrade buddies. It would be easier to plan assemblies to meet the needs of a dual school. At a one school concept it would be easier to focus on all the curricular advantages that have to deal with dual.. there is not any English only strands to have to mix in for pull outs, so you could continue more Spanish language into music and p.e.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Need the program to be evaluated and be held accountable so students in the dual program do not have to go through these changes in the future .

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Can put students from the dual program to English only if they don't work out in the dual program

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Children in two schools, more driving, taking students to two schools, more pta commitments if I want to be active in both of my children's schools.. my children are looking forward to being at the same school and would not have that opportunity..I don't want my younger student alone on a bus. Also helping with homework, my older child won't know anything about my younger child's teacher and be able to help. I do not want my

Q6: What other input would you like the committee to consider?

Will the two school program have the same school hours ? How will parents be able to drop off 2 kids at 2 schools and be to work on time? The same question for after school pick up times..?

#12

COMPLETE



Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 7:52:03 PM

Last Modified: Thursday, January 26, 2017 8:16:52 PM

Time Spent: 00:24:49

PAGE 1

Q1: I am the parent/guardian of

a student on the Spanish side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

The dual program will have a limited number of spots for children (less than there are now). Some children who have been in the dual program will not be able to continue in the dual program.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Working parents will have issues with transportation if they have more than one elementary age child.

Q6: What other input would you like the committee to consider?

Certificated staff should have more collaboration and planning time for the dual program as a whole school district not just in their own school. They should have more communication with each other, put the technology available to us in good use.

#13



COMPLETE

Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 7:29:08 PM

Last Modified: Thursday, January 26, 2017 8:27:28 PM

Time Spent: 00:58:19

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

This appears to be a much more consistent path for the students, it will be a one time disruption then they will stick with one elementary school until reaching middle school. It also keeps more families with different aged elementary students in one building.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

That it dissolves the current school boundaries and increases the lottery system

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Looks like it would create a slightly more culturally diverse

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

This concept seems very complicated. Every 3 years students change schools, families with multiple elementary students can be in different schools. Busing issues,

Q6: What other input would you like the committee to consider?

I know this is a difficult process and I thank you for the hard work.

#14

COMPLETE



Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 8:19:17 PM

Last Modified: Thursday, January 26, 2017 8:29:49 PM

Time Spent: 00:10:31

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

minimizes impact/transition to students and teachers and maximizes collaboration

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Like a lot of families, we chose to purchase or rent homes in the Sharpstein school boundary because of the school and specifically the dual program. The lottery system has me concerned that both of my children may not end up at the same school (I currently have a preschooler) and one would be in the dual program and one would potentially not.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

It appears like this option might offer slightly more cultural diversity within the schools.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

logistical challenges with families of multiple elementary-age kids. Less consistency for kids with changing schools every three years.

Q6: What other input would you like the committee to consider?

It would be helpful for parents of current dual students to know if their child is in jeopardy of being booted out of the dual program since the slides indicate a reduction to 75%. Also, what does the lottery system look like for the dual program for siblings who will be entering kindergarten? Is there any priority given?

#15



COMPLETE

Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 10:12:02 PM

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Time Spent: 00:05:06

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

None

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

- blue ridge is the oldest school in our town with the worst reputation. If Blue Ridge is the one school for the dual program I think multiple parents will unenroll including my family.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

- consider families with multiple little ones. This plan is hard for transportation reasons and hard on siblings. I want my kids to be involved in the same activities/ programs in one school.

Q6: What other input would you like the committee to consider?

Please consider another option i.e. Keeping the schools as they are with increased staffing. Make a different school in town the dual school, not blue ridge.

#17



COMPLETE

Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 8:08:05 PM

Last Modified: Thursday, January 26, 2017 10:41:35 PM

Time Spent: 02:33:30

PAGE 1

Q1: I am the parent/guardian of

a student on the Spanish side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:*Respondent skipped this question***Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:**

There is not enough room in one school! The demand for the program would only go up if made available to the entire district. Cutting the size of the program would be a mistake.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

it would allow more kids to be in the program, and concentrate resources in each grade.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

If there are still English only classrooms at the two Schools, I worry they might have the same problems as the current single English-only strands.

Q6: What other input would you like the committee to consider?

Because there are more Spanish speaking kids at Blue Ridge, it would make sense to use it as a Dual school. It would also spread around the low-income English students, and make a more integrated population at the schools.

#18



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 12:05:42 AM

Last Modified: Friday, January 27, 2017 12:19:49 AM

Time Spent: 00:14:07

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

It probably saves money.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Having to transport kids out of district in order to stay in the dual program would be logistically prohibitive for many families.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Provides more access for more students than the 1 school concept.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Again, if we are talking about eliminating dual programs at schools that currently have them, then many parents will either have to send their dual-program kids out of district to continue in the dual program, or they will have to drop out of the dual program in order to keep going to the school in their district.

Q6: What other input would you like the committee to consider?

Respondent skipped this question

#19



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 5:27:33 AM

Last Modified: Friday, January 27, 2017 5:43:20 AM

Time Spent: 00:15:46

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Having one school, fully integrated with dual language programming would have the ability to offer extra support to students struggling with language acquisition. I assume that non-homeroom teachers would also have the necessary language skills to offer that extra support.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

It would definitely affect access to the 1 school. Poor kids go to schools close to them, whether or not it is in their best interest.

The 1 School concept, I think, would need to be an opt-in enrollment situation, and this would tend to concentrate more affluent students from more engaged families in one building.

At any rate, I think there are some cultural and economic class issues that come into play when 1 school is considered.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

I think it's brilliant, in that it simplifies management of the kids to one age range, and facilities can be arranged to reflect the needs of that age. Kids in a split school system would have a broader pool of peers than in traditional k-6 programs.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

With the split school concept, access again becomes an issue. If poor kids, or kids in dysfunctional homes start out at a school close to them, and then change locations in 3rd grade, they will be way more likely to miss school for any number of reasons.

Q6: What other input would you like the committee to consider?

As stated in the slides, transportation would be tricky, especially when multiple students from a single family are split between campuses. I'd propose something of a "home campus shuttle," to get kids back to the school closest to their homes at the end of the day. Thanks all for your work on this. ~~Thank you~~

#20



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 7:10:17 AM

Last Modified: Friday, January 27, 2017 7:25:13 AM

Time Spent: 00:14:56

PAGE 1

Q1: I am the parent/guardian ofof a student/child not currently in a dual school
(Please explain in box below)

Explanation of a student/child not currently in a dual school.

My children attend school in Walla Walla, but their school does not have a dual program. Speaking at least one other language is an excellent skills and is important in our modern world.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Provides some stability--not a huge change for our district since Blue Ridge and Sharpstein would have the program, but not Green Park and Edison.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Neighborhood skills provide needed stability for elementary students. A student is more likely to graduate from high school if they attend fewer schools over the course of their education. Our neighborhood schools are K-5, so students are at the same place close to home for six years! Also, concentrating "special populations" is not a best practice. All students perform better when they are in an inclusive environment. Please do not separate "special" populations! I am concerned that all students are not offered the option of a second-language class, especially in the 21st century when a second language is a valuable skill!

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

It is good to keep kids at a neighborhood school and keep students together in a "mix."

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Make sure that support programs are investigated thoroughly. Staff may be concerned about moving to another building, but there are positive effects of change, so they shouldn't be too worried about that. It will turn out better in the end for students' success, and that is our objective--to educate students, so they are successful in school and life!

Q6: What other input would you like the committee to consider?

Please consider language classes/electives/enrichment for all students in all buildings. Our children need to acquire at least one other language and other countries offer these opportunities, we need to catch up and we can lead this initiative in our school district and be a model for others.

#21



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 8:43:02 AM

Last Modified: Friday, January 27, 2017 9:22:01 AM

Time Spent: 00:38:59

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Having a dual school would allow consistency and collaboration for instruction among staff.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Eliminating the neighborhood schools would place challenges on transportation, housing costs, etc.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

This would also be beneficial for collaborations among staff. More time to plan and work together. Students would also benefit from same peer age groups.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Major concerns for transportation, and hardships on parents for the potential of having multiple kids in different schools.

Q6: What other input would you like the committee to consider?

Both of these options would place hardships on families, staff, and our community. Transportation costs would skyrocket, and taxpayers will once again be paying for a decision that they were not informed about. Each school is unique in demographics. What works for one, doesn't necessarily work for another. As a parent of three Sharpstein dual graduates and an educator of Blue Ridge, the programs in place right now for those schools are working! Different populations, different needs. If the school district is really interested in "mixing up" the demographics of our schools then it should be looking at all 6 elementary schools.

#22



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 9:42:26 AM

Last Modified: Friday, January 27, 2017 9:54:11 AM

Time Spent: 00:11:45

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

kids can stay in one school--builds comfort and community
simpler for parents (transportation, kids in only one school)
opportunity for teachers to collaborate/communicate across grades about students--more personal for kids

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

lack of opportunity for mixing between dual and English-only
less opportunity for English-only to be exposed to Spanish
highlights division between English-only and dual
would only "high-achieving" kids end up in dual and "everyone else" in English only? (lack of diversity)
kids who leave dual have to change schools

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

mixing dual and English-only
chance to stay in neighborhood schools
chance for teachers to focus on specific grade levels

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

parents may have kids in two elementary schools
transition (changing schools) from grade 2-3 is hard for small kids
does it change much from current model?
discipline/crowd management issues with a whole school of K-2 kids?

Q6: What other input would you like the committee to consider?

I appreciate all your hard work and efforts to improve a system that needs to adapt to changing demographics and ensure that the program serves all kids. I would recommend considering what's best for kids even if it's not the most convenient for parents. However, please don't change all of this again in a year or two. Once you make a decision, stick with it. Constant changes are hard for kids. Consider how these changes will impact middle school to ensure that all the progress made in elementary school is not lost in middle school (I see Spanish skills being lost once kids get to middle school). Thank you.

