



# Spanish Dual Language: Program Overview and Middle School Placement

June 8, 2026



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## I. Executive Summary

In alignment with the Edina Public Schools (EPS) Strategic Plan, Strategy A: *Advance Academic Excellence, Growth, and Readiness*, the district is committed to designing and delivering curriculum, instruction, and assessment that emphasize content rigor, critical thinking, student engagement, and continuous improvement to ensure academic achievement, student growth, and responsiveness to community feedback. In support of this work, the district convened a stakeholder design team to explore additional world language programming options, building on EPS's strong portfolio of specialty, or choice, programs.

Based on community input, the global relevance of the Spanish language, and the availability of qualified educators, the design team recommended the development of an elementary Spanish dual-language immersion program. Now in its fourth year, the program serves 182 students in kindergarten through grade three.

The next major milestone is determining the middle school site that will house the SDL program. During the 2025–26 school year, a new stakeholder group including, but not limited to SDL staff, Middle and High School staff, parents, and administrators, conducted a comprehensive assessment of each middle school to evaluate program alignment, capacity, and long-term sustainability. Informed by stakeholder input and survey data, a site recommendation will be presented to the School Board on May 11, 2026.

## II. Program Inception

In May 2021, Edina Public Schools convened a community design team to explore opportunities for expanding world language programming at the elementary level. The initiative sought to retain resident students and attract open-enrolled families in later grades if they met the standard of language acquisition by offering innovative, rigorous, and engaging elementary programming options. The design team conducted research, gathered stakeholder input, and ultimately developed recommendations for the school board.

The design team recommended the implementation of a Spanish dual-language program. According to the Minnesota Department of Education (MDE), “dual-language programs promote bilingualism and biliteracy, increase cultural competence, and support high levels of academic achievement.” Research shows that bilingualism provides cognitive benefits, including improved executive functioning, enhanced problem-solving skills, and greater cultural awareness. Proficiency in additional languages also expands students’ access to future employment opportunities, global engagement, and meaningful relationships across diverse communities. Importantly, dual language programs support heritage

language learners by enabling them to maintain communication and cultural connections with family members who speak a language other than English.

Through its research and stakeholder engagement, the design team found that Spanish received the strongest overall support. Spanish also offered unique opportunities to incorporate the rich linguistic and cultural assets of heritage Spanish speakers within the Edina community. Additionally, Spanish is the fourth most widely spoken language globally, further strengthening the rationale for its selection.

The Spanish dual language model is an instructional approach in which students receive instruction in two languages—English and Spanish. The program is designed to enroll a balanced student population, with approximately 50–70 percent native English speakers and 30–50 percent heritage Spanish speakers. A critical component of the Spanish dual language model is the intentional enrollment of heritage Spanish speakers—students who acquire Spanish through home and cultural experiences rather than through formal language instruction.

Cornelia, Creek Valley, and Countryside elementary schools were initially considered as potential sites for the new program. Based on various factors including, but not limited to enrollment projections and building capacity, Countryside Elementary was selected. The program was designed to include two sections per grade level, with class sizes aligned to school board policy.

To accommodate the program, an addition of new classrooms at Countryside Elementary was required. Until construction was completed in January 2024, the SDL program was temporarily housed at the Early Learning and Family Center.

In August 2022, Edina Public Schools launched the Spanish Dual Language program with two kindergarten classrooms, enrolling 40 native English speakers and 4 heritage Spanish speakers. Each classroom was staffed with one bilingual classroom teacher and one bilingual paraprofessional.

As with other kindergarten choice programs in the district, enrollment in the SDL program is determined through a lottery process when applications exceed program capacity.

### III. Current Elementary SDL Program

Our current program serves 182 students in kindergarten through third grade. Heritage speakers make up 11.4% of the program enrollees. Cultural Liaisons are leading outreach and verification efforts.

