



2/19/20 CCSD93 Dual Language Town Hall Meeting Q & A

Below are the complete list of questions and answers from the February 19, 2020 Dual Language Town Hall Meeting. Please note the clarification provided in the first question and those that follow.

Q. You keep saying boundaries won't be changed...how are boundaries not being changed but yet you are changing monolingual kids 'home' school? Wouldn't that mean their 'home' school boundary changes for them and future students? If monolingual students are relocated I don't understand how you can say boundaries won't change.

A. We apologize for the unintentional misunderstanding. If a school were selected as a sole Dual Language school, then boundaries for that school would have to be redrawn for existing students and families to attend a new home school. That process would include collaboration between district administration, the Board of Education, and the Dual Language Committee.

Q. What plans does the district have to address the dual language teacher shortage?

A. As many of you probably know, we have a teacher shortage in Illinois. Not just Dual Language teachers but all teachers and we are aggressive in recruiting all teachers including Dual Language teachers. We attend job fairs, put out advertisements, we use all resources possible to hire, recruit and retain the best staff here. We will do what we can to recruit Dual Language teachers.

Q. Has the district reached out to U-46 the second largest district in the state about their Dual Language Program? They have thousands of kids in the program and the district does just fine with kids and schools throughout the district. 22 kids in our district is not so concerning ,to place in one school.

A. Yes, we have talked to U-46, in trying to figure out how they do it, and how other districts do it. The committee has not only talked to a nationally renowned consultant, but we have also done visits there are a couple of districts not far from here that have dual language program and we have reached out to them to find out what they have learned, what has gone well and what are things they would have done differently if they had the opportunity to do that.

Q. Why can't the bilingual teachers use early release Mondays for collaboration.

A. We do, on Mondays we have a community of practice where we have a specific focus, we use every minute that we can, but it is only once a week and it's not every Monday. Because some of those Mondays are also taken for District Professional Development and District School Improvement. It isn't just opportunities to collaborate on Mondays. So we use it as best we can.

Q Has block scheduling been considered within the current dual language buildings.

A. We do, the problem is there is only one kindergarten teacher in each building so we would have to again during that block scheduling during that plan time run across the district and really ends up leaving us only 10-15 minutes.

Q. What if one kid is in dual and the others are not, can they be in the same school?

A. If we are to go with consolidation, that would not be something that would be available.

Q. In the survey it states that housing the dual language program in a single building would allow CCSD93 to more effectively provide support for Dual Language students in need of additional social services. Would these individuals automatically be moved to the Dual Language School.?

A. The bilingual specialists that we have, the bilingual Special Ed Resource teacher really only works with those Dual Language students and we would have that person come to the Dual Language building.

Q. The Dual Language presentation to the Board states that its goal is to improve parent and community involvement. As a Dual Language program how will consolidation achieve this?

A. We would be able to. Right now as much as we try to provide family meetings and community meetings it is very hard to schedule. We have building events, we have district events, we have 12 teachers that we have to coordinate around so it has become very difficult to bring a meeting. We have one scheduled right now which we will announce to the Dual Language families but we want to be able to have a building where we have more regular meetings, where we can if we see during conferences that there is a challenge that has come up or a question that many parents have had, we can call a meeting more easily in one building that we would across the district.

Q. In the survey it states that housing the dual language program in a single building would allow CCSD93 to more effectively provide support for Dual Language students in need of

additional services. While this makes sense the district is currently understaffed with vacant positions for Dual Language professional intervention and teachers. How will consolidation fix the staffing issues?

A. It will be a lot easier to be creative within one building than it is across different buildings.

Q. How is the district able to quantify a Dual Language student's progress in becoming bilingual and biliterate.

A. We have specific assessments that we use to measure biliteracy in English and in Spanish. As well as proficiency, we have the access tests that we measure English proficiency and we are looking into a Spanish proficiency assessment as well.

Q. If this merge does not happen how would the services to our children continue such as therapy and tutoring.

A. We will obviously look into other options, this is the one that we found would be best effective for our students. But that doesn't mean that if it doesn't go through we're not gonna really look at what's best for our students and provide that.

Q. If the program continues to grow, how would this change be effected?

A. Right now we have had the benefit and the luxury of being able to place everyone into the Dual Language Program. We haven't had anybody on a wait list. Although, we have a plan in case we have families or students who are not placed into a classroom. We would have a lottery system, so if there were more we would go ahead and go with the lottery.

Q. What would a middle school Dual Language Program look like?

A. That is the next goal of our Dual Language Committee, to look at how we would provide opportunities for students in middle school and roll it up. We've even had conversations with the High School as they have been looking at the feeder schools that feed into their high school and how they can service them. So we've already had initial conversations with Glenbard North as well.

Q. If you choose not to consolidate , how will you address the needs of the teachers and their lack of appropriate resources?

A. We will continue to look into that. The committee will reconvene and look at different options.

Q. Are you going to offer other programs like Polish club, mindfulness like in Cloverdale?

A. If we were in one building, parents would have the opportunity to have a say in the different programs that they would want as well. In looking ahead we would do something like this, that we could possibly open up to the district if it is something that we would house in the Dual Language building, but open it up to more students if they were interested.