#23



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 11:02:05 AM

Last Modified: Friday, January 27, 2017 11:17:48 AM

Time Spent: 00:15:42

PAGE 1

Q1: I am the parent/guardian ofof a student/child not currently in a dual school
(Please explain in box below)

Explanation of a student/child not currently in a dual school.

Berney does not provide dual education. My daughter receives Spanish instruction after school by me.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

The children will be immersed with others during all activities who are studying the same content, language, etc. Spanish becomes a focal point, not just something used here and there.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Location. We are in the Berney District. The school must be centrally located so all kids can readily access the school. Also, the lottery concept will fail the program. Children of Latino descent, like my daughter, should have access to learn in her grandparents' native language.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Children from one family may vary in what their individual needs are. For example, my daughter speaks Spanish but my son won't. I would be able to put them at the same school but in different programs. My daughter's Spanish would likely be hampered in such an environment, but my son and daughter would do well to be at the same school together.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

This concept does not allow the environment to focus on Spanish. The children will learn best when surrounded by staff who also believe in this model.

Q6: What other input would you like the committee to consider?

School children should have some say as to whether they want to be in the dual language program. Those who do will perform better and the program will thrive. An intake of each child could explore who may excel in such a program (socially, behaviorally, academically, etc). Not one way is better than the other. We are teaching children to be well-rounded and socially adjusted.

#25



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 11:17:38 AM

Last Modified: Friday, January 27, 2017 11:29:30 AM

Time Spent: 00:11:52

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

One school will provide a familiar place for children to interact with kids who are all learning in the same form. It will allow those who have shown an aptitude for both language to really gain from each other and grow together

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

This school may become overrun with requests and could fill very quickly. Some have said that it may create an elitist attitude but I do not feel that should be an issue. Children should not be held back because they are doing well. If this school fills with students who achieve higher academic scores than other schools that is just a fact of life and not something to shy away from.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

I do not see any benefit to this idea.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Far too many transitions which can be very difficult for children.

Q6: What other input would you like the committee to consider?

The Dual program is simply fantastic and while it appears to have some challenges it is absolutely worth the time this district has taken to develop it. I really think that the one school idea is best and any thoughts about having a school that is "too good" or "elitist" are just silly. I don't feel that letting the fear of a hurt feeling or two should get in the way of learning for those children who are doing well in the programs. There will be plenty of very bright young children who will do well in the English only schools as well. I hear a comment about a teacher being upset that the one school may hold a higher number of bright children leaving the IEP and struggling crowd to the other schools which means it's unfair for the teachers as they will all make the same money for different work. This is a disturbing statement to me and it almost seems to be putting the teachers' needs above the children's needs. I hope this does not become a topic that holds any weight with the district's decision.

#26



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 2:18:44 PM

Last Modified: Friday, January 27, 2017 2:24:30 PM

Time Spent: 00:05:45

PAGE 1

Q1: I am the parent/guardian of

of a student/child not currently in a dual school
(Please explain in box below),
Explanation of a student/child not currently in a dual
school.
Prospect PointQ2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to
consider the following strengths:

concentrated resources.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to
consider the following concerns:Additional Segregation and delayed english integration. ESL or english struggling students will learn more if surrounded
by other English speaking students. Most language learning is on the recess playground not necessarily in the
classroom. English students benefit from being around other languages, segregating would disadvantage both sides.Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to
consider the following strengths:

More students would be exposed to multiple languages.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to
consider the following concerns:

None.

Q6: What other input would you like the committee to
consider?Respondent skipped this
question

#27



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 3:17:27 PM

Last Modified: Friday, January 27, 2017 3:21:26 PM

Time Spent: 00:03:59

PAGE 1

Q1: I am the parent/guardian ofof a student/child not currently in a dual school
(Please explain in box below)

,

Explanation of a student/child not currently in a dual
school.At Prospect Point. Wishing there was a bilingual
option there.**Q2: After reviewing the information slides on the "1
School" concept, I want the bilingual committee to
consider the following strengths:***Respondent skipped this
question***Q3: After reviewing the information slides on the "1
School" concept, I want the bilingual committee to
consider the following concerns:***Respondent skipped this
question***Q4: After reviewing the information slides on the "Split
School" concept, I want the bilingual committee to
consider the following strengths:***Respondent skipped this
question***Q5: After reviewing the information slides on the "Split
School" concept, I want the bilingual committee to
consider the following concerns:***Respondent skipped this
question***Q6: What other input would you like the committee to consider?**

Please please please get bilingual opportunities at Prospect Point. Also, group with pre-K options to start kids before they are even at the K level (so much harder when you wait until K and it is thoughtless when you introduce at age 1-3. I grew up this way and have used these bilingual skills all of my life. Cons are minimal and Pros are endless.

#28



COMPLETE

Collector: English Survey (Web Link)

Started: Thursday, January 26, 2017 2:26:50 PM

Last Modified: Friday, January 27, 2017 4:37:10 PM

Time Spent: Over a day

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Better potential than "Split School" concept for increased excellence in true dual immersion program execution (as initially implemented at Sharpstein in 2003).

Better potential than "Split School" concept for gradual "roll-up" in order to minimize upheaval for students, teachers, staff, families.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

This model essentially creates a "magnet school," which, by nature, has significant potential for self-selection of certain students. In a community the size of Walla Walla, this would have the effect of increasing division along ethnic/racial as well as socioeconomic lines.

Doesn't maintain seats for all currently enrolled students, causing significant upheaval/stress for some students.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Less likely than "One School" concept to create ethnic and cultural divide/segregation.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

If implemented, this model would result in a significant break down of relationships both between students and teachers (the additional "great unknown" of what lies ahead for younger students), as well as between families and their schools.

One of the greatest strengths of public education, especially in a smaller community like Walla Walla, is in the community that develops around families and their schools. Specifically, parents are likely to invest less of their time (and their money) into a school if their child(ren) will only be attending there for a short period of time.

Also, it is deeply concerning that this drastic level of change would immediately impact such a large number of students and teachers (no "rolling over" possibility). This does not take into account the significant number of currently enrolled students whose families may have specifically chosen to live and even purchased a home in a particular school area based on that school's current programming.

This concept should not be considered further.

Q6: What other input would you like the committee to consider?

First, I would like to extend my sincere gratitude to this committee for their thoughtful consideration and many hours of dedication and work for this important cause. Not feeling that I had the time to participate myself, I am indebted to each member for the time you selflessly gave for the betterment of our schools and, ultimately, our wider community. Thank you.

I have many questions for the committee which I did not have an opportunity to ask at the informational meeting on Tuesday evening. Were all of the following questions considered by the committee?

1-What is the entire district-wide need for native Spanish speaking ELL, as well as other native languages?

2-What is the entire district-wide demand for Spanish-language immersion (K-5) for native English speakers? (ie. if there is significantly more need/demand, should the district instead be working toward expanding some immersion element to ALL elementary schools?) Why do concepts 2 and 3 necessarily fall under "Concepts that Didn't Meet Criteria?"

3-What, exactly, would "Traditional Plus" look like? Would it be strong, research based, current best teaching practices for both English speakers and ELLs?

4-Why are both native Spanish and native English speakers lagging on testing after going through WWPS dual immersion program? This is not consistent with national data on students doing through dual immersion programs. Also, are the WWPS dual immersion students lagging behind state and national averages any more or any less than WWPS students going through the traditional English-only program?

5-What efforts have been implemented to increase collaboration/consistency of dual immersion programming between schools? If the Blue Ridge program is working very well, have efforts been carried out to replicate their successes?

6-Was every effort made to cause the least amount of disruption to students, teachers, staff, families and communities? This disruption should not be taken lightly, as many people have invested a great deal in their schools. Did the committee consider the idea of working toward increasing consistency and excellence of the programs as they currently exist, with perhaps the option of decreasing grades 3, 4, 5 to a one-strand, single classroom dual immersion model as needed in order to account for attrition?

#29



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 9:31:28 PM

Last Modified: Friday, January 27, 2017 9:47:03 PM

Time Spent: 00:15:34

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Keeps all grade levels together

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Loss of neighborhood school. Sequestering of the dual language experience.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

None

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Makes a student's and family's tenure in one building too short

Q6: What other input would you like the committee to consider?

I don't think the current model needs to be discarded, just made better! Why not work on fixing the known problems with the current set-up rather than creating a whole new system which will, inevitably, have it's own set of problems.

#30



COMPLETE

Collector: English Survey (Web Link)

Started: Friday, January 27, 2017 8:45:04 PM

Last Modified: Friday, January 27, 2017 11:14:30 PM

Time Spent: 02:29:26

PAGE 1

Q1: I am the parent/guardian of

of a student/child not currently in a dual school
(Please explain in box below)

,

Explanation of a student/child not currently in a dual school.
My child attended Prospect Point and is now in 6th grade.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q6: What other input would you like the committee to consider?

I believe every child should have the same opportunity to learn a foreign language (in this case Spanish, at least for grade school). All schools should have the same options, and at every grade level, but I think they should be individual classes. We all pay school taxes, why do some of our children get left behind when it comes to 2nd language? And no language class options in middle school? By high school age it's much harder to learn. Just be fair and have the option for classes at every school in the district.

#33



COMPLETE

Collector: English Survey (Web Link)

Started: Saturday, January 28, 2017 12:27:43 PM

Last Modified: Saturday, January 28, 2017 12:34:10 PM

Time Spent: 00:06:27

PAGE 1

Q1: I am the parent/guardian ofof a student/child not currently in a dual school
(Please explain in box below)

Explanation of a student/child not currently in a dual school.