#### Language Distribution

Grade	Total Number of Students	Heritage Spanish Speakers	Native English Speakers
Kindergarten	44	4	40
1st Grade	48	5	43
2nd Grade	44	6	38
3rd Grade	46	5	41

### Dual Language Elementary Model

The SDL program follows a researched-based language allocation model that systematically increases English instruction as students progress through elementary grades:

#### Kindergarten - First Grade: 80/20 Model

- 80% of instruction in Spanish
- 20% of instruction in English
- Core content areas are taught in Spanish: Language Arts, Math, WIN time, Science, and Social Studies.
- Specialist classes: Music, Art and Physical Education are taught in English.

#### Second - Third Grade: 70/30 Model

- 70% instruction in Spanish
- 30% instruction in English
- English Language Arts introduced
- Translanguaging approach implemented for science and social students

#### Fourth - Fifth Grade: 50/50 Model

- Equal time allocated between English and Spanish
- Separate Language Arts instruction is covered in both languages
- Content areas are distributed across both languages

### Program Strengths

- **Student Achievement:** All grade levels are showing measurable growth in Spanish reading and math proficiency on STAR testing (pp. 5-6)
- **Leadership Infrastructure:** Biweekly coordination meetings, clear role differentiation, and an effective SDL Coordinator coaching model (.6 FTE intervention) are in place (pp. 4-5)

- **Family Engagement:** An SDL Advisory Committee was created and meets monthly, alternating between advisory only sessions and community-wide meetings. All grade levels are represented. There is ongoing bilingual communication and strong PTO advocacy (pp.12-13)
- **Professional Development Impact:** December 2025 and February 2026 biliteracy training was provided for and implemented successfully by teachers; STAR assessment training was also completed (p.10)

## Student Performance Highlights

### Spanish Literacy (Alfabetización Temprana & Lectura):

Students' average scaled scores on STAR assessments are compared to national norms for Spanish literacy:

- Kindergarten: Students demonstrated strong early literacy skills, with average performance at the 69th percentile by winter testing
- Grade 1: Students showed significant growth from fall to winter, improving from the 70th to 79th percentile compared to national first-grade norms.
- Grade 2: Students demonstrated consistent growth, moving from the 36th percentile in fall to the 49th percentile by winter.

### Spanish Mathematics (Matemáticas):

Students' average scaled scores on STAR Matemáticas assessments are compared to national norms. SDL students in 2nd and 3rd grade are assessed in both English and Spanish. The Spanish mathematics scores shown below may be higher than English mathematics scores, which is an expected pattern since all academic math instruction has been delivered in Spanish. Students are building mathematical concepts and vocabulary in Spanish first, with English mathematical language development occurring as English instructional time increases in later grades.

- Grade 2: Students demonstrated growth, advancing from the 71st percentile in fall to the 88th percentile by winter.
- Grade 3: Students demonstrated growth, improving from the 85th percentile in fall to the 91st percentile by winter,

### Key Findings

- Students across all grade levels demonstrated measurable growth in Spanish language proficiency between fall and winter assessments
- Mathematics performance in Spanish exceeded literacy performance across grades 2 and 3, suggesting strong conceptual understanding despite language development still being in progress

- Grade 3 students, representing the program's first cohort after three years of instruction, are performing above grade level in both literacy and mathematics
- Detailed assessment results by grade level are available in Appendix A:

## IV. Dual Language Middle School Model

### Middle School Overview

Middle school is a time of tremendous growth—academically, socially, and emotionally. A strong dual language program is intentionally designed to support adolescents while continuing to build high levels of bilingualism, biliteracy, and academic achievement. Across the country, successful school districts follow a similar model that balances language development, rigorous academics, student choice, and flexibility.

At the middle school level, dual language programs typically move from an elementary immersion structure to a partial immersion model. Rather than learning all subjects in Spanish, students typically take two core courses taught in Spanish each year, with the remaining courses taught in English. This approach is widely used because it sustains strong language growth while ensuring students have full access to the middle school experience.