Q. How are you going to motivate English native speakers to join the program, because for Spanish speakers it is easy to be convenient, but we don't want a Spanish school, we want a 50-50.

A. We know that our community values Dual Language and we continue to get the word out and basically a lot of our own students who have come into the Dual Language Program have seen the success of the Dual Language Program and the benefits that it's providing for them so they kind of pretty much let everybody know about the program themselves. We really do try to communicate the benefits of being bilingual and biliterate and provide that opportunity for all of the students in the district

Q. The district is not currently provided Dual Language teacher collaboration time with their dual counterparts on early dismissal days? Why has the district not allowed this?

A. They have allowed this and we do take advantage of that Monday, but like I said it is a very structured time where it's more of a learning opportunity for everybody, but at the same time it is not something that's available every Monday because sometimes the district does provide us with specific district professional development

Q. How does the district justify moving students based on one or a few teachers needing to travel between buildings. Isn't this more of a staffing issue as the program progresses both the needs for additional support be necessary regardless of program location.

A. This is not just a teacher issue. It's a student issue as well, which I think identified in our essential questions that we're trying to make a decision that's best for students and teachers as well, and certainly there's a solution always can be to hire more people, but I think that most of you also ask us to be financially responsible with what we do with our dollars too. So hiring more teachers isn't always the easiest thing to do. Plus with the teacher shortage it's harder to find more people so if we already have the people internally, it might be easier to do it that way. But I appreciate the question.

Q. Is the district considering hiring additional resource teachers that are bilingual?

A. At this point right now if we were to hire additional resource teachers that are bilingual they would not have full caseloads. Because they would only have the number of students that are in those buildings, so it's hard enough to find full-time teachers let alone part-time teachers that would not have a full-time job with us as a district.

Q. If so, couldn't bilingual special ed resource teachers be spread out throughout the buildings with the Dual Language program, understandably their caseloads wouldn't consist of bilingual and non bilingual students.

A. Correct, I think I answered that one.

Q. Does the Board or the Administration agree with the committee's findings regarding the gaps in Dual Language Program versus non Dual.

A. I am going to assume that the gaps, what that means is some of the information that we shared today with regard to what dual language teachers are getting, students are getting, what they are not getting. We certainly have had these conversations which is why we are here today and why the committee spent time looking at possible steps moving forward, which would be consolidation.

Q. If so, do they feel that they can live up to the responsibility they are the Dual Language students if they don't follow the committee's recommendation?

A. As I mentioned before we are either going to move forward with one of those six scenarios or were gonna continue to table this and look into the future, so yes we will do all that we can do to support our teachers and our students no matter what the decision is moving forward.

Q. Did you conduct a survey among the non dual parents regarding possible consolidation? By only surveying dual language parents you are only getting half of the data to make a decision.

A. The reason we surveyed the dual language families about consolidation is because if the data that you saw today was reversed and it was 25% for it and 75% against it, folks we wouldn't be here tonight. There would be no recommendation to consolidate, and quite honestly, transparently, if I surveyed parents, say do you want to move schools, I already know the answer to that question, the answer is no I don't want to do that. I know that, but if the dual language parents weren't for this, we wouldn't have gone in this direction.

Q. I know that it is important to learn other languages, what benefits does it have on other kids that aren't dual language? Kids might have to change schools and leave all their peers and go to another school. I feel like you should change the border, I feel you should move kids to other schools, what about the people that aren't in the 282, dual kids should have a voice too. I get that dual kids are important, I think so too. I think you should do this, but not change the border and make other kids switch schools.

A. Well as you mentioned, if you saw those last three phase-in scenarios, it would just be moving (program), all the current kids would stay there. But our monolingual students who receive the same great services they have now, if we consolidate they would just be in a

different building. The dual language students are not getting the same benefits in some cases as the monolingual students are getting.

Q. How will you transfer the monolingual students?, Boundary lines? Then what about the middle school children, would they be affected?

A. Right now middle school students would not be affected, we don't have a Dual Language Program there quite yet and as far as transferring the monolingual students we would figure out how we would do that if we went in that direction. Like I mentioned we'd figure out what school can fit them best geographically and try to minimize any kind of disruption with our parents.

Clarification: If a school were selected as a sole Dual Language school, then boundaries for that school would have to be redrawn for existing students and families to attend a new home school. That process would include collaboration between district administration, the Board of Education, and the Dual Language Committee.

Q. What benefits does it have on non dual kids, will you change the border? What effect will this have on Stratford?

A. At this time there will be no effect on Stratford. We are not looking right now to change borders although I am terrified to mention this, but I will anyway. For those of you who have been here a long time in 2002 we had 5000 students in this district, last year we had 3612. We are down 300 students in the last three years and as you drive our community, I think you will see there's a lot of homes for sale. Hopefully we are going to move forward, we've had a demographic study done every five years to figure out where we are. But if enrollment continues to drop we may have to eventually look at boundaries. Please don't go on social media and say that I am changing boundaries next year. I'm not doing that. But we will eventually may have to look at that. Because enrollments are starting to fluctuate for us and we're having a tough time providing the class sizes that we expect as a district and you expect as parents.