I apparently don't know the right people so wasn't able to get my child into this program.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Strengthens the Spanish program through consolidation.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Limits the number of students who can participate, already a flaw with this program.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

More kids can participate...very much needed because now those who have connections are favored for entry.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Difficult to manage.

Q6: What other input would you like the committee to consider?

Dual language must be increased and available to more kids.

#34



COMPLETE

Collector: English Survey (Web Link)

Started: Saturday, January 28, 2017 1:53:28 PM

Last Modified: Saturday, January 28, 2017 2:00:55 PM

Time Spent: 00:07:27

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

having the entire building doing the same thing might be helpful.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

There is a concern that mentioned something about perhaps having more academically talented students in this school. I do not want that to happen. One of the things I have enjoyed about the dual program is that it was open to a wide variety of abilities. Often the kids that are identified as gifted or talented are white and middle class. I would prefer less stratification.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

As an early childhood educator, I am drawn to schools who are especially designed to serve a narrow age group.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

I only have one child but I imagine having two children or more at different schools could be challenging

Q6: What other input would you like the committee to consider?

One of main thing I have enjoyed with my child being in a dual program is that he is fully integrated with Latino children. I feel like this has been good for him, our family and the community to not be segregated. I want the needs of the Latino children to be equally weighted. I also want rich , multi/bi-cultural schools for our students and families.

#35



COMPLETE

Collector: English Survey (Web Link)

Started: Saturday, January 28, 2017 12:25:05 PM

Last Modified: Saturday, January 28, 2017 2:29:54 PM

Time Spent: 02:04:48

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:*Respondent skipped this question***Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:***Respondent skipped this question***Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:***Respondent skipped this question***Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:**

It seems the same 25 percent reduction in seats on the English side of dual that you've noted for the 1 school concept would apply here to the split school concept, based on the snapshots of classes, and yet this is not noted anywhere--whether you're hiding this or you're unaware, I don't know. Because this is the case, and because you can't gradually "rollup" students already in the program under this concept, you are going to have to cut 25 percent of English students who are already enrolled in the dual program. This seems unnecessarily punitive to those 25 percent of students. How are you going to decide which kids get to stay in the program and which won't?

There are too many question marks with this model, too many challenges.

Q6: What other input would you like the committee to consider?

Recognizing that this isn't exactly the charge of this committee, I wonder how far out you are modelling the dual language program? My understanding is that the number of Spanish language students is declining, while demand for Spanish language education for English speakers is staying the same, if not increasing. If this is the case, then how long is either of these concepts sustainable for? Perhaps this should have been a time to also consider Spanish immersion programming. Because if the demographics are shifting such that either of these concepts is only a solution to what is actually a short term problem, then maybe completely different options, such as immersion programming, should be considered so that we're not looking at this again in 5 or 7 years.

#36



COMPLETE

Collector: English Survey (Web Link)

Started: Saturday, January 28, 2017 2:36:56 PM

Last Modified: Saturday, January 28, 2017 2:44:28 PM

Time Spent: 00:07:31

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

This plan consolidates the dual program.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

This plan would remove the dual program at the other two campuses that currently house the dual model. Since many people choose their homes based on school districts, this disrupts access to the program. Also, this plan does not address transportation issues and other logistics such as whether or not current dual students (and their siblings) will be able to continue with the dual program.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

The split school model further disrupts students. Not only will many students have to change school, families with siblings in multiple grades will be separated. This is damaging not only to schedules, but also to relationships.

Q6: What other input would you like the committee to consider?

It would be helpful to have a clearer explanation of what problems these models solve. As of now, they seem to be creating more issues than they are resolving.

#37



COMPLETE

Collector: English Survey (Web Link)

Started: Saturday, January 28, 2017 3:18:40 PM

Last Modified: Saturday, January 28, 2017 3:29:32 PM

Time Spent: 00:10:52

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

reduction of English-side seats to 75% of current program is unacceptable.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

It is unclear to me if the reduction of English-side seats to 75% of current program is a factor here but if it is, that is unacceptable.

Q6: What other input would you like the committee to consider?

Thank you for seeking input. I know this is a challenging issue and we all want the best for all of the children in the district. Most of my strengths/concerns comments came up in the public forum. But I have these additional comments:

I am concerned about the 25% reduction of English-side seats in dual in the one-school approach. Is this reduction also at work in the split-school approach? I am very uncomfortable with a model in which current students in the program will be kicked out. That seems to be not in their best academic interests. Moreover, how would you determine who is kicked out? What about families? I have two children in the dual-language program and it would be less than ideal if one were in the program and one were not. To my mind, this reduction is unacceptable.

I would also like to know how far in the future are we modeling? If our native Spanish-speaking population is decreasing in Spanish skill level and/or size, then won't we need a new model in five years or so?

Again, thank you for soliciting feedback.

#38



COMPLETE

Collector: English Survey (Web Link)

Started: Saturday, January 28, 2017 6:31:13 PM

Last Modified: Saturday, January 28, 2017 6:55:15 PM

Time Spent: 00:24:01

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Drop off and pick up may be more difficult with an increased number of parents crossing boundary lines to participate in the program.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

School drop off times are not permitted before 7:45 am. A parent may not have time to drop off siblings that have been split by the program to two different schools. Also these same kids may not have time to participate in the breakfast program because of the limited window to shuffle kids to another location. I think these factors would discourage some parents from enrolling in the dual program altogether.

Q6: What other input would you like the committee to consider?

Respondent skipped this question

#39



COMPLETE

Collector: English Survey (Web Link)

Started: Saturday, January 28, 2017 8:16:13 PM

Last Modified: Saturday, January 28, 2017 10:00:11 PM

Time Spent: 01:43:57

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Consolidates resources for students with similar needs into each building.

Spending a longer time in a single school strengthens relationships between students/families and the school and avoids the extra disruption of changing schools at grade 3.

A magnet-type school has the potential to offer an improved educational environment.

The grade-level cohort size of 3-4 classes would be less overwhelming for students, and teachers would likely be better able to collaborate with smaller grade-level teams.

This option could allow implementation gradually, which would allow current students to complete elementary school without changing schools or disrupting relationships with classmates and teachers.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Fewer spaces in the dual program will increase the competition for these spaces. A transparent, merit-based selection process (not a lottery) is needed to ensure that students are placed appropriately.

This model deepens the inequalities among our elementary schools. The perception, if not the reality, would be that children are either lucky, winning a spot at the dual school, or excluded and stuck attending an inferior school.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

This creates a slightly less unequal set of elementary schools than the 1 school models.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

This model creates an additional disruption, when students change schools at grade 3.

Each split school would have an unwieldy grade-level cohort.

Q6: What other input would you like the committee to consider?

My greatest concern is having my child removed from the dual program as a result of impending changes. This would mean a loss of not only an opportunity for academic enrichment, but also the dissolution of a wonderful peer group and group of families.

I am not sure why dual classes necessarily require an exact 1:1 pairing of English and Spanish speakers.

The "traditional plus" classes are a very positive feature of each plan. Unfortunately, it is easy to view traditional plus classes as merely a consolation prize for students who are excluded from a dual classroom. This is unfortunate, because the traditional plus format has potential to teach Spanish, science, and social studies more effectively than the current approach in dual classes.

#40



COMPLETE

Collector: English Survey (Web Link)

Started: Saturday, January 28, 2017 8:17:18 PM

Last Modified: Saturday, January 28, 2017 10:08:39 PM

Time Spent: 01:51:20

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

- 1) The resources for the dual program would be consolidated in one building.
- 2) Students would not have to change schools in the middle of their elementary career which allows for deeper connections to be formed within the school community.
- 3) A magnet type school has the potential to improve the educational environment for the students who are lucky enough to receive a space in the dual program. It is likely that there would be student and family buy in for the program and that would enhance the educational experience.
- 4) The program being housed in one building (rather than the split school concept) allows for a more manageable cohort size of students per grade level since there would be fewer classes at each grade level. This promotes deeper connections and relationships within the school community. Additionally, it creates a smaller cohort of teachers attempting to coordinate their teaching across the grade level and to provide cross grade level coordination and continuity within the school.
- 5) This model may allow for a gradual implementation of the program over many years. One grade level could be added each year until the dual program is housed completely within one school. This creates fewer disruptions for students currently enrolled in the dual program by allowing them to continue in the program within their home school through the remainder of their elementary career.
- 6) This model is preferable to the split school concept.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

- 1) There are fewer spaces available in the program than there are students currently enrolled in the dual program which ensures that some students who are currently in the program, and additionally, some who wish to be in the program who are currently not, will not be able to participate. This does not provide for equitable access. Additionally, students who are currently in the program for whom there is no longer space face disruption to their school curriculum and community. How will enrollment in the dual program be handled? A pure lottery system does not seem like the right approach. A transparent, merit based enrollment process is needed in order to ensure the academic success of the students in the program.
- 2) Families with more than one child may face having one child enrolled in the dual program and other siblings being in different schools. How would this impact parent involvement in the school community and the PTA? How would this effect fundraising and resource support that the schools need in order to function well?
- 3) Students currently attending the school that is selected to house the "1 school" dual program, and who are not selected to participate in the dual program, will face a disruption in their elementary career by having to switch schools. This effects academic performance and relationships.
- 4) Having 1 school be different from the other 5 schools in the district creates an unequal dynamic in the community by elevating the status of that one school as I anticipate there will be great demand to attend this "magnet type" school. This creates anxiety for parents wishing for their students to experience the "best" educational opportunity possible. If their child/ren is/are not selected to attend then their option is to send their child/ren to a school that they view as inferior. What will this do to this small community in terms of relationships and satisfaction? It pits parents against each other and makes kindergarten enrollment even more stressful and challenging. We elected to enroll our child in the dual program and because we heard it was a lottery to get in we stood in the cold beginning at 5am to ensure enrollment. We may now face our child no longer being in the program. In my opinion, this is unacceptable!