Most commonly:

- **Spanish Language Arts** is taught every year to continue developing reading, writing, speaking, and listening skills at a high academic level.
- **One additional core content area**—often Social Studies or Science—is taught in Spanish.
- Math, English Language Arts, and other courses are typically taught in English.

### Middle School Boundary School Representation

Current elementary students' assigned middle schools reflect a near-even distribution across both middle schools.

Current Number of Students	Feeder Middle School
90	South View
91	Valley View

*\*One student is open enrolled, does not have a feeder middle school*

## V. Middle School Placement

When determining where to locate the SDL program at the middle school level, it is important to consider how each school's existing structure, programs, and staffing model align with the unique needs of dual language education. Middle school dual language programs are most successful when they can be integrated without significantly limiting student access to courses, disrupting teaming structures, or creating unsustainable staffing and scheduling challenges.

Determining which middle school is best suited to house the SDL program is currently under consideration. A recommendation will be presented to the school board on May 11, 2026. To inform this decision, key stakeholders were engaged, which include, but are not limited to:

- Current SDL staff from Countryside Elementary
- Countryside staff and building administrators
- Current SDL parents from Countryside Elementary
- South View Middle School staff
- Valley View Middle School staff
- High School World Language Staff
- The Assistant Superintendent
- The Director of Teaching and Learning
- The Director of Facilities
- The Director of Finance and Operations
- The Manager of Transportation
- The Director of Achievement Equity and Multilingual Learners
- The Superintendent
- Various superintendents and/or their designees from other Minnesota School districts with language programs, as well as from California, Oregon, and Utah
- Representatives from the Center for Advanced Research on Language Acquisition (CARLA)
- Representatives from the Minnesota Department of Education
- Other

Feedback from key stakeholders and district administrators was used to compile a list of program placement considerations:

## Areas of Shared Consideration

### Staffing

Stakeholders agree that hiring and supporting high-quality teachers must be a top priority for any and all programming decisions.

Teachers will need to be hired who are fluent in Spanish and licensed to teach specific subjects. This will most directly impact staffing within core content areas, as well as world language, depending on the placement. Many of the teachers who currently teach these subjects are tenured, which will likely have a district-wide impact when shifts occur.

Staffing decisions, including but not limited to those outlined below, are currently under review.

- Number and full-time equivalency (FTE) of bilingual teachers needed
- Hiring timelines
- Qualifications and licensure required
- Processes for impacted tenured staff related to available placement throughout the school district

### Cultural Fit and Administrative Support

A successful Spanish dual language program depends on more than location—it requires strong leadership, thoughtful scheduling, and a school culture that can fully support bilingual instruction over time. Across the country, research and best practice consistently show that dual language programs thrive when school leadership is deeply aligned with the program's goals, when scheduling and teaming structures are flexible, and when the program can be integrated without limiting opportunities for students.

Both Valley View Middle School and South View Middle School have expressed interest in the potential expansion of programming and share a commitment to supporting multilingual learners. At the same time, each school brings a unique context that must be carefully considered.

### Fiscal stewardship and long-term sustainability

Edina Public Schools is committed to responsible financial stewardship. In evaluating SDL placement, the district is focused not simply on whether a program *can* be funded, but on whether it can be supported efficiently, equitably, and sustainably over time—without unintentionally reducing access to electives, increasing

unnecessary staffing instability, or creating ongoing scheduling challenges that require continual financial intervention. Regardless of program placement, a dedicated budget will be required for appropriate curriculum and material purchases, including library books, as the program is “built out” for grades 6, 7, and 8.

The amount of funding required for the SDL program would be the same whether it is located at Valley View or South View. In other words, core program costs remain consistent regardless of location. However, placement does affect how efficiently staffing and course offerings can be sustained.

Financial considerations are being evaluated alongside instructional quality, student experience, and long-term sustainability. While budget and finances are an important component of the decision, they are not the sole determining factor. The district’s goal is to ensure that the SDL program—regardless of location—is positioned for long-term success while maintaining a strong, balanced middle school experience for all students.