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Q. Will the program extend to middle and high school?

A. Middle School yes, High School, Glenbard is their own district. We try our very best to influence what they're doing at North. An example would be two years ago, Glenbard North did not have an orchestra program, they will next year because our kids will be there. Glenbard North five or six years ago did not have devices for students, they do now because we brought devices through up. So we will continue to work with Dr mensik and Glenbard North to figure out how we can move Dual into the High School environment.

Q. Will middle schools be affected by this decision?

A. No they will not because we're not quite there yet. Next year we will be deciding what middle school we're going to put the Dual Language Program in and how that's going to work with our sixth grade and eventually seventh and eight.

Q. What happens to my sixth grader at Stratford? If you redraw boundaries?

A. We are not redrawing boundaries.

Clarification: If a school were selected as a sole Dual Language school, then boundaries for that school would have to be redrawn for existing students and families to attend a new home school. That process would include collaboration between district administration, the Board of Education, and the Dual Language Committee.

Q. What if a new home school goes to Jay.. (inaudible question from audience).

A. We will figure out the logistics, we are not moving middle school students, and as far as busing, excellent question, Many of our dual families, some of them are here now are in the Dual Language Program and they don;t go to their home school. As a result of the program itself and all of those children are bussed. So logistically we can figure bussing out.

Q. Is a paraprofessional in every Dual Language Classroom?

A. No, there is not.

Q. Going forward can a student do magnet and dual?

A. Yes we have some students in magnet and dual now in 4th grade at Roy DeShane.

Q. Our children, especially in this generation, are a very sensitive group of kids. Rates of depression and suicide are rising every yeat. I know personally my child has expressed how sad and stressed they would be if they had to change schools. When children experience such a dramatic change in life, like divorce, moving residence or relocation of schools, it can be hard for them to express and deal with their feelings. Will you be offering some sort of grief counseling for dealing with such a huge change? It is always good for children to have licensed professionals to take to.

A. Each one of our schools has a psychologist and a psychiatrist and when they mention things like divorce and things, we deal with this kind of thing all the time and we provide all kinds of support for students as well as our staff. If there are issues like that.

Q. I understand you were saying that change is good for the 221 dual language students but how is it good for the monolingual students? What are the benefits to this change? I keep hearing and reading how this is in the children's best interest, but why are the Dual Language kids best interest only taken into consideration? What are the benefits for the hundreds of monolingual students?

A. We are not trying to cause a tremendous amount of anxiety. We are trying to figure out what is best for all of our kids. On that board over there you'll see that our mission statement is to maximize the academic, social, and emotional potential of each student. If the committee had identified some opportunities to improve in Dual Language, we are certainly investigating them and seeing what is best moving forward.

Q. This change sounds like it really benefits teachers more than students. Clearly these students are thriving and doing well in the program, why aren't you forming options for teachers to collaborate together more versus this dramatic change? Why are options being brought up about the teachers can get more resources and time together to discuss ideas?

A. We provide professional development to all of our teachers. I can't ask my Dual Language teachers to stay till 5 or 6 o'clock at night when there are teachers that aren't required to do that. We have got to figure out ways that we can provide collaboration and we're trying to do that, but when they are in three different buildings it becomes very challenging to do that.

Q. What is the reason that this idea can't be slowly phased into action?

A. I think we saw that in my presentation there is a way to do that.

Q. How does this affect the Magnet Program? Since you changed to Roy De Shane this year, because these were kids that qualified for Magnet, so dual moves, wouldn't magnet have to move?

A. Not necessarily. We have dual language students that are in other schools that have been moved to Roy as a result of being in Magnet.

Q. If the program is consolidated to Roy DeShane it would seem that there aren't enough classrooms at the school to maintain the current enrollment levels in future years beyond 2021. Three classrooms each for K-6 is 18 classrooms with only 16 classrooms available. How would this be accommodated in the future, by reducing the availability of the program?

A. Right now we do have a couple of classrooms that we could repurpose if we had to, not music or art, but we could get 18 classrooms there if we had to. They're used right now for resource rooms, but we would not need those services if the dual program was there because those services would be handled by the dual language resource professional.

Q. You are concerned about Cohort being separate, what about segregating students?

A. That's a question certainly as we think about moving all dual students to one building. That is something to keep in mind. Remember the key point to remember is that the dual language program is made up of students from various backgrounds, 50% dominant English, 50% Spanish so there is a variety of backgrounds of different students in there. So although the students are in the same program, there's a wide range of students in those classes.

Q. How about all students being moved who are not in the program? How is that fair to students not in the program to make friends?

A. I think we showed on the slides, one of the cons of moving is considering the effects it has on non dual students who would have to be displaced. So it is certainly something we need to consider and keep in mind as we make a decision.

Q. How is it in the best interest of dual learners to essentially be segregated into one building? They will not realize the benefit on interaction with non dual learners.