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

1) This model may be better at handling fluctuation in class size by allowing a classroom to be added or eliminated as needed on the traditional side or the bilingual side due to enrollment.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

1) Students switching schools midway through their elementary career is disruptive and does not promote a strong school community.

2) This model removes 2 schools from being neighborhood schools which displaces more families and kids, creating greater disruption to a greater number of families.

3) As mentioned above, spreading families out over a great number of schools impacts parental involvement in the school and PTA due to a limited amount of time and resources.

4) As mentioned above, grade level cohorts are way too large in this concept to promote community building and would not allow teachers to collaborate as effectively across the grade level.

Q6: What other input would you like the committee to consider?

I am grateful to the committee members for their hard work and I value the time and effort they have put into this process. I am also grateful that feedback is being solicited from the community. That being said, I have grave concerns about how either of these concepts would be implemented and how they would impact students, school communities, families, and the community at large. Although the one school concept is preferable, I am not an advocate for either change.

As mentioned above, our child is currently in the dual program at Sharpstein. Being a part of this program has been the highlight of her experience in school. I understand that the program is not designed to be an enrichment program and that the intended purpose of the program is to serve those students for whom English is not their first language. However, I am hopeful that the needs of ALL students can be met with minimal disruptions to their elementary experience. Our child is someone who does not qualify as gifted, nor does she need remediation, therefore her educational needs often are ignored by the system. The dual program provides much needed enrichment and is her favorite part of her educational experience thus far. In a recent piece on NPR in November, 2016, (<http://www.npr.org/sections/ed/2016/11/29/497943749/6-potential-brain-benefits-of-bilingual-education>) the benefits of a bilingual education - specifically a dual language program- were discussed. It assists in developing strong executive function and focused attention, it develops empathy, it improves reading skills, it promotes better school performance and engagement, and promotes diversity and integration. We want our child to benefit from ALL of that. If she were to suddenly no longer be a part of this program it would be very disappointing and detrimental. When enrolling our child in kindergarten we weighed our options carefully and made our decision to enroll her in the dual program only after great thought. And as mentioned above, we stood in line beginning at 5am to ensure that she would get in due to the lottery system. We have bought into this program and work hard to support her at home. It would be unacceptable for her to be removed from the program and potentially placed in another school at this point.

Additionally, being a part of a community school is important to us. We walk to and from school every day and we strongly believe that attending the school in the neighborhood you live in builds stronger communities and relationships. Our child is a part of a very strong class cohort and were this cohort to be split apart it would be very disappointing and detrimental to our child's well being. Both options discussed here disrupt the community school model by pulling 1 or 2 schools out of the neighborhoods from which they draw their enrollment. Additionally, There are fewer spaces available in the program than there are students currently enrolled in the dual program ensuring that some students who are currently in the program, and additionally, some who wish to be in the program who are currently not, will not be able to participate. This does not provide for equitable access. Additionally, students who are currently in the program for whom there is no longer space face disruption to their school curriculum and community.

I urge the committee to take another look at the options to see if there is a possibility that is less disruptive to the community and to current students.

Thank you.

#41



COMPLETE

Collector: English Survey (Web Link)

Started: Sunday, January 29, 2017 12:23:01 AM

Last Modified: Sunday, January 29, 2017 12:38:06 AM

Time Spent: 00:15:05

PAGE 1

Q1: I am the parent/guardian ofof a student/child not currently in a dual school
(Please explain in box below)

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Explanation of a student/child not currently in a dual
school.
Berney**Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:**

Good language immersion

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Segregates our kids, possibly? Also, no one wants to have their kids start the program via lottery then have to leave the school for another the following year. Let alone having one child at this school and others at another elementary school. What if families begin electing or avoiding the 1 school for unrelated reasons?

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Covers the variety of language education needs.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Would the kids experience too much transition?

Q6: What other input would you like the committee to consider?

Our first priority should be teaching our Spanish and heritage speakers English, to equip them for their school career and beyond.

#43



COMPLETE

Collector: English Survey (Web Link)

Started: Sunday, January 29, 2017 6:39:36 PM

Last Modified: Sunday, January 29, 2017 7:01:13 PM

Time Spent: 00:21:37

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Teachers would have more support from their colleagues and students would be able to work in groups at grade level.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

The children might not be exposed to different cultures.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Teachers would have more support from their colleagues and students would be able to work in groups at grade level.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Families might will not be in the same building for programs, conferences and events.

Q6: What other input would you like the committee to consider?

Providing the students with a bilingual program similar to mobymax that can help the students at school and at home.
More bilingual materials.

#44



COMPLETE

Collector: English Survey (Web Link)

Started: Sunday, January 29, 2017 9:03:04 PM

Last Modified: Sunday, January 29, 2017 9:05:19 PM

Time Spent: 00:02:15

PAGE 1

Q1: I am the parent/guardian ofof a student/child not currently in a dual school
(Please explain in box below)

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Explanation of a student/child not currently in a dual school.

This should not just be open to parents with students in dual. The whole community should be surveyed because the whole community will be affected.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:*Respondent skipped this question***Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:**

Blue Ridge should not be isolated. Low-income kids should not be ghetto-ized.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:*Respondent skipped this question***Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:**

Blue Ridge should not be isolated. Low-income kids should not be ghetto-ized.

Q6: What other input would you like the committee to consider?

Blue Ridge should not be isolated. Low-income kids should not be ghetto-ized.

#45

COMPLETE



Collector: English Survey (Web Link)

Started: Sunday, January 29, 2017 4:16:03 PM

Last Modified: Sunday, January 29, 2017 9:30:51 PM

Time Spent: 05:14:48

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

- Concentration in one building would have the effect of a magnet school, which might increase student investment in the program.
- The whole school could be given over to bilingual programming in ways that are not currently possible in the split schools (so, an assembly could be held uniquely in Spanish; signage could be all in Spanish across the entire school.
- Specialists and administrators (Music and P.E. principal, might also be bilingual)

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

I don't see great disadvantages to this concept. One question will be how the neighborhood immediately around the selected building would be treated in terms of a "home" school.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

- It would be possible to do more all-school programming, since a 3-year span would be less of a challenge than the current 6-year configuration.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

- The split between English-only and dual-language tends to water down Spanish in the school outside of the classroom.
- For families, the chances of having children in 2, 3 or even 4 different schools increases.

Q6: What other input would you like the committee to consider?

- I welcome the School District's review of the bilingual programs in our community, but I am worried that this process is talking place too quickly. While I do appreciate the urgency of resolving the problem of the "singleton" English sections, particularly at Edison, I fear that trying to put a big modification in place by Fall 2017 will lead to further problems or to solutions that are not optimal.

- I should say, first, that my older daughter benefitted tremendously from being in dual-language at Sharpstein (she is now in 6th grade at Garrison). The program made her elementary years considerably richer than they would otherwise have been, and she lost nothing from not being in an English-only classroom. Her Spanish skills are, I think, quite remarkable in all 4 language functions (written / oral / comprehension / production). I wish only that there was more instruction available in Spanish at the middle school level. Our younger daughter has now joined a dual-language section at Green Park. She is doing swimmingly. The only downside is that the level of Spanish in the class as a whole is not very high. (We are, I should note, an English-speaking family.) Both of these girls are also in the highly capable program; I specify this because I do acknowledge that not all children may be equally well served by the bilingual program. (At the same time, I note that research has consistently shown that children in bilingual programs, no matter what their linguistic background, out-perform their peers. The Portland, OR, school system was recently the subject of just such a study.)

- Regarding my concerns, in particular, I am unsettled by the inclusion in both concepts of the "Trad +" option, which does not seem well defined. As a way of offering a bit of Spanish exposure to students who will not be in a dual-language classroom, I suppose this is progress. But I cannot imagine that it will in any way address the special needs of heritage speakers of Spanish.

- I am also disturbed by the fact that Blue Ridge has been set aside, as if the school were being ghettoized. This may not be the logic of excluding the school from the proposals, but unless an adequate explanation is provided, this will certainly be the dominant perception across town.

- And nothing seems designed to address the achievement gap of ELL students. I believe that concentrating the dual language program in one school could help to a limited extent. But there is still nothing in the proposal that fundamentally alters the instruction these children will receive. Literature I have read suggests that pre-school programs may be the best single thing to add, and I know that such an initiative would fall outside the parameters of the present committee's work. Still, it is disturbing to think substantial changes would be made that do not include a plan for addressing this fundamental challenge.

- On the plus side, I do see that consolidating the dual language program would make it so that an entire building could be dedicated to dual-language education. This concept effectively addresses the problem of the "singleton" English language classrooms at Edison and Sharpstein. I believe that the program will, globally, be strengthened by this move. (And I clearly favor the 1-school approach over the split-school idea.)

- My ideal proposal would, however, expand this idea to 2 complete schools. It dismays me that the program would, according to the 2 concepts, shrink availability for English speakers. 75% seems pretty good, but it is still a loss in a program that deserves to expand. By my calculation, nearly 1/3 of elementary students in our town are currently engaged in some form of bilingual education. That seems to compute to 2 whole schools.

- Indeed, it would be a powerful message to our community as a whole, and make Spanish an integral part of our school system if two schools were designated as all bilingual, open to children from all over Walla Walla. If, on the other hand, Blue Ridge is kept out of the concept, not only will dual language look like something that remains an exception from the norm but also that the poor Latino kids at Blue Ridge can't keep up with others in our community, even in a dual-language classroom. On the other hand, with two full schools of bilingual education, it seems like it would be possible to redistribute the student population in ways that might help to raise performance for the district as a whole.