### Building Capacity

Importantly, neither site presents a lack of commitment or capacity. Rather, the differences reflect how each school’s current structures, programmatic complexity, and scheduling realities intersect with the specific demands of a dual language program. Edina’s approach—listening carefully to feedback and weighing cultural fit alongside logistics—is aligned with national guidance that stresses the importance of placing dual language programs where they can be fully supported by leadership, staff, and systems.

South View and Valley View can serve approximately 1,000 to 1,100 students. Nearly all classrooms at both sites are currently at full utilization.

While the SDL program would not significantly increase overall enrollment at the host site, its addition could place pressure on available classroom space and make it more challenging to serve all programs within a single facility. South View currently includes 44 classrooms and 8 flexible learning spaces, while Valley View has 36 classrooms and 7 flexible spaces. If additional capacity is needed, a range of operational options exists to address space constraints, including limiting open enrollment, sharing classroom spaces, reconfiguring existing spaces, and adjusting scheduling or program placement. These options provide flexibility to respond to space needs while continuing to support high-quality programming for all students.

Both sites also offer longer-term expansion potential. Undeveloped grassy areas — located on the northeast corner of South View and the southeast corner of Valley View — could accommodate building additions that would yield classroom space should enrollment or programming demands require it.

## Transportation

As the district considers where to locate the SDL program at the middle school level, it is important for families to understand how transportation factors into the decision and what it would mean for students in practice.

From a transportation standpoint, both Valley View Middle School and South View Middle School are viable options. There are no significant transportation barriers associated with placing the program at either site, and the district's transportation team is confident they can successfully support the program in either location.

Valley View Middle School currently operates under a citywide transportation model, with buses already serving students from across Edina. As a result, placing the SDL program at Valley View would require only minor adjustments to existing routes. Most buses have available capacity, and while some trip times may need to be fine-tuned, this option would involve no major system changes and little to no budget impact. From a transportation perspective, Valley View would be the most efficient option.

South View Middle School primarily serves students residing east of Highway 100. Locating the SDL program at South View would require expanding transportation routes beyond their current service area. This can be accomplished successfully but would involve additional route planning and some rerouting of existing trips, which could be somewhat disruptive during the initial adjustment period. There may also be a modest increase in mileage and fuel costs; however, the transportation team anticipates these costs would be manageable and have minimal overall impact on the district's transportation budget.

It is also important to note that the current SDL program student population is evenly distributed across both middle school attendance areas. Of the students currently enrolled in the program at Countryside Elementary, 90 would typically attend South View and 91 would attend Valley View. Many of these students already attend schools outside their neighborhood attendance areas, further supporting the feasibility of either location from a transportation equity perspective.

In summary, transportation does not present a significant obstacle for either option. Valley View offers greater efficiency due to its existing transportation structure, while South View would require additional planning and route adjustments. The Transportation Department is prepared to support the SDL program wherever it is ultimately located, and transportation is one of several important factors being considered in the decision-making process.

## Middle School Teaming and Why it Matters

Teaming is often described as the “secret sauce” of a high-performing middle school. It creates a smaller, supportive community within a larger school environment.

Rather than feeling like one of more than 1,000 students navigating the halls, each child is placed on a dedicated team designed to know them well and support their success.

Each team—often identified by fun, creative names like St. Croix, Itasca, or Great Lakes—shares a common group of core teachers for Science, Reading, Language Arts, Social Studies, and some exploratory courses. Because students move through these classes together, they develop stronger relationships, deeper friendships, and a greater sense of belonging.

Teaming also creates an important built-in safety net for students. Teachers are not working in isolation; they meet multiple times each week to collaborate and discuss the specific needs of the students on their team. If a student is excelling in Science but struggling in Math, teachers work together to understand why and determine how best to support that learner.

In addition, teams plan shared activities and learning experiences, further strengthening connections among students and reinforcing a sense of community. The result is a middle school experience where students feel known, supported, and connected—academically and socially.