A. Again, there are many students in that building, we're talking about 280 students together, so there's a wide range of students. But, yes we certainly value in their current schools, their connection with their non dual peers, but we certainly would expect them to still have wide-ranging relationships in a consolidated building.

Q. We see lots of research on how beneficial due language is, but where is the research showing the benefits of segregating the dual children into one school?

A. I think as was mentioned we did connect with and visit a variety of schools that went to a consolidated model in one building. So a lot of our research and investigation of that is based on those visits and what we've learned from schools who have done this.

Q. Integrating technology with the school district is huge, why not satellite or stream collaboration between the buildings?

A. Certainly when we look at our options going forward, if we choose the option to not move to a consolidated plan at this time, we'd certainly look into various ways to still meet those opportunities for improvement and that could be one way we try to do that. Certainly teachers can do that, but we would continue to look into that option.

Q. What research has been done on potential effects on students transferring to different schools, specifically those who have special needs, who have established relationships with their helpers, such as their ParaPro, therapist, interventionist?

A. Certainly we want to continue to maintain wherever students were transferred, of course we would maintain those supports in place for students and certainly as some of the other questions mentioned, we'd have staff not only Special Ed, but social workers, psychologists in the buildings and supporting students in that transfer process.

Q. How are you going to put in all the research necessary to decide which scenario is the best option in such a short period of time?

A. Again that is certainly something we are looking at. Can we accomplish this? Remember you see those options one of them is looking at the possibility of not doing it. So we have to consider that as certainly we consider all options.

Q. What plans are there in place for when the dual program outgrows the chosen building?

A. That is certainly something we would have to monitor. If that were to happen, we have to look again at options, and how we could meet the needs of those students. We would approach that just like we would any other situation and how could we best address student needs.

Q. If research and data gathering started seven years ago, what was the outcome of the data dump when a reviewed program outgrew their physical space? If this was presented to the community when the program kicked off, then maybe the parents not in the dual language program would have reconsidered the enrollment of their child in the program. Would have known years ago the possibility of moving to a new school at some point.

A. As we look at the program and talk about seven years ago, we did not know the interest that would be in the program, how many students would be involved and we have to make decisions as programs grow on what's the next step and what is the best approach to take next. So certainly we could not predict seven years ago what would happen, but we're here now and we are trying to make the best decision we can, as to where we are now.

Q. If consolidated what is the availability of before and after care programs?

A. We would certainly provide the same before and after care programs that we do at all of our buildings now, if the program were consolidated.

Q. Phase in cons- Siblings at different schools. isn't that also possible or likely in most scenarios given?

A. I think that question has come up. We would certainly have to address where students would be attending and again in the phase-in scenario, over that time, siblings most likely would have to be at different buildings, so we identify that as a con and that's a concern about doing that.

Q. Question from audience (in audible)

A. Yes, I think the division split would be a shorter period of time, perhaps if some students stayed like in one or two grade levels stayed at that school, but if more of them were moved. But I agree to some level.

Q. If it's at Elsie or Roy and phases out to dual in six years, doesn't it isolate the kids in the same way we are trying to avoid in the current situation?

A. I think to address that again, there would be multiple grade levels or multiple classes in each grade level. In terms, we are talking about isolation, now we're talking about a cohort that's isolated together, not about a school building of students being together in a building. We have lots of school buildings, where students attend school together in a building, we don't necessarily consider that isolation or segregation. Those are school buildings that they are attending. What we are saying is that they are on their own right now, we are talking about them in a single class that repeats only that same class for their entire experience in elementary school.

Q. How would phasing new kindergarten in help the teachers plan together? It doesn't seem to solve the problem.

A. It would help the first group, that Kindergarten group those teachers would be able to plan together. But, correct it would not solve the problem for the other grade levels. It would take time for that effect to be felt across all grade levels.

Q. The sixth strand of the principles of dual language education involves family and community members as strategic partners, other districts have parents on their dual language committees. Regardless of the consolidation decision, will CCSD93 be adding parents to the committee and if no, why not?

A. Just to backup, when we started the committee, much like when we do start a curriculum committee or review any of our programs. We typically do start with teachers and administrators and in this case looked for ways to start to get parent voice in this case, through survey and now through a town-hall meeting. Certainly as we move forward and looking at the dual program, it is something we'd be open to considering. Having parents involved in that.

Q. Which children are eligible ?

A. All students are eligible for the dual language program. The questions says, including IEP and 504 students? Yes, including IEP and 504 students can be in a dual language program. Are all who are interested able to be in the program and the answer is Yes, it is for all students, all students can apply.

Q. Resources for English speaking parents to learn Spanish alongside the child?

A. That is a good question. Something we've kind of thought about, talked about, and certainly would be something we could look into no matter what the decision was. But being in a consolidated building we could certainly try to build programs like that. Where English speaking parents could also be learning Spanish alongside their children.

Q. Will the dual language building have a nurse, social worker and psychologist available in the building?

A. Yes, we are not looking to eliminate or take away any of the services that our students get. We want to actually be able to provide more opportunities to support all of our students without interruptions, without challenges.

Q. Since new students can't join the dual schools after Kindergarten, will there be enough students in the school when you consider attrition as a student move.

A. Again, that is always things that we are looking at. We can't predict what the enrollments are going to be, but in looking at our past, records of past enrollment, we try and look ahead as much as possible. We cannot just because we fill a class and have students on a wait list, we cannot just go ahead and open one. We have to have a consistent number of students on a wait list, but we haven't had that yet.

Q. Since new students can't join the dual language school, my student receives special services, if she has to move, will her current specialist move with her?

A. We can't guarantee that the same specialist will move, but we will provide services for whatever needs the student has.

Q. Will this decision impact EL students?

A. We are always looking at EL students. However, the EL are not in dual language classrooms. There is some professional development that we do along with EL teachers, but a lot of their collaboration is done with the classroom teachers. But as much as we can, if there are workshops that would benefit them as well, we would invite them to come and participate in those as well.

Q. If dual language is so beneficial then why not all schools have that program?

A. We could have it District-wide, I mean that would be great! Unfortunately, it is an optional program that right now not everybody elects to be in it. So if everybody chose to be in a dual language program that would be definitely something we can consider.

Q. How did other school districts implement a similar consolidation, what lessons have we learned from them?

A. We've had a lot of collaboration, some collaboration with districts, local districts, district across the district, they have re-done boundaries, it depends on their community, some are a little easier to manage because they are in smaller communities. There are some more urban ones that they just have different ways of doing it based on their community and some of them, the ones that we have talked to did also, I don't know if they necessarily re-did boundaries, but they did place their non dual students in other schools.

Q. What can we do now, what can we the district, parents and community do now to better support our dual language teachers.?

A. We appreciate your encouragement, right now it is really being able to think through, how can we provide these opportunities for collaboration for the teachers, as a dual language community we encourage you to continue getting involved with your school and integrating the students as much as we can.

Q. If the consolidation does not happen, how do you continue to integrate dual into other parts of buildings to learn social skills.

A. We do as much as we can with school events. We try to involve students as much as we can. But again, if we start integrating during academic times, what happens is we take away from the Spanish time and that's something that in a dual language program we value. As the students roll into third, fourth and fifth grade where they have more English that really does provide a little bit more time to do some of that collaboration which we can, but we try to encourage them during CATS. We do make some in CATS right now and other social times during building events. We try to encourage that classrooms kind of work with other classrooms as well to integrate them.

Q. If you move to either Roy DeShane or Elsie Johnson, how do you keep the students integrated with other students?

A. If we were to make the move, we would again like some of those events that we would have more cultural events, more dual language specific events, that could be something to invite or open it to more that just the students in that building, but across the district.

Q. Does the increase in state test scores that correlates with the program benefit the district overall, better serving the entire community?

A. When we look at the scores, we are really looking at more as what can we do and what areas can we look at to improve our instruction to improve the support that we provide for the students. So at anytime we look at test scores, we don't look at how it benefits the district, we look at how it benefits the students. So coming back and looking at what is it that we can do to improve the scores for those students or the instruction that we provide for the students to help them be more successful.

Q. Is it true that non English students can join anytime K- fifth?

A. That is something that we have allowed Spanish speaking students, to come in because it is our EL program, this is the program we have for our EL students and in doing that we do encourage them to come into our Dual Language Program because they come in with the richness of the language that we know even as students who are going through the dual

language, we start to lose that as the program goes up. Sometimes with extracurricular activities, we want to continue to bring that authentic richness into the classroom.

Q. Does dual now also serve EL students?

A. Not all of them. There are still EL students in non dual language classrooms and they get serviced by an EL teacher, so they either push in or they pull them out to provide them with the services that they would need to achieve that academic and english proficiency and academic success in the classroom.

Q. How can it be 80/20 in Kindergarten and progress to 50/50 in fourth?

A. If they start in Kindergarten at 80% Spanish, 20% English, by first grade it is 70/30, by second grade it is 60/40 and then third grade and up they maintain a 50/50. So half of the day is in English and half the day is in Spanish.

Q. If having only one dual language class per grade is a concern for students and teachers, why isn't that a concern for monolingual students and teachers?

A. I would say that having one cohort of students is something we try to avoid whenever we can. There are some programs for example our magnet program, where students qualify and there are only so many students that qualify, so they happen to be a single cohort. But generally speaking I would agree with this comment that it would be a concern. That it would be a concern, we don't necessarily want monolingual students to be a single cohort class. Either that's to be true for an group.

Q. I am a dual language parent against consolidation. When I pull my dual language child out of the program, will she get a tutor because she's now behind the monolingual students in her grade.?

A. Just like any student who is having any struggles academically we have great teachers and intervention support and other support for any student who might be struggling. Whether they transfer in from another program or wherever they came from, we certainly would support any student in any class.

Q. Can the District consider a Spanish CATS type program for the elementary schools, to help those who don't consolidate?

A. Again, certainly we would look to find ways to support all students. That is not something that we have talked about, but certainly we consider ways to support all students.

Q. How can parents access the full professional development schedule provided for both dual and monolingual teachers?

A. As I mentioned before, we'll put together a document with all the questions and answers, we are happy to link professional development opportunities. We are not going to share out schedules of individual staff members throughout the district.

Q. Where can parents access research and information that was obtained by the dual language committee? How can we access the information provided by Alexandria Guilamo?

A. You can go to her website and all the research that she has for dual language is there. We will include that link on our document as well.

Q. If Elsie Johnson is considered, will my present fourth grader who receives Special Education services have to be moved to another school, or would she remain at Elsie Johnson?

A. It would depend on what the decision is. If it is a phase-in she would stay, if it was a complete consolidation she may have to move.

Q. How will you decide on which scenario you will go with? Does the Board have a majority vote?

A. This is not a Board of Education decision, it's an administrative decision. So I will work with my administrative team to determine what we are going to do moving forward.

Q. If dual is consolidated into one building, how will consistency of curriculum and instruction between dual and monolingual classes be insured?

A. That is happening right now in our classrooms with regard to our three schools that offer monolingual and dual language curriculum.

Q. Most of the discussion information presented is only looking at the 2020 school year. However the decision that is made will carry throughout into future years. What would be the plan for the middle schools in a few years when this change will affect the enrollment there? At that point you will need to mix dual language and non dual language students. Wouldn't it be beneficial to maintain that mix of dual and non dual at an elementary school level?

A. Yes, it would be, but some of our schools you know can't house all 280 students and have monolingual students there too because of the size they have.

Q. How far in advance is the phase in option being planned out. Would there be an opportunity to accelerate the phase in and consolidation in future years as the number of classes in each grade level changes?

A. We certainly could look at accelerating the phasing plan that was not certainly one of the scenarios that we looked at at this point.

Q. When will current dual language families be required to re-commit?

A. We don't really ever ask dual language families to re-commit.

Q. What would the district do if recruitment levels are low due to the change?

A. We are hoping that's not the case, but it's something we have to consider before making a decision.

Q. Why so quickly to make a decision? The middle school bell schedule is being given nearly two years to plan and implement. Why rush a decision and implement a much bigger program change? Wouldn't more time to help ensure a smooth transition and implementation?

A. Maybe, we are certainly going to look at that to determine what is the best decision moving forward.

Q. If a phase in approach is taken, could existing dual language students be moved to the school of an incoming sibling?

A. I guess that would depend on what school that we'd be looking to possibly move the dual language program.

Q. Who makes the decision to consolidate?

A. The Administration of the School district does.

Q. Who decides what model is chosen?

A. The Administration of the school district does.

Q. How will changing boundaries affect students going into middle schools?

A. We are not looking at changing boundaries.

Clarification: If a school were selected as a sole Dual Language school, then boundaries for that school would have to be redrawn for existing students and families to attend a new home school. That process would include collaboration between district administration, the Board of Education, and the Dual Language Committee.

Q. If my current fourth grader is allowed to stay at his or her school for next year, would they follow the rest of the class to the middle school?

A. That would be the idea, yes.

Q. Will generally boundary lines for all elementary schools be redone to even out the numbers between schools.?

A. Not at this time.

Q. Is there a current school big enough for the program and the future of the program?

A. As you know the largest elementary school we have is Cloverdale. We can host it there but we can't have all the monolingual students there either which is what we showed in that consolidation.

Q. Is there a timeframe for this project, when would it be implemented, what year?

A. That will be a decision that we will come to in the coming days and weeks.

Q. Is there any consideration to a phase out process similar to District 300, rather than a consolidation all at once?

A. I am assuming "phase in". We did show those scenarios that we could think about phasing the program in.

Q. How is District 93 going to accurately determine enough current English and Spanish speaking families will continue to participate and ensure future families of the 50/50 mix will join.? The survey results in the presentation favor the two-parent families and does not consider future families will join that model.

A. We are certainly hopeful, we have seen growth every year in the program. We have a lot of support from our dual language community. So we are hopeful that those numbers will continue, and enrollment will continue to be stabilized.

Q. How will consolidation affect the Magnet Program location?

A. The Magnet program is at Roy DeShane. There is no intention right now of moving it.

Q. Where will monolingual be moved to?

A. At this point there are six different scenarios and it could be in any one of our elementary schools.

Q. What criteria is being used to determine who gets displaced?

A. If it's an entire grade level, we're trying not to break up grade levels in between students if we can avoid that.

Q. If we have one child in first grade and another child entering Kindergarten in 2021, would our Kindergartener be affected in a different school?

A. There is a possibility that could happen, yes.

Q. Where are the scenarios for moving the program to Western Trails, Heritage Lakes or Carol Stream?

A. As we mentioned in the beginning, we wanted to think about bringing it into a school that already houses a dual language program. So those schools were not considered at this time.

Q. Wouldn't half dual language and half monolingual be a better idea?

A. In a perfect world, the answer to that question is yes. But we only have one school that can handle that with our current enrollment which is Cloverdale. If we were to go in that direction, then we'd have to split Cloverdale down the middle so that certainly would be an option.

Q. If the district sees the need to consolidate, isn't a phase in approach keeping current students in the program they acknowledge more effective?

A. Yes, which is what the phase in scenarios that we showed could do.

Q. What is the plan for the 20-21 school program if the topic is tabled?

A. Well if the topic is tabled then we'll ask the dual language committee to continue to look at options and figure out the best ways to provide support for our students, our staff and our dual language community.

Q. What about the old children who are from the beginning and already finished their year?

A. They would continue through a dual language program is what I'm assuming that question is.

Q. What does this mean for the Magnet Program?

A. The Magnet Program will continue at Roy DeShane. Students who qualify in dual will be at that school to be able to provide Magnet services if no consolidation is done.

Q. In the phase-in scenario, will families with multiple kids in the dual program be given preference to have both kids in one school? Splitting families across schools is likely to result in reduced family participation.

A. I agree with you, but from an enrollment standpoint that may be challenging for us to try to do. Again trying to maintain class size as well.

Q. If consolidation is chosen what is a contingency plan if the timeline can't be met?

A. If the timeline can't be met and the recommendation will be not to consolidate, if we don't think we can do that.

Q. How much time is needed?

A. The question I got about middle school schedules, there are many more things that have to get done with the middle school schedules because we are looking at providing different services for children. This is complicated, but it is not quite as complicated as a middle school schedule.

Q. If consolidated, who creates new school boundaries?

A. We are not changing school boundaries.

Clarification: If a school were selected as a sole Dual Language school, then boundaries for that school would have to be redrawn for existing students and families to attend a new home school. That process would include collaboration between district administration, the Board of Education, and the Dual Language Committee.

Q. What data is needed to draw boundaries and when will they be determined?

A. If we ever have to look boundaries, a committee will be formed as it was five or six years ago and we will look at data of where students live and try to figure out how to balance schools. But at this time we are not looking at re-drawing boundaries.

Clarification: If a school were selected as a sole Dual Language school, then boundaries for that school would have to be redrawn for existing students and families to attend a new home school. That process would include collaboration between district administration, the Board of Education, and the Dual Language Committee.

Q. If consolidated, what is the impact of segregation and socio-economic disparities between the schools.

A. All of our schools have a shift in demographic and diversity. So all of our schools already have that now, so the dual language program going into one school is not going to impact as much. And again we don't believe it is segregation to begin with, but it will not impact socio-economic disparities in our school.

Q. Will there be a reduction in diversity and cultural awareness and schools that no longer have dual language students?

A. No, because all of our schools have an EL program now, where students are not in the dual language program, they are in the EL program. So we still have diversity in our schools.

Q. How does this program impact the Magnet Program?

A. I think we have answered that question.

Q. You only had 151 responses to the 220 dual language surveyed, of that 151, 25% said they would not stay in dual language if they have to move schools. So the number could be significantly less. Have you taken this into account?

A. Yes, we have.

Q. If you didn't make the decision, then why are you spending a lot of money on signs at Roy DeShane?

A. I'm assuming the signs you are referring to inside the building in Spanish and English and all of our dual language schools are looking to having those signs as well to provide opportunities for our English and dual language students.

Q. Will you be dealing with these scenarios every year if this doesn't happen this fall? My concern is that every year we will be looking at these possible changes.

A. If the decision is made to table this, yes we still have to continue to get better as an organization. We believe in continuous improvement. So if we have 280 students who may need different opportunities, we have to look at ways to do that. Much like we do with any other student in this district and any other program that we have.

Q. Which survey indicates that dual language parents support the move? Because the question shown was not about support. In change management a hard no of 25% would typically mean not moving forward. You do not have 75% support based on the survey. Will you survey dual language parents with support/not support questions?

A. We showed that. We have already surveyed the dual language families and think that we have a pretty good understanding of what they are looking to do or what the majority is looking to do.

Q. How will the decision be made?

A. It will be based on the benefits that research has shown or the opinion of parents. We will do what's best for our students in this district.

Q. Obviously the overall non dual opinion will be more prominent, however the needs addressed in this meeting are those of the dual students, is the opinion of the smaller group of parents valued equally?

A. We value all parent input in trying to make a decision. Again I know change is hard, change is never easy no matter what we are doing.

Q. What will you do with the bus driver shortage?

A. We will continue to work with the bus company to attract new bus drivers. If any of you are interested in being a bus driver, I think they are offering \$21 an hour now. If that is something you are interested in doing, we would love to have you

Q. Any scenario will require more buses and already an issue with students spending 30 minutes or more on a bus.

A. We have a number of dual language buses now, so I'm not sure exactly that this would cause more buses, but we would certainly figure out the logistics of that.

Q. Are any of the administrators at any of the elementary schools qualified to lead a dual school or would new principals, assistant principals need to be hired?

A. Our principals right now handle a multitude of programs. Whether it be Magnet, Dual Language, EL, so our principals, all of our principals are sufficiently trained and have expertise to run a school.

Q. Second grade at Elsie Johnson has eight students, does consolidation mean my child second grade Roy class size will increase? I.e. consolidation from three sections to two?

A. We do have some disparities with class sizes. Yes, we have a section at Elsie Johnson that has eight students. We will have to figure out what we are going to do with those eight students for next year.

Q. Why doesn't the Board of Education get a vote since they represent the community?

A. The Board of Education as an elected body has two main purposes. One is to implement policy in the school district. The other is to evaluate me, so decisions on how we operate with hiring, firing, program development is an administrative decision, not a Board decision. However, the Board will be involved in conversations as to what we are doing and if the Board of Education is not supportive of what we are doing, again as I mentioned to you prior, the Board of Education evaluates me. So if the Board of Education is not supportive of what we are trying to do, we would not do that.

Q. What is the economic impact of the Dual Language Program currently?

A. It's the same impact as regular education programming.

Q. If the dual program is consolidated to one school, what will be the additional costs to the district for teachers and aids for the dual program?

A. There will be no additional costs, as we would relocate existing staff. There is a possibility that the relocation would provide economies of scale and reduce overall costs.

Q. What is the calculated additional expense to bus children from all over the district to the single school for the dual program?

A. Currently, CCSD93 buses students from all over the district to three schools, therefore, transporting those same students to one school should result in no additional cost.

Q. What will be the additional cost of busing all the children currently at Roy to other schools?

A. In this scenario, it would depend upon which school they would attend. If those students were relocated to Western Trails, many would be walkers. If they were sent to a different school, there could be modest increases in transportation costs.

Q. How many children are currently enrolled in the dual program?

A. 220

Q. How many children are currently enrolled at Roy DeShane?

A. 294

Q. Are there enough children in the dual program to keep the entire program at one school without overloading classrooms at other schools?

A. Yes, we have space in the schools identified in the scenarios presented at the Town Hall Meeting to house our monolingual students without overloading classrooms.

Q. Will there be new boundaries for each school and how are those boundaries created?

A. No, there will not be new boundaries for each school in CCSD93. If a school were selected as a sole Dual Language school, then boundaries for that school would have to be redrawn for existing students and families to attend a new home school. That process would include collaboration between district administration, the Board of Education, and the Dual Language Committee.

Clarification: If a school were selected as a sole Dual Language school, then boundaries for that school would have to be redrawn for existing students and families to attend a new home

school. That process would include collaboration between district administration, the Board of Education, and the Dual Language Committee.

Q. Has any thought been given to the displacement of all the children, both the dual kids and the current enrollment of Roy?

A. Yes, CCSD93 considers the educational atmosphere, learning environment, and wellbeing of all students in all decisions that are made.

Q. Is there going to be counseling available for the children that have a hard time adjusting to the new school? How many additional counselors will be available at each school involved and at what additional cost to the district?

A. CCSD93 provides support services at all schools that every student has access to. No additional counselor positions would be added, so no additional costs would be incurred.

Q. What are the requirements for a child to enter the dual program? Must children enter the program from the start at Kindergarten, or can a child enter at any grade level?

A. Any child can enter at Kindergarten.

Q. How will dual program be handled in middle school?

A. That will be recommended by the Dual Language Committee, who have already begun the work of determining how the Dual Language program will be implemented in middle school.

Q. What happens if a child wants to leave the dual program?

A. The parents always have the right to remove a child from any CCSD93 voluntary educational program, including Dual Language.

Q. What happens with the few additional activities that children have now such as chorus, orchestra, Expect/Respect Club, Environmental Club and others?

A. They currently are, and would continue to be offered at all CCSD93 schools.

Q. Will before and after care still be offered at each school for the children and parents that need it?

A. Yes.

Q. My mono language children might have to move to another school if you decide to consolidate dual language into one location. When will we know which school they will have to move to for next year. Will that be announced in March or later?

A. The decision will be made before March 24.

Q. My question is in regards to my incoming Kindergarten student for the fall 2020-2021 school year. With whatever situation is made regarding the consolidation if I decide to put my child in the dual language program or not, if her local school is Elsie Johnson there is a possibility that this would not be the school she would attend and need to go to the next closest school? I just want to make sure I understood that correctly from the meeting.

A. That is correct, if the Dual Language program were relocated, any child entering the program would attend the school identified as the new Dual Language school, which may or may not be the closest school to Elsie Johnson.

Q. It doesn't sound like you have a plan for future years beyond next year where students will go if the dual language program is consolidated. Repeatedly it was mentioned that boundaries are not being reset. So it sounds like mono language students will be moved around based solely on grade and which school can accommodate them. As a parent it would be a major stress/worry of not knowing which school my future kindergarten child will attend in 2 or 3 years from now. My question is do you have a plan for these future kindergarten students beyond that they could be sent to 1 of 3 schools?

A. Yes there is a plan beyond next year. If school consolidation were approved, the students that need to be relocated would be placed in an elementary school that they would remain in moving forward. We want this to cause the least possible disruption to students.

Clarification: If a school were selected as a sole Dual Language school, then boundaries for that school would have to be redrawn for existing students and families to attend a new home school. That process would include collaboration between district administration, the Board of Education, and the Dual Language Committee.