- Last, I am concerned about seeming contradictions within the very model of the dual language program. We are consistently told that the program requires a 50-50 mix of ELL and English-first kids. At the same time, we are told that relatively few children now enter the school system as true monolingual Spanish speakers and that, increasingly, there is a population of students caught between languages or with no firm foundation in either English or Spanish. And then there is the case of the "one-way" dual language section at Blue Ridge, which seems to violate both of these ideas. I think it would be useful, in terms of educating the tax-paying public to share more information about the goals of the program in terms of outcomes, in terms of what the performance of the program to this date has been, what realistic expectations might be in terms of language competency for children in the program, etc.

Thank you for welcoming public comment,



#46



COMPLETE

Collector: English Survey (Web Link)

Started: Sunday, January 29, 2017 9:50:20 PM

Last Modified: Sunday, January 29, 2017 10:22:01 PM

Time Spent: 00:31:41

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

This plan could potentially lead to segregated school communities. That would have pronounced ill effects on all students at all schools.

Leaving Blue Ridge out of the equation seems unequal and callous. Have BR families been surveyed to see if this is what they want?

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

While ameliorating the segregation issue to some degree at the school level, each grade levels would still suffer as much as they would under plan 1. We don't see this as an added benefit.

Again, leaving Blue Ridge out of the process does not seem equitable.

Q6: What other input would you like the committee to consider?

It is not at all clear to us what the problem is that needs to be addressed by these changes. After only a few months, it seems unlikely in the extreme that there would be enough data to judge the program a success or failure. Is there political pressure to do this? If so, it should be resisted for the students' welfare. A proper case needs to be made that any changes are required first.

Given the stress on demographics playing a part in the decision to leave Blue Ridge out of the plan raises the specter of racism. Much more work needs to be done with Blue Ridge families and the larger community before any such act could be considered anything other than callous disregard.

The idea that narrowing enrollment in the upper dual levels is a problem seems to argue for broadening the program to all students rather than shrinking it. Have you considered alternative staffing models, perhaps having Spanish-speaking faculty teach those subjects taught in Spanish for different grades? Kids could rotate between classrooms in time blocks such as routinely done in higher levels of school.

#47



COMPLETE

Collector: English Survey (Web Link)

Started: Sunday, January 29, 2017 9:34:07 PM

Last Modified: Sunday, January 29, 2017 10:52:41 PM

Time Spent: 01:18:33

PAGE 1

Q1: I am the parent/guardian of a student in the English strand of a dual school

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Consolidation of resources.
 Collaboration among teachers.
 Solves the singleton class problem.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Segregation.

In our community, there is a clear division that exists along language boundaries. One of the best examples of where our community comes together is our schools. Our children have cross-cultural interactions within our districts classrooms and schools that help them form bonds and develop understanding across the boundaries we adults find so difficult to traverse. I think we should be particularly apprehensive about recreating those boundaries in our schools and our district.

I taught in a public school while it was part of a consent decree for desegregation. I have seen how school community is ravaged by both segregation and the efforts to fix it. The efforts in my school included transforming the school from a neighborhood school to a dedicated magnet and then a split neighborhood/magnet. All the while, the privileged students fled, the neighborhood became disconnected, and the teachers left in droves.

This sort of change requires slow and serious consideration of all the impacts it might have.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

More sites for dual-language programs – that is about it.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

More transitions are not good for students.

There are 5 elementary schools in the district. Would only 2 be split and the other K-5? If this is so, if you live within those school boundaries your children will have to attend 4 schools, but if you are outside of these school boundaries they would only attend 3 schools. This seems very unequal and strange. I can see a lot of backlash from families living within those boundaries.

This concept does not seem viable.

Q6: What other input would you like the committee to consider?

I recognize that changes need to be made, but the options put forth here are not simply a change to the dual-language program but rather the re-structuring of elementary education in the district, impacting most families and all schools. Given the greater scope of the changes that have been proposed, I think we need to pause the process, widen the audience to this conversation, and develop a clear vision for the role of language education in our district (not just as an academic program but as a civic institution) that will help guide us through these decisions.

My other concerns.

In none of these options have I seen any empirical evidence that this will solve the problems facing English learner students (or for other students for that matter). How do you know that these changes will improve education? Research/evidence-based practices are great, but our first responsibility is to understand our own evidence. I note that there is a limited data set that was presented in the October 12th meeting. I would like to see deeper reflection on our current/past practices. For example, I would like to see data showing how student performance in our district has changed as they moved from two-way dual to one-way dual or to traditional. I would like to see data about Heritage student performance in English-only classrooms. Etc. I note that on November 2nd, there is a document titled "BERC Meeting 5 November 2 Meeting. Summary of Wonderings and Conclusions from Oct 26.pdf" where there are many reasonable "wonderings" about what the district data shows but very few have "Conclusions." Was this data collected or presented? I cannot find it in any meeting folder. If it was not collected, this process seems incomplete.

The third option was neither appropriately advertised nor included this survey – it is NOT included in the materials linked to the survey launch site. Is the third option going to be presented to the school board? When will there be an opportunity for public comment?

How do these plans impact Bernie and Prospect Point? Are these massive school-structuring changes only impacting 3 or 4 schools (Green Park, Edison, Sharpstein and (maybe) Blue Ridge) but neglecting the issues for ELL students at these other schools? Will T+ be considered at these schools?

Please "pump the brakes" on this decision, the impacts on these changes are too big and too important to rush into a decision at this time. I implore Superintendent Smith to make this process part of a larger conversation about language learning in our district.

#48



COMPLETE

Collector: English Survey (Web Link)

Started: Sunday, January 29, 2017 9:09:38 PM

Last Modified: Sunday, January 29, 2017 11:13:34 PM

Time Spent: 02:03:55

PAGE 1

Q1: I am the parent/guardian of a student in the English strand of a dual school

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

- This would, in theory, promote collaboration among teachers.
- It seems students would exit 5th grade with stronger language/cultural skills in English and Spanish with the ability to exclusively focus on the dual program within a school.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

- Did Blue Ridge choose to be excluded from this plan?
- The dissolution of a neighborhood school is a loss for a neighborhood and families. Many families choose where to live based on the neighborhood school. Home prices are affected by schools. This plan has WIDE-reaching effects.
- Will this create segregation in the schools because a greater portion of Latino students will go to a specific school?
- What happens to the bilingual teachers who can no longer teach dual because the program is now smaller?
- What exactly is 'Traditional Plus'? Sounds like enrichment-type language exposure. Wouldn't all students benefit from that option? How would this work? Could students join the T+ beyond kindergarten or first grade? Could all students at non-dual schools have language as a part of their day?

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Addresses single-strand concerns within a grade.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

- This sounds like a logistical nightmare for staff and families.
- Wouldn't having one T+ strand at each dual school create the same 'tracking'/limited collaboration/isolation problems that are currently experienced at Edison and Sharpstein?
- Are families who happened to be zoned for the two split schools stuck with the split schools?
- Please don't do this.

Q6: What other input would you like the committee to consider?

- What is being proposed by the school district will impact a significant portion of elementary school students/families. This is not a bilingual programming issue. This is an WW elementary school issue. I worry the district is moving forward on something that has not been evaluated completely and has not been thoroughly discussed with all parents. Slow down.
- The committee update from 1/27 states: "The concepts being considered could impact both students enrolled in the bilingual program and students not enrolled in the bilingual program." This is not true. It WILL. Please just say so.
- Where are the numbers on Berney and Prospect Point? Don't they have Latino students? Heritage learners? How are they doing? How can this inform instruction of Heritage learners at other schools? Why are these schools completely excluded from the conversation? If the schools are excluded, the students are as well.
- What impact/difference is noted for the one-way versus two-way dual program outcomes for ELLs? If the primary goal is to meet the needs of ELL students and the one-way is more effective, maybe the dual program should resemble a one-way approach? Though, this would reduce the mix of students in individual classrooms, does it better meet the needs of our ELLs students. For the native English speakers who want to learn Spanish, maybe a more enrichment-type approach could be offered across all schools?
- What type of language instruction/support happens in middle school?
- It seems the only school that should have limited collaboration between in-building staff and isolation of the dual programming (as mentioned on slide 7 from 1/24) is Green Park. At Edison and Sharpstein, the non-dual classes are in the minority and would logically lack the collaboration/experience isolation. If poor collaboration is an issue at Sharpstein and Edison, it seems more like insufficient planning/opportunity and not issues with the dual program itself. How has collaboration been addressed at Edison and Sharpstein? What impact has this had on student outcomes?
- Where is the opportunity to comment on Concept 3?
- Please postpone the March 7th decision. This decision is too big to make on a short timeline.

#49



COMPLETE

Collector: English Survey (Web Link)

Started: Monday, January 30, 2017 12:27:37 AM

Last Modified: Monday, January 30, 2017 12:43:13 AM

Time Spent: 00:15:36

PAGE 1

Q1: I am the parent/guardian of

of a student/child not currently in a dual school
(Please explain in box below)

,

Explanation of a student/child not currently in a dual school.

Only two schools offered dual language instruction when we wished to participate and there was no space for students outside these school boundaries.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Long distances to cover if only 1 school offers this and many parents wish to participate.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

May have a lot of operational strengths.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Many of the primary schools are close together so I think the split model could work. Presumably both sides of the split would need to feed into the same middle school, e.g. Green Park and Edison?

Q6: What other input would you like the committee to consider?

I would support option #3, having Blue Ridge and one additional school offer dual language. This is very important to our community and many families wish to participate. It's important that the facilities for the dual school be excellent with a lot of counseling support to help student resilience.

#51



COMPLETE

Collector: English Survey (Web Link)

Started: Monday, January 30, 2017 7:10:35 AM

Last Modified: Monday, January 30, 2017 7:12:25 AM

Time Spent: 00:01:50

PAGE 1

Q1: I am the parent/guardian of

Explanation of a student/child not currently in a dual school.