## South View Specific Placement Considerations

### Middle School Teaming and Structure

If the SDL program were placed at South View, existing middle school teaming structures could be sustained by maintaining two SDL program sections per grade level, which aligns with the program's current size. This approach allows teams to remain intact and supports consistent collaboration among teachers—a key middle school practice linked to student engagement, academic monitoring, and social-emotional support.

### Benefits of Locating the SDL Program at South View

Placing the SDL program at South View would distribute highly sought-after World Language Dual Immersion opportunities across both middle schools, reinforcing the district's commitment to equitable access to specialized programming. This balance signals that advanced and immersive learning opportunities are valued across the district, not concentrated at a single site.

### Sibling Logistics

Some Countryside Elementary parents / guardians raised concerns about the potential for siblings to attend different middle schools if the SDL program is located at South View. Currently, 15 SDL students have fourth and fifth grade siblings that are scheduled to attend Valley View.

## Valley View Specific Placement Considerations

Teachers and administrators have been thoughtful and transparent in raising questions and concerns about how the addition of another specialized program could affect the overall student experience. These concerns included the potential impact on the amount of course offerings that could be provided, increased scheduling and staffing complexity, and the ability to sustain strong instructional teams across the school.

Research indicates that schools operating multiple programmatic models must have sufficient flexibility and capacity to implement new programs with fidelity, without limiting exploratory coursework, collaborative teaming, or access to student services. Feedback from Valley View reflects a clear understanding of these conditions and raises legitimate concerns about whether introducing an additional program there could be positioned for sustained, long-term success.

### Multiple Immersion Programs at One Site

Valley View currently hosts the Extended French program. Adding the SDL program would result in two comprehensive immersion programs within the same middle school, increasing the complexity of core middle school structures such as teaming, scheduling, and equitable access to exploratory courses and/or electives. National best practices emphasize that schools supporting multiple specialized programs must be especially attentive to preserving heterogeneous learning experiences and ensuring equitable access to opportunities for all students.

### Teaming Considerations

Dual Language programs require teachers who are both fluent in the target language and licensed in the content areas they teach. At Valley View, this already results in cross-grade teaching assignments—particularly in social studies—which can limit teachers' ability to fully participate in consistent, grade-level teams. Adding the SDL program would increase the number of students and staff operating on specialized schedules, further expanding cross-grade teaching assignments. Over time, this would make it more difficult to sustain strong, consistent teaming across all content areas. As a result, teaming would need to be reduced or limited to fewer subjects, weakening one of the foundational instructional structures that supports effective middle school learning.

### De Facto Tracking

The specialized scheduling required for dual language immersion programs can result in students frequently being grouped together throughout the day. While this has some benefits, it can also unintentionally reduce the diversity of peer interactions and learning experiences.

Adding a second dual language immersion program at Valley View would increase the number of unique schedules and would further reduce heterogeneity across classes. The school currently works to mitigate this through advisory, electives, and whole-school activities, but additional dual language and/or immersion enrollment would intensify this challenge.

### **Middle School Skills**

At Valley View, immersion students currently do not take the Middle School Skills course in sixth grade in order to accommodate a world language instructional block. This course is designed to support students' development of organization, study strategies, and self-advocacy—skills that are especially critical during the transition to middle school. If additional dual language and/or immersion students were added, a greater number of students would forgo this course, which provides Tier 1 support, and fewer sections of Middle School Skills would be staffed overall. While Valley View works to embed these skills within immersion social studies classes when possible, this approach cannot fully replicate the depth and consistency of a dedicated Middle School Skills course.

### **Exploratory / Electives and STEAM Programming**

At Valley View, seventh-grade immersion students currently replace one STEAM elective—either Family and Consumer Sciences or Engineering—with a world language instructional block. As a result, immersion students have fewer STEAM learning experiences, and Valley View staffs fewer STEAM sections overall compared to South View. Adding the SDL program would increase the number of students affected by this scheduling structure, further reducing overall STEAM enrollment and creating additional staffing challenges. Some STEAM teaching assignments could shift to part-time positions or require educators to manage multiple course preparations, which can make positions more difficult to staff and sustain at a consistently high level.

