

SAP III: Dual Language Middle School  
2/27/25 Minutes

**SAP III - Meeting 2 - 2/27/25:** The Multilingual team held the second of three SAP III meetings. The essential question for our committee: *Where will the next Dual Language Middle School program be located in the fall of the 2026-2027 school year... Chute or Nichols?* This meeting's agenda was to review and analyze data related to dual language enrollment, interest in the dual language middle school program and school readiness.

**Meeting Overview:**

- **Attendees:**
    - 21 total people
      - 17 parents (3 of whom are teachers, with 1 teacher also a parent in the district)
      - 4 district employees
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**Agenda:**

1. **Welcome and Norms Reminder**
  - All participants introduced themselves and chose one norm they would concentrate on for this meeting.
  - Participants were assigned to small groups. Each group had a parent from each middle school feeder pattern and a D65 teacher, as to have multiple perspectives represented at each table.
2. **Purpose & Process Review**
  - Review the data protocol
  - Introduced and explained the notecatcher.
3. **Racial Equity Impact Assessment (REIA)**
  - Reviewed what a REIA is and had an activity for deeper understanding.
4. **Enrollment Data**
  - Kirby C. shared enrollment data and maps, both current and future.
  - Participants participated in table discussions and the ML team and Kirby circulated the rooms to answer questions.
5. **Survey Data**
  - TWI parent/caregiver survey data was shared as another measure. They reviewed the data related to the number of families expressing interest in the Dual Language Middle program. Included in the discussion was highlighting the importance of remembering who did and didn't answer the survey.
6. **5 Essentials and Guiding Principles and Crosswalk Data**
  - Provided opportunities to explore Chute and Nichols middle schools 5 Essentials data.
  - Explained the intersectionality between pieces of the 5 Essentials and sections of the Guiding Principles of Dual Language Education rubric.

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### 7. Next Steps

- Previewed Meeting #3 Goal: Use a recommendation making process to identify a school - Using tonight's notes, you will go through a scoring rubric process to determine the recommendation for the next DLMS location

### 8. Time Constraints

- Due to time limits to attend to all the parent questions, some at home work will be sent out.

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## Key Quotes from the Night:

1. **“Estoy muy contento de estar aquí aprendiendo tanto. Es raro que tengamos la oportunidad de hacer este tipo de trabajo con nuestra aportación.”** Translation: “I am so glad to be here learning so much. It is rare that we have an opportunity to do this kind of work with our input.”
2. **“That is so important!”** (in reference to when we said that there is more in making a wise decision than only looking at enrollment projections, it is holistic data with many data points that helps us paint a complete picture).
3. **“This is last year's data, things might change”** (In relation to the new administration at one of the middle schools for next year, opening up the opportunity to discuss that there will be a lot of changes, some of which we have no control (i.e. American immigration policies) but can have unexpected results (i.e. we are starting to receive some new ELs from other states)).

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## Action Points:

- Preparing for the next meeting.
- Finalizing the scoring rubric