I am not a parent but am a WW resident who plans to have children in the near future and wants to send my future children to the dual language program

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

*Respondent skipped this question***Q6: What other input would you like the committee to consider?**

I strongly support maintaining dual language immersion at MULTIPLE schools. To me this is one of the biggest strengths and greatest appeals of WW elementary schools. I am an English speaking, non-Latino person, and I would seriously consider leaving WW if I was unable to enroll my children in a dual immersion program because I highly value the program.

#52



COMPLETE

Collector: English Survey (Web Link)

Started: Monday, January 30, 2017 9:02:24 AM

Last Modified: Monday, January 30, 2017 9:32:38 AM

Time Spent: 00:30:14

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Program integrity, professional development, continuity for students for entire elementary experience

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Essentially forming a magnet school, how students are chosen to attend, loss of neighborhood schools, inequality between schools, keeping siblings together

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

not a complete loss of neighborhood school, possibly keeping siblings at same school,

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

children from one family at many different schools, inequality between schools, process of how students are chosen for dual, continuity of programming between 2 schools,

Q6: What other input would you like the committee to consider?

After this presentation I am left with many questions:

How will the district decide which English speakers will be allowed to participate in the program? What about keeping families together in the program? Keeping families involved in dual is a key component and it would be incredibly difficult on families to have children in different schools and programs.

Why wasn't the entire community asked to weigh in on this very important issue? It seems this will have an effect on anyone with elementary aged children.

How will the district whittle down the current number of dual (English) students to get the allotted number of spots for the new programming?

What about the future of dual language after elementary school? Research is very clear that the maximum benefits from dual language learning happen in a K-12 program.

What about middle school? Currently students from different dual schools go to different middle schools. Would there be a consolidation of programming here too?

How can we frame this to have the least impact on neighborhood schools? The relationships formed with others (parents, students, and staff) within a neighborhood help us forge a stronger community.

Finally, thank you to all of the hard working people that are part of the BERC. This is no easy task and I appreciate all of their hard work and insight.

#53



COMPLETE

Collector: English Survey (Web Link)

Started: Monday, January 30, 2017 11:19:17 AM

Last Modified: Monday, January 30, 2017 11:27:01 AM

Time Spent: 00:07:43

PAGE 1

Q1: I am the parent/guardian of

of a student/child not currently in a dual school
(Please explain in box below)

Explanation of a student/child not currently in a dual school.

My child was 1st grader when we moved to WW so unable to enroll.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

I do not have the depth of understanding of the report findings to weigh in on the one-school or two school model. I am very very pleased that even though my child didn't benefit from dual language, others will still have this opportunity.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Even though my daughter wasn't in the dual language program, she benefited from hearing Spanish spoken around her. We moved to Prospect Point after a year at Green Park and I very much missed that feeling of multiculturalism in the school. Would an advantage to having the program at more than one school be a percolating of a multicultural world view into the surrounding school? I'm not sure but maybe it would?

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q6: What other input would you like the committee to consider?

My understanding is that delays in outcomes for dual language learners are very common but that they far outpace single language students after a couple of years. If this is true, it means resisting the data on testing as an indicator of performance and also that this information should be shared with parents and other decision makers often. My second thought is that while I wish every student had early opportunities to engage with language learning (I am dismayed that my daughter has to wait until high school!!!) I think the success of students from low-income households should come first. I imagine this typically means heritage speakers of Spanish. So in a cost benefit analysis, make sure that the kids who most need all the educational support get it even if middle-class parents are disappointed. It's the right thing to do for our community. Thank you!!

#55



COMPLETE

Collector: English Survey (Web Link)

Started: Monday, January 30, 2017 6:54:00 PM

Last Modified: Monday, January 30, 2017 6:55:45 PM

Time Spent: 00:01:45

PAGE 1

Q1: I am the parent/guardian of

a student on the Spanish side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Segregation and Elitism in one move. This is a horrendous idea and I am heart broken that is the better of the two.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

This bad for all families knowingly or unknowingly involved in a bilingual school. Imagine the outrage that families not involved in this process will have, when there local elementary school is only available to them for only half normal grades.

Q6: What other input would you like the committee to consider?

Change the Criteria! We must have greater capacity for bilingual programs K-12

If we are truly going to create "Washington's most sought after Graduates" a more expansive bilingual program is needed. Walla Walla is a "magnet" community, drawing it's new residents from across the globe and nation. Walla Walla is attracting thoughtful broad minded families, and as ours and all West Coast population centers grow, failure to recognize this will lead to even greater discontent with the schools in the very near future. People are leaving big cities and seeking out towns like Walla Walla, we need to improve and enhance our bilingual programs not diminish them.

English speaking students and families that desire a Spanish language education will make our community stronger and more supportive for all of our neighbors.

Both proposals are flawed and, in my opinion, short sighted. Diminishing capacity combined with fewer (or one) locations will create an even greater demand. This is an unforeseen consequence that can be seen by many.

Understandably not a concern of the school district, however the hundreds of homes, and millions of dollars spent to be a part of the current program and boundaries should not be ignored.

The focus on the test scores of the Spanish speaking children is your mandate, however there is an opportunity presented to improve our school district bringing it firmly into the 21st Century.

I suggest we prepose an expanded program. seek to fund it and see what happens. At least we can say we tried to improve the entire school district, instead putting a band-aid a problem. As it stands, there is a larger portion of Walla Walla ready to be Motivated , or Disappointed .

As educators, what advice would you give our children if they faced the same dilemma their parents face?

#56



COMPLETE

Collector: English Survey (Web Link)

Started: Monday, January 30, 2017 6:41:47 PM

Last Modified: Monday, January 30, 2017 7:34:16 PM

Time Spent: 00:52:28

PAGE 1

Q1: I am the parent/guardian of a student on the Spanish side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

I think this idea will strengthen the dual program because it will focus a bit more on the objective and the students will have more of an opportunity to practice what they learn.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

I guess MY only concern is that I do not want the students (my kids) to feel like they don't belong or make them feel different down the road like in high school for example. I also want them to be around a diverse amount of students of different cultures and language. I don't want them to think that the only kids they should be comfortable talking to are other spanish speakers.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

The one thing that I liked about the split school is that the small kids will only be with other small kids. Less bullying from the older ones.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

What I dont like is the driving around since I have 3 children in 3 different grades. It will split my daughters up, and sometimes the little one relies on the older ones for comfort.

Q6: What other input would you like the committee to consider?

All I ask is that you make the best decision in the kids interest regardless of the adult issues. Our kids education comes first and I will fully support any decision that will strengthen their education.

#57



COMPLETE

Collector: English Survey (Web Link)

Started: Monday, January 30, 2017 9:15:39 PM

Last Modified: Monday, January 30, 2017 9:19:20 PM

Time Spent: 00:03:40

PAGE 1

Q1: I am the parent/guardian ofof a student/child not currently in a dual school
(Please explain in box below)

,

Explanation of a student/child not currently in a dual school.

My child graduated Wa Hi two years ago but was in bilingual education at Green Park.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

I really like the idea of students from all backgrounds learning both Spanish and English and becoming bilingual. It's ambitious, and it speaks to everything I've read about how childhood language learning generates more intercultural respect and familiarity, decreases fears and antagonisms between language communities, and activates parts of the brain that help students learn in countless other ways.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

I really have no concerns -- it's a great idea!

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Please see above -- I see this option as simply lacking the strengths the 1 School would provide.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Please see above.

Q6: What other input would you like the committee to consider?

Thanks for surveying us!

#58



COMPLETE

Collector: English Survey (Web Link)

Started: Monday, January 30, 2017 10:59:56 PM

Last Modified: Monday, January 30, 2017 11:15:13 PM

Time Spent: 00:15:17

PAGE 1

Q1: I am the parent/guardian of

Explanation of a student/child not currently in a dual school.
He will start next year and we would like to have him in a dual program

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Integration, transportation, admission policies

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Integration travel

Q6: What other input would you like the committee to consider?

My concern with consolidating the schools is that it decreases diversity significantly at the schools without dual programming. In a time where diversity and unity are so important it seems to undermine that process to segregate dual into one school. It also requires parents to chase around town to find the school with the dual program rather than being able to just send the child down the street to the neighborhood school. It is such a sad thing that this country is so lacking in support for multilingual education as one of the few countries on the planet where many children are trained to be monolingual. Our neighbors to the north provide the opportunity for children to be schooled in French. In Europe children are required to learn 3+ languages. What brings people together is understanding that comes from familiarity in multiple languages that allows communication across cultural and language lines.

#59



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 9:16:56 AM

Last Modified: Tuesday, January 31, 2017 9:23:54 AM

Time Spent: 00:06:57

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

I would like to add my opinion on the idea of collaboration would be easier with all dual at one school. The need to all be in one school is not necessary. Collaboration can happen if it is a priority. There are weekly times and there is email and even video conferencing and iPads. Teachers are also within 5-10 min of the other schools. To me it is not worth moving so many students around for this reason.

I think this is under a different section but hope it gets read for concerns of either model

Q6: What other input would you like the committee to consider?

Respondent skipped this question

#60



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 9:13:23 AM

Last Modified: Tuesday, January 31, 2017 9:54:16 AM

Time Spent: 00:40:53

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

More opportunity for teacher collaboration and targeted training. Language of the day could be done throughout the school - pull outs, lunch etc. if everyone is in dual

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

How would enrollment work - first come, first served, lottery, attendance area school preference? Loss of the neighborhood school. Lots of staff and students being required to move to a different school building. Would there be busing provided? What if a child is struggling in the dual program - would they be dismissed from the program and sent to a different school?