### **Master Schedule Complexity and Staffing Sustainability**

The current Extended French program creates a complex master schedule that includes cross-grade teaching, reduced elective pathways for immersion students, and careful protection of small-enrollment courses (i.e. Chinese). Adding the SDL program would further reduce scheduling flexibility, increase interdependence across staffing decisions, and expand the number of non-standard student schedules.

For long-term sustainability, placing the SDL program at Valley View would require clear district guidelines around minimum enrollment, staffing protections for immersion programs, and ongoing district-level support to ensure stability despite enrollment or staffing changes.

## Student Schedule Examples

### South View Middle School Examples:

The examples below illustrate how the SDL program might integrate into the standard middle school structure if placed at South View Middle School:

- **Core Academic Integration:** In all three examples, SDL students would take their Social Studies course in Spanish.
- **Language Development:** The traditional World Language block would typically be replaced by a dedicated Spanish Language Arts course to ensure continued biliteracy development.
- **Preserved Experiences:** The examples highlight that, unlike the current constraints at the other site, SDL students at South View would maintain access to critical transition and exploratory courses, such as:
  - The **6th-grade Middle School Skills** course.
  - The full suite of **7th-grade STEAM electives**, including Engineering and Family and Consumer Sciences (FACS).
  - Standard core subjects like Math, Science, and English Language Arts.

6<sup>th</sup> Grade Example: [6th Grade Sample Schedules - Typical vs SDL at SVMS](#)

7<sup>th</sup> Grade Example: [7th Grade Sample Schedules - Typical vs SDL at SVMS](#)

8<sup>th</sup> Grade Example: [8th Grade Sample Schedules - Typical vs SDL at SVMS](#)

### Valley View Middle School Examples:

The examples below illustrate how the SDL program might integrate into the standard middle school structure if placed at Valley View Middle School:

- **The 6th Grade "Drop":** To fit the required Spanish Language Arts block, SDL students at Valley View must **forgo the Middle School Skills course**. While staff attempt to embed these organizational and study skills into immersion Social Studies, they cannot replicate the depth of the dedicated course.
- **The 7th Grade STEAM Challenge:** Students at this grade level must **drop either Family and Consumer Sciences (FACS) or Engineering** to accommodate their language blocks. This results in significantly fewer STEAM learning experiences compared to their peers.
- **8th Grade Alignment:** By 8th grade, the schedules align more closely with traditional students, as all students begin taking a full block of World Language at that level.
- **Structural Impacts:** The examples highlight the teaming implications, where the need for specialized immersion staffing often requires teachers to work across multiple grade levels, which weakens the collaborative "teaming" model and increases the risk of "de facto tracking".

## [VVMS Immersion Schedules / Notes](#)

### **In Summary:**

Both South View and Valley View are capable of supporting the SDL program, and both have expressed commitment to multilingual education. The primary differences lie not in enthusiasm, but in how each school's existing structure intersects with the demands of a dual language program.

South View offers greater flexibility to integrate the SDL program while preserving core middle school structures, while Valley View's existing immersion model introduces additional complexity related to teaming, scheduling, course access, and staffing sustainability. These considerations are central to ensuring the program's long-term success and to maintaining a high-quality middle school experience.

As a district, Edina Public Schools remain committed to ensuring that wherever the SDL program is housed, it will be supported with strong administrative leadership, intentional planning, and the resources needed to sustain high-quality bilingual education. Cultural fit and leadership readiness are not about whether a school can host a program, but about ensuring the program—and the students it serves—can truly thrive.

### Middle School Placement Survey

A middle school placement survey was administered to assess priorities for each stakeholder group. The survey was sent to SDL staff, SDL parents, and staff at both middle schools. A total of 165 responses were collected - 113 parents, 49 staff members, plus 3 others (role not specified).

