

SAP III - Dual Language Middle School Expansion

Meeting #1 2/6/25

6:00 - 7:30 pm

JEH Building, Boardroom A

Meeting Overview:

- **Attendees:**
 - 20 total people
 - 14 people (3 of whom are teachers one of which is also a parent in the district)
 - 1 interpreter
 - 5 district employees
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Agenda:

1. **Introductions**
 - All participants introduced themselves.
2. **Timeline and Process Discussion**
 - Discussed the timeline for the Dual Language (DL) program.
 - Outlined the process for implementation.
3. **Background Information on Previous SAPs**
 - Reviewed previous SAPs, and some people were unclear on how Foster and Haven were connected. This was explained during the meeting.
4. **KWL Activity (What We Know, What We Want to Know, and What We Learned)**
 - Gave time for attendees to fill out the **K (What We Know)** section.
 - Most parents were familiar with language allocation and the 50/50 model.
 - Some parents were aware of which subjects were taught in which language.
5. **Filling out the W section of the KWL**
 - Gave time to fill out the **W (What We Want to Know)** section.
 - Questions were not always answered immediately, only if they were quick or if they could be addressed without confusion.
 - Common questions included:
 - How the program will look for standalone middle schools.
 - Why can't the program be rolled out in all schools at once.
6. **History and Benefits of Dual Language (DL)**
 - Provided a history of the DL program and discussed its benefits.
 - Families asked insightful questions, especially about terminology (DL vs. TWI).
7. **Language Assessment**
 - A parent asked about language assessment and whether English-speaking students would show growth in Spanish.

8. **Middle School-Level Differences**

- Many families appeared unfamiliar with middle school scheduling and how it differs from elementary school, asking about class structures and how the program would look at that level.

9. **Time Constraints**

- Due to time limits to attend to all the parent questions, the **L (What We Learned)** section of the KWL was not completed.
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Key Quotes from the Night:

1. **“You guys answered some of my questions throughout the presentation, so I took them off the wondering section of the wall.”**
 2. **“I did not know this about TWI”** (in reference to math content being taught only in Spanish throughout the program).
 3. **“Is it possible to use more of 80/20 in K-5 if 6-8th grade will be using 50/50?”** (Concern about building up Spanish proficiency at the elementary level).
 4. **“I grew up only learning math in Spanish (in their home country) and I was able to transfer that as an accountant here.”** (Comment about the value of math content being taught in Spanish).
 5. **“This (DL) would give students more opportunities to be pulled out for interventions or receive other MTSS supports throughout the day instead of missing it because of SLA.”** (Comment about potential benefits for student support through the DL model).
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Action Points:

- Address questions about the implementation in standalone middle schools in future meetings.
- Clarify the impact of the DL model on language proficiency assessments and student interventions.