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

More ability to focus on age appropriate learning and extra programs (assemblies, parent meetings, family activities, etc); teacher collaboration and targeted training to age specific areas

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Families split into 2 schools (possibly 4 schools with older kids - how does timing work for all schools?); harder to do fundraising, school programs, family activities with families split into more schools; harder to get parent volunteers in the 3-5 school possibly; no opportunity for younger kids to see what older students are doing - classroom projects, reading buddies, choir, etc., will there be more dividing by ability in the grade level for reading especially (currently my 2nd grader works with 3rd graders in enrichment - that working up is gone for 2nd graders); loss of neighborhood school - would it be possible to have all students from a family go to one of the schools and then be bused to the other school, if needed; would playground equipment need to be changed; are there facilities issues with bathrooms, etc that would need to be addressed

Q6: What other input would you like the committee to consider?

Whatever the decision is, it seems like this will be affecting hundreds of students and staff, as well as parents (it already is affecting everyone), is there a possibility to defer a change until 2018-19 school year or pick an option that does a slower roll out over a year or two to make sure all the necessary steps are in place for the smoothest transition possible? I know the schools work on building a "home" for the students, since many do not have the ideal home life, is uprooting that consistency really the best thing for kids?

#61



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 10:26:56 AM

Last Modified: Tuesday, January 31, 2017 10:51:04 AM

Time Spent: 00:24:08

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

This allows most native English students currently in the dual program to stay. I believe that most English speaking students are in there to learn Spanish not to help Spanish speakers learn English. This tells me that the support is there for a program but does it have to look like this? At least with the one school concept students will have a consistent "home school" where they go each year. Consistency pays off.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

No matter which format is accepted, the state tests are in English. Will any of these ideas change learning or are they just rearranging deck chairs? What does the science say about language acquisition and learning?

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

This serves more people invested in a narrow, single issue: I want my English speaker to learn Spanish at the expense of relationships, family and consistency.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

I don't like the idea of having kids from one family going to different schools. Much harder on the parents and parents don't feel like stakeholders, they are tenants, and don't have any lasting ownership or heritage thoughts.

Q6: What other input would you like the committee to consider?

There is much support in the community for the dual program. Enough that there will be vociferous objections to whichever model is chosen. Instead of trying to reinvent the wheel, find the most successful program for dual education out there and copy it. Tweak it for use in WW and show the community that you are getting results. What are the top 5 most successful programs in the United States? Washington? Copy them and make them smell like Walla Walla wheat and wine.

#62



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 11:58:43 AM

Last Modified: Tuesday, January 31, 2017 12:20:59 PM

Time Spent: 00:22:15

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q6: What other input would you like the committee to consider?

this is one factor that gets forgotten. Parent/family involvement, investment and accountability. The achievement gap or our walla walla numbers for achieving the academic target will not be met without holding parents and families more accountable. All the emphasis is placed on teachers and programs and curriculum but how much has this really helped? Some, but the students who have a strong family support do well. Those that don't, struggle. So this is an issue we must address. No matter how much we try to juggle students, staff around it won't change as much as trying to work on this factor.

#63



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 2:11:52 PM

Last Modified: Tuesday, January 31, 2017 2:18:35 PM

Time Spent: 00:06:43

PAGE 1

Q1: I am the parent/guardian of

of a student/child not currently in a dual school
(Please explain in box below)

,

Explanation of a student/child not currently in a dual
school.
child entering school in the upcoming fallQ2: After reviewing the information slides on the "1
School" concept, I want the bilingual committee to
consider the following strengths:*Respondent skipped this
question*Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to
consider the following concerns:

I wanted to share concerns regarding breaking up a community. My child will be entering school in the fall and we live about 1/2 a block away from one of these schools. I would be very upset if unable to attend my neighborhood school, it was a large consideration in our decision to live where we do. I am less committed to the dual language program - I had anticipated enrolling my child but am more concerned about attending the neighborhood school than enrolling in dual immersion.

Q4: After reviewing the information slides on the "Split
School" concept, I want the bilingual committee to
consider the following strengths:*Respondent skipped this
question*Q5: After reviewing the information slides on the "Split
School" concept, I want the bilingual committee to
consider the following concerns:*Respondent skipped this
question*Q6: What other input would you like the committee to
consider?*Respondent skipped this
question*

#64



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 3:23:20 PM

Last Modified: Tuesday, January 31, 2017 3:27:55 PM

Time Spent: 00:04:35

PAGE 1

Q1: I am the parent/guardian of a student on the Spanish side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

I don't see any strengths of a 1 school concept.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

exclusion, segregation, isolation

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

I don't see any benefits to the split school concept

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

it impacts every student, every family in 2 schools.

Q6: What other input would you like the committee to consider?

Increasing the language program through the entire school district. Think big picture, not short term "fix". The future of dual language in our schools will only bridge cultural gaps, enrich our community and expand Walla Walla's future skills. Neither concepts are acceptable.

#65



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 2:25:36 PM

Last Modified: Tuesday, January 31, 2017 3:30:06 PM

Time Spent: 01:04:30

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Ability to serve a greater student body, especially those in the latino community

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Draws larger group of high-performing students to the program, thus further segregating students based on performance.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Ability to serve a larger student population

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Potential to split up families into different schools based on geography, potential to disrupt support programs

Q6: What other input would you like the committee to consider?

Respondent skipped this question

#66



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 3:52:36 PM

Last Modified: Tuesday, January 31, 2017 4:02:38 PM

Time Spent: 00:10:02

PAGE 1

Q1: I am the parent/guardian of

a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

We favor this plan because it would be less disruptive to our son's current learning plan. We support the creation of this school program. Thank you.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q6: What other input would you like the committee to consider?

Please continue to support expanded Bilingual studies, it is very important to our family and our local community!

#67

COMPLETE



Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 2:03:26 PM

Last Modified: Tuesday, January 31, 2017 4:09:34 PM

Time Spent: 02:06:07

PAGE 1

Q1: I am the parent/guardian of

Explanation of a student/child not currently in a dual school.
Kids at English-only school from an English>Spanish bilingual family

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Attending the closest school to the home is a priority for most families.
transportation to multiple schools for siblings.

Q6: What other input would you like the committee to consider?

1. I found the language of the presentation/survey difficult to understand and I have a graduate degree.
2. The survey did not provide an option for parents of English only schools and was a deterrent to fill out the form.
3. I don't understand the importance of allowing so many native English speakers in the program to the point where these changes must be made. Isn't the priority for the native Spanish speakers? Both of these concepts seem to prioritize the English speakers.

#68



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 4:08:54 PM

Last Modified: Tuesday, January 31, 2017 4:35:15 PM

Time Spent: 00:26:20

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Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Great communication amongst the staff if all at one school.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Worried about an "eliteness" for those kids that are at the one school. Also worried about lack of diversity at the other schools.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Spreads the diversity out.

Appears to be a better financial model due to less bussing.

Better communication for staff to get feedback with having more kids in same building.

Will possibly see trends within educational learning faster since communication would be quicker amongst staff. (could group kids based on different learning levels to push the kids into growth as well).

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Having kids move to another school after 2nd grade might be difficult for them with transition.

Having 7 kindergarten classes is a lot for PE/ music teacher to handle.

For school programs, not having the older kids to help out.

Q6: What other input would you like the committee to consider?

Seems like one class of heritage at the schools is going to have the same problem as the single strand of English only need that we are currently experiencing. Maybe you should have 2 heritage classes at one school so you can move those kids between 2 classes? Just a thought...

I honestly do not know which option is better. I wish you much success in making the decision. I am sure there is a lot of data out there that can help you make a informed decision based on other schools and their progress with this issue.

#69



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 4:23:41 PM

Last Modified: Tuesday, January 31, 2017 5:12:02 PM

Time Spent: 00:48:20

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Q1: I am the parent/guardian of

a student in the English strand of a dual school ,

Explanation of a student/child not currently in a dual school.

One used to get Spanish, but this year there was no room for her so she has English only. Our younger ones didn't get a choice to have Spanish or not.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

This approach looks to encourage splitting kids based on their language and will reverse the benefits of having all cultures together. You split the cultures up as children and they will carry that separation mentality into adulthood.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

I like keeping a mix of students at all schools.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

More transitions for the younger kids isn't always a good thing. Keeping the young students in one school through fifth grade creates consistency and keeps siblings together longer.

Q6: What other input would you like the committee to consider?

The meeting was too close to the end of the business day to allow for my family's attendance. I am still quite confused about why more schools can't model after Blue Ridge. In every model it mentions keeping Blue Ridge the same, it must be doing well.

#70



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 5:36:07 PM

Last Modified: Tuesday, January 31, 2017 6:13:38 PM

Time Spent: 00:37:30

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

The ability to provide a more truly dual/immersive experience (language of the day, more done in Spanish around the building, curriculum, assemblies, etc)

Eliminate English only strand issues

Can include component to allow ELL to do dual but also get support needed when weak in both languages. The assumption is as the focus of the school is narrowed more specialized support can be provided to this population. Narrowed focus of entire school offers some exciting opportunities for innovation

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

One school would no longer be a "neighborhood school" and kids may live across the street or down the block from a school and not allowed to go there

Becomes a "super" school and puts a bigger burden on the other schools to shoulder the load of under performing kids or those with more special needs.

How will students be chosen? Will kids in one family end up at different schools?

What happens when kid needs to move to an English only strand and that means moving to an entirely new school?

Potentially angers a lot of parents when only one specialty school. Can other schools be given strengths? Like art focus or STEM focus? I think emphasizing strengths/subjects in other schools might remove some of the feelings of exclusion for families who don't get in.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

More collaboration opportunities for teachers

Can make school even more focused for each development level (assemblies, playgrounds, etc)

More ability to mix up classes so same students not always together

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Kids in same families at different schools (drop offs, pick ups, transportation, duplicate activities, to large of a population to host family events since it would be two schools worth of families since kids at that age usually need to accompany parents to any event

Makes a PTA and fundraising challenging as well as building up volunteers since they move on to another school and may feel like they are starting over again

Disrupts ability to build community by both limiting socializing and disrupting the neighborhood school network of families. Harder to make connections and therefore harder to get volunteers, etc.

Transition year can be stressful for kids

Example and/or mentoring by the older kids for the younger is harder to make happen

Q6: What other input would you like the committee to consider?

Finding a way to make each elementary school special in its own way could help eliminate some resentment among parents. This could be done in even small ways, but helps parents to feel like they are not stuck with something sub par. A possible perception is that a new dual school model is going to take a lot a resources to make happen, so anything you can do to dispel the idea of one school/program getting more money/attention/the best students/unique and desirable program the better

#71



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 7:18:38 PM

Last Modified: Tuesday, January 31, 2017 7:51:47 PM

Time Spent: 00:33:09

PAGE 1

Q1: I am the parent/guardian of a student on the Spanish side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

We acknowledge that there are many strengths.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Our concern is that there would be a reduction of student seats. This would greatly impact our bilingual (heritage of Spanish) speakers would not have the opportunity to preserve their bilingual skills. If they are put in all English, we do not support this concept. Our families are 2nd, 3rd and 4th generations of Latinos in the Walla Walla Valley and want our children to continue their bilingual and biliterate skills. Many of our children, nieces and nephews are currently in the dual program. Some on the English and some on the Spanish side. What matters to us is that they are in the dual program and that their younger brother and sisters will also get this opportunity.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

The strengths that stand out to our extended family (grandparents, parents, uncles, aunts, nephews, nieces, children, etc.) is the fact that there would be seats available for bilingual (heritage) children as well as other children in our community.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

We have minimal concerns.

Q6: What other input would you like the committee to consider?

Respondent skipped this question

#72



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 8:24:06 PM

Last Modified: Tuesday, January 31, 2017 8:37:57 PM

Time Spent: 00:13:51

PAGE 1

Q1: I am the parent/guardian of a student on the English side of two-way dual

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Children will have freedom to change classrooms and classmates each year rather than being with the same classmates throughout elementary school. I can't find the information slides.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q6: What other input would you like the committee to consider?

Diminishing neighborhood schools...This is one of the best things about Walla Walla. Scattering children among various schools creates transportation issues. People have purchased property within the school boundaries they wish to send their kids, and to suddenly tell them they have to go to school elsewhere diminishes community and connections. I wish the committee could find a more gradual change. My son is at Sharpstein in the 50/50 program. We love the Sharpstein community and although we see the true value in bilingual education, we would rather see that program be eliminated rather than take him out of the Sharpstein community.

#73



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 9:40:00 AM

Last Modified: Tuesday, January 31, 2017 8:39:55 PM

Time Spent: 10:59:55

PAGE 1

Q1: I am the parent/guardian of

of a student/child not currently in a dual school
(Please explain in box below)

Explanation of a student/child not currently in a dual school.

My daughter will be entering kindergarten at Edison next year (I think?).

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

A strength is that the entire school will be immersed in learning Spanish.

Gradual roll-up is also a strength in transitioning kids, teachers, families to this change.

As one school becomes a "Language Magnet" school, this creates the opportunity for the other schools to become magnets of their own - possibly Science/Math and Arts/Humanities. Why not give the English only schools a positive draw like the language school has currently.

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

As funding is a big issue for our district right now, the transportation costs need to be considered first. Is there a sustainable source of money to transport kids outside their neighborhood? This may likely be the greatest determining factor for both of these concepts.

The T+ seems like the consolation program, and again will consist of the lower performing students that "couldn't make it" in Dual.

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

The only strength I find valuable in this plan is that all schools will possess academic diversity.

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

School logistics seems really challenging for this plan - What does the library look like? What do music, pe, after school programs look like? This plan seems to reinvent other aspects of "school" that will require even MORE energy.

Q6: What other input would you like the committee to consider?

First, thank you for the opportunity to share my thoughts on the eve of my only child entering kindergarten... A strength in both plans is the opportunity for mixing up the classes of students. As you know, this is essential for the English only classes. We can't go back to how it is now.

However, both of the new plans appear to create the classroom environments that we currently have...students that are struggling with students not getting challenged enough. And how do you address that? It seems that this will always be a consequence of our dual immersion program.

Which option can set up the best scenario to meet the needs of students entering kindergarten that are struggling in their native language? And that is the plan that should be implemented.

Now, think about students that want to be in dual immersion and are not allowed because of limited numbers... the question is: could it be possible to collect pre-enrollment numbers and do the screening that is done at Sharpstein for all students to determine the number of students to be enrolled in the different strands - rather than blocking students from the opportunity because of predetermined spaces. It seems that turning away students would not be meeting the educational needs of all students. This is elementary school, and isn't it important that all students begin school with open doors? Not shutting doors. What happens when a gifted student doesn't make the lottery?

As much as my first gut reaction is to NOT have the 1-School approach, it seems that going with that structure might be a way to meet the educational/social/emotional needs of all students. That's really what this is about, isn't it?

#74



COMPLETE

Collector: English Survey (Web Link)

Started: Tuesday, January 31, 2017 8:36:51 PM

Last Modified: Tuesday, January 31, 2017 9:00:49 PM

Time Spent: 00:23:58

PAGE 1

Q1: I am the parent/guardian of

of a student/child not currently in a dual school
(Please explain in box below)

,

Explanation of a student/child not currently in a dual school.

My child currently attends Berney elementary where a dual language progra does not exist.

Q2: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q3: After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q4: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

Respondent skipped this question

Q5: After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

Respondent skipped this question

Q6: What other input would you like the committee to consider?

I am troubled by how quickly the district is moving to adopt one of these concepts when adoption seems to require substantial upheaval of existing schools and redistribution of students particularly those involved in the dual language program. I am recommending that the review committee maintain the status quo for at least one more academic year, if not two, to fully consider the ramifications of adopting these programs (particularly on those vulnerable parents and students struggling with English acquisition) and modeling implementation of the most viable program to minimize negative logistical consequences. Furthermore, funneling ESL and "heritage" students to a limited number of schools creates a form of segregation that is not healthy and is counter to our educational and community principles.

1. I am the parent/guardian of...multiple students on the English side of two-way dual

2. After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following strengths:

Fewer transitions for kids to experience, siblings remain together at the same school, stronger community as students and staff have years and years to get to know one another, staffing simplified

3. After reviewing the information slides on the "1 School" concept, I want the bilingual committee to consider the following concerns:

I would hope the 1 school would be SHARPSTEIN. We purchased our home 10 years ago in hopes of our children having the opportunity to participate in the dual program. Two of our children have completed k-5 in the dual program and are now at Garrison taking Spanish, 2 of our children are *currently* in the dual program at Sharpstein, and our youngest starts Kindergarten in 2017. We would love him to go to the same school we have invested so much time and energy into and have the privilege of having the dual experience. Sharpstein is walking distance from our home and shuttling kids to multiple elementary schools would be a hardship for our family.

4. After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following strengths:

I don't love this idea. The mid elementary school change seems disruptive to students. If all the kids are switching together, why not just keep them together in one location?

5. After reviewing the information slides on the "Split School" concept, I want the bilingual committee to consider the following concerns:

There is valuable learning that is only accomplished with the "neighborhood" school. Independence, community with neighbor families, biking and walking safety, exercise, knowing your way around the neighborhood in which you live just to name a few. Being bussed is a waste of district resources in my opinion. Having families drive kids to the program school outside their neighborhood adds unnecessary traffic and congestion.

6. What other input would you like the committee to consider?

Our family has LOVED participating in the two way dual program and hope it continues to be a benefit to the students in the district. We hope the one school model is adopted and that the school chosen to house it is Sharpstein.

Thank you for all the thoughtful efforts you are taking to make the needed changes happen in a way that benefits the majority of the students involved.

I am a parent with a students in the dual program.

Concept 1.

Strengths- The entire school participates in the dual program which allows maximum mixing of students in each grade level. Could slowly start excluding English classrooms from the designated school one grade at a time.

Concerns - It is a very limited program that would exclude many of the English speaking students that participate in the program. Defining a boundary could be difficult with more complicated transportation for the boundary to take some neighborhood kids to the dual school and others to the designated alternative English only school.

Concept 2:

Strengths- It was said in the presentation that more students can participate in this option, but I am unclear as to how. It seems to me that the same number of students would participate in this option as in Concept 1. It is merely taking the dual only school and an English only school and redistributing the students to separate out the k-2 and 3-5 students to two schools with half dual and half English in each. Allows many options for student distribution in each grade.

Concerns- Too much adjustment for young children to spend half of their elementary years at one school and the other half at another. At this age, it is nice for a younger child in kinder or 1st grade to have an older sibling in the same school. Easier on parents and school activities as well. An entire grade can't collaborate, it is just too big. Wouldn't have the older grade students to act as a model for the younger students. I know currently activities are sometimes done in classrooms where the older students come to the younger class to present something. A lot of sudden changes would occur with many students and teachers moving schools. Couldn't roll the new program in.

Concept 3 -

Strengths - The entire school participates in the dual program which allows maximum mixing of students in each grade level

More students could participate since there would be two dual schools. Changes could be slowly rolled in with each new year.

Concerns - Defining boundaries and where to send students in the boundary that don't want to participate in the dual program could be complicated.

Additional Comments - I am concerned that perhaps everything is being rushed as one is potentially talking about a lot of teachers, staff and students moving locations. I would like to see a very well established plan before it is implemented even it means waiting until the 2018-2019 year to begin.