#### Parent Priorities:

- Most Countryside parents/guardians prefer Valley View, citing the "One Countryside" philosophy and the fact that it is the natural feeder school from Countryside. A smaller number prefer South View, often because they have concerns about overcrowding at Valley View or because they don't want the SDL program co-located with French Immersion.

#### SDL Elementary Boundary School/Middle School Feeder School Representation:

Boundary Elementary School	Number of Students	Feeder Middle School
Concord	42	South View
Cornelia	39	South View
Countryside	55	Valley View
Creek Valley	36	Valley View
Highlands	9	South View

*\*One student is open enrolled, does not have a boundary school*

#### Normandale Elementary Boundary School/Middle School Feeder School Representation:

Boundary Elementary School	Number of Students	Feeder Middle School
Concord	191	South View
Cornelia	114	South View
Countryside	124	Valley View
Creek Valley	134	Valley View
Highlands	72	South View

## Continuous Progress (CP) Elementary Boundary School/Middle School Feeder School Representation:

Boundary Elementary School	Number of Students	Feeder Middle School
Concord	38	South View
Cornelia	20	South View
Countryside	22	Valley View
Creek Valley	13	Valley View
Highlands	114	South View

## Key Themes from Parents and Employees

### Parent Priorities

#### Keeping Countryside Students Together

Parents expressed concern about separating the SDL program students from their neighborhood peers during the middle school years. This emerged as the most emotionally charged issue across parent feedback, reflecting the importance families place on continuity.

#### Social Continuity and Peer Relationships

This concern is amplified by the relatively small size of the SDL program cohorts. Families noted that students have built meaningful friendships across programs through Kids Club, athletics, and shared activities, and they value maintaining these cross-program connections into middle school.

#### Sibling Logistics

Some Countryside Elementary parents / guardians raised concerns about the potential for siblings to attend different middle schools if the SDL program is located at South View.

#### Need for Early and Transparent Communication

Parents emphasized the importance of clear, concrete plans being communicated well in advance—ideally before students reach sixth grade—to allow families adequate time to plan and prepare.

## **Employee Priorities**

### **Overall Staff Preference**

A majority of employees expressed a preference for locating the SDL program at South View. Staff cited the fact that Valley View already hosts French Immersion and noted that adding a second language immersion program there could exacerbate scheduling, staffing, and student access to exploratory/elective coursework. A smaller number of employees supported Valley View, pointing to continuity and the building's existing immersion language experience.

### **Equitable Distribution of Immersion Programs**

Employees frequently framed program placement as an equity issue, expressing concern that housing both French and Spanish immersion programs at one middle school could create inequities for students at both sites.

### **Impact on World Language Programming at Valley View**

World language teachers reported that French Immersion has already significantly reduced enrollment and FTE—particularly in Spanish. Staff expressed concern that adding the SDL program at Valley View would further diminish course offerings and staffing stability.

### **Exploratory Course Access and Equity**

Staff noted that Valley View students already have fewer exploratory/elective course options than students at South View due to the scheduling demands of French Immersion. There was concern that adding the SDL program would further widen this disparity.

### **Scheduling Complexity and Student Tracking**

Employees highlighted that immersion programs introduce master scheduling constraints and can inadvertently track students, limiting flexibility, course access, and the overall middle school experience.

### **Staffing Stability and Displacement**

Staff expressed concern that adding the SDL program teaching positions could reduce FTE for existing teachers in other exploratory courses, world languages, and other departments, potentially impacting morale and program continuity.

### **Importance of Staff Readiness and Buy-In**

Employees consistently emphasized that the success of the SDL program depends on the readiness and commitment of the receiving school's staff. Without strong staff buy-in, they cautioned, the program would face challenges regardless of location.

## VI. Areas Requiring More Evaluation

### **Heritage Speaker Enrollment**

Heritage speakers currently represent 11.4% of enrollment for the 2025–26 school year. The program is working toward a long-term target of 30–50% through expanded Cultural Liaison outreach and strengthened enrollment verification processes.

### **Program Fidelity**

Observation protocols are currently in development. Classroom walkthroughs will begin once these protocols are finalized (see p. 7).

### **Biliteracy Assessment**

The district is evaluating comprehensive biliteracy proficiency assessment tools, including AAPL and STAMP(e), to complement existing STAR data and provide a more complete picture of student language development (see pp. 6–7).

### **Staffing Pipeline**

Continued attention to recruitment and retention will be essential as the program expands.

### **SDL Planning and Acceleration**

Planning is ongoing to ensure the SDL program design supports appropriate acceleration for students in grades 4–5 while remaining aligned with district English-Language programming.

### **Long-Term Program Development**

As the program expands beyond the elementary level, sustained attention to language acquisition and program design will be critical. Long-term success will require intentional E–12 vertical alignment and dedicated expertise in bilingual program coordination to ensure consistent, high-quality implementation as students transition to middle and high school.

### **Considerations for Future Program Expansion**

While interest in the Spanish Dual Language program remains strong across the district, additional discussion and thoughtful consideration are needed before any decision is made to expand beyond the current two-section model. Stakeholders have also expressed interest in exploring aligned preschool or early learning immersion opportunities, which would require careful study and coordination.

Any potential expansion would be intentionally phased, with students entering the program at Kindergarten and progressing cohort by cohort through the elementary grades before transitioning to middle school. This approach would provide a minimum of six years to thoughtfully plan, prepare, and invest in staffing, facilities,

professional learning, curricular alignment, and transition supports to ensure a high-quality experience and a seamless pathway from elementary to middle school.

Before pursuing expansion, it will be essential to engage families, staff, and community members in deeper dialogue and analysis to assess educational readiness, enrollment sustainability, fiscal implications, and long-term program integrity. In particular, the exploration of early learning or preschool immersion would require shared clarity around purpose, capacity, and alignment with district early learning priorities.

These conversations will help ensure that any future growth of the program is deliberate, responsive to stakeholder interest, and aligned with the district's commitment to excellence, equity, and long-term stewardship of resources.

## VII. Site Recommendation

### **Recommendation for Middle School Placement: South View Middle School**

After a comprehensive assessment involving staff, parents, administrators, and national best practices, the district recommends **South View Middle School (SVMS)** as the site for the Spanish Dual Language (SDL) program. While both middle schools expressed a commitment to supporting multilingual learners, South View offers the structural flexibility and programmatic stability necessary for the SDL program—and its students—to thrive long-term.

### **Preserving the Middle School Experience**

A primary factor in this recommendation is the preservation of the "teaming" model, which is the foundational support system of Edina's middle schools. Placing the program at South View allows for the maintenance of two SDL sections per grade level within traditional grade-level teams. This structure ensures students remain part of a smaller, supportive community while having full access to core academic monitoring and social-emotional support. Conversely, housing the program at Valley View—which already hosts the Extended French program—would necessitate increased cross-grade teaching assignments and complex scheduling that would weaken these critical teaming structures.

### **Ensuring Equitable Course Access**

The recommendation for South View prioritizes student access to a greater range of exploratory and STEAM coursework. Evidence from the current immersion model at Valley View shows that if the program was placed there, students would have a greater likelihood of missing out on exploratory and/or elective courses like Engineering and Family and Consumer Sciences.

### **Programmatic Stability and District-Wide Equity**

Placing the SDL program at South View reinforces the district's commitment to equitable access by distributing high-demand immersion opportunities across both middle schools. Staff feedback highlighted that concentrating both French and Spanish immersion at a single site could create systemic inequities and exacerbate "de facto tracking," where immersion students are grouped together for most of the

day, reducing the diversity of their peer interactions. South View's capacity allows for a more heterogeneous learning environment and prevents the staffing instability that would likely occur at Valley View if existing world language and elective positions were further reduced.

### **Addressing Community Continuity**

We recognize the strong "One Countryside" sentiment among many SDL families who value social continuity and neighborhood feