

Main auditorium Q&A from Community Engagement Forum at Roosevelt Middle School regarding K-8 Pathways:

Group Statements: 1) strongly interested in GE students having access to language in MS. 2) General support for the K-8 pathway and current proposed feeders.

Q: We'd like to see a definition of what the language pathway would be in 6,7, 8 and further continuing through K-12. We believe in it. We've invested in it. We don't want to go half way. We want to go all the way. What does it take to make it happen?

Answer by Kevin Chavez, Multilingual Department, SFUSD: We have that information. We have strong models. We are recommending a minimum of 2 target language course. One would be language arts. Second is usually social studies – we recommend doing that and building on that best practices because we can leverage our strengths. We will make this information available to you – as well as bi-literacy pathways and immersion pathways and how they are being phased in for ES and secondary (MS). That's our focus (we're also working with preK), but we are committed to K-12.

Q: In the current MS and HS immersion strands, are there just two periods or more?

Answer by Kevin Chavez: There are at least two periods. One site may expand to three. But now, just two.

Q: How can parents influence change if we're looking for more language?

Answer by Kevin Chavez: We want a baseline to build on. In the next few years, we'll engage parents in this conversation. WE may add a third area (science). We'll want your feedback.

Q: How would language work for kids with different learning needs with pre determined feeder pattern?

Q: What about elementary schools with specialized focus – eg arts? How would you take that kind of program to middle school?

A: Answer by Michael Reimer, Roosevelt Principal: Different than ES, MS is structured into departments; not grade level. For example: the English department rather than 4th grade. The advantage of Middle School is that there is more specialization of teachers. As the principal, I would 1) understand what special programs are being offered in the feeding ES. How can we build on that with our staff and dept to strengthen/build on interests of incoming kids? This is something that is easier with the feeder model. I'd like to learn more about your schools, and also learn about the specific programs at the feeder schools to plan transition and articulation.

Q: What's the trade off for the \$6m expense? What's the impact to the budget?

Answer by Laura Moran, Project Manager: There is a cost to implementing the language pathways -- which is adding a 7th period. We need that period for English language development classes for English learner kids. 7th period would also be positive for dual language students so that they can have electives instead of having to trade off language for an elective. But can't just have 7th period for language immersion kids. For general Education kids, we have an opportunity for a foreign language option at that time. It's expensive, but it's part of a quality robust option for middle school. Music, dance, art are other electives that help with social development and lead to better academics. Costs may be able to be phased in over time.