

Adjusts processes to support instructional approach at option schools
Modifies elementary immersion lottery to reflect program design.
Strives to maintain a 50/50 balance of students whose dominant language is English or Spanish

Strengths	Challenges	Other Thoughts
	How will you determine language? Will you go by the admissions form the parents fill out and is used to populate Synergy?	How will this affect the population at Key and ASFS?
This has to happen otherwise we'll have Arlington Traditional aka no diversity.		
	Since immersion schools are options selected as preference for medium of instruction - it is contradictory to impose a 50/50 balance of students	
I don't like this.	For immersion schools, there should not be a quota.	This doesn't take into consideration students with languages other than English and Spanish as a first language.
Yes		
		Bad idea
		Why? If a higher percentage of students who have dominant language of Spanish prefer to go to an immersion school, they should. I have a child that went to immersion and another opted out. It was difficult to feel sense of community at two schools and when family does not speak Spanish also increases challenge for child to attend immersion and for family to be involved in school.

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		Double check that the research supports 50/50 for elementary schools.
		Adjust the process at Drew Montessori to support the instructional approach by giving preference to students with Montessori experience and by recognizing that the lottery for admission to Lower Elementary is at 1st grade, not kindergarten. Possibly hold this lottery a year ahead of time (when students are rising kindergarteners) so that they will know that they have a spot for elementary and will be more likely to stay in the primary class for kindergarten.
ok		
		We need seats not options at elementary school
sounds good		
very important to have 50/50 balance of students		
		Even though this sounds great, don't let these programs become >50% Spanish speaking; model only makes sense if one outcome is english fluency

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having the 50/50 balance has been a benefit in the Claremont program	not sure if Key has the same balance - is there a demand from the Spanish speaking community for enrollment at Key?	
None	Forcing students whose native language is English to attend a Spanish-only "immersion" school is wrong and will lead to white flight from "immersion" schools to schools where classes are taught in English.	There should be no Spanish-only "immersion" elementary school; instead have one or more countywide option elementary schools with a focus on world languages (immersion or non-immersion).
Good to have mix of language speakers.	Potentially unfair to one group of language speakers. How will this be assessed? Not clear how APS will be able to determine who has what dominant language.	Isn't this already a consideration?
	It seems unlikely that 50% of the students will OPT to leave Williamsburg MS to go somewhere else, so how could APS guarantee the 50/50 balance that is being strived for? Is only a portion of Williamsburg supposed to be immersion? if so, what proportion?	How will APS ensure that the N. Arlington teachers (who may not have experience teaching ESL students) have the resources they need to teach a 50/50 ESL classroom?
This is vital to the health of the immersion program		

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		I personally do not want my child to be forced to go to an immersion school. (NB: I like languages, speaking three and smidges of others.) I want my child to first nail down "reading, writing, and 'rithmetic."
		Why does Arlington need 2 Spanish immersion elementary school, despite under enrollment in key's team attendance, & no true science/stem elementary school?
		Will there be greater outreach to Spanish speaking community to let them know of this option?
Good idea.	What are the contingency plans if demand for the program does not reflect a 50-50 balance??	
	Maintaining a strict 50/50 balance is discriminatory against English dominant speaking families who wish to emerge their children into a Spanish speaking school.	
reflects true immersion	maintaingin rigor in academics	

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		I don't agree with this. I think the percentage should be higher for the English dominant side. As a foreigner, I teach my children English because we live in USA. I think the hispanic people here should also speak English. I am shocked to see how many hispanic people don't speak English here. I understand that you need to have a chance for the children that have a Spanish dominant background; but to have it 50-50...
Make sense.		
Nice concept. Potentially brings a mix of families from different socio-economic areas, thus improving resources to the school. Parent expectations are raised. PTA budgets increase. Resources to students increase. Students learn far more about life in the real world.	Busing is expensive. Students begin to make friends with students who are not in their neighborhood; hence, it's more difficult to spend time with classmates on weekends. Many families may not be able to participate in after school activities because the school is not close enough.	The school system must do far more to educate staff and students about educational equity and diversity. A stunning amount of families fought to have their kids sent to YHS next year rather than Wakefield when they learned of zoning changes related to WL. Many of those families disguised their racial bias and prejudice as concern for housing prices and school scores. Changes such as these have potentially long-terms positive effects but parents and teachers "want what they want now."
	But it's really 50% English+French+Arabic+German+Korean and 50% Spanish. Maybe carve out a	How does one "prove" what one's dominant language is?

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none	NOT NECESSARY	DO NOT DO THIS...it is an unnecessary factor
		again, very much needed and long-awaited, especially by Claremont
I do not have any experience or knowledge here		
DNK		
This is worthwhile goal, prevent "ghettos"	May need to have Spanish native language affinity groups in other schools or after school opportunities to learn written Spanish for native speakers.	
Yes - this!		
it is good to adjust the process to reflect the program design of an immersion program		
		no opinion
Strength for immersion model	criteria for determine dominant language	
		oppose, no need
This is ideal, but what happens if you cannot achieve this balance?	See strengths above.	

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I think this is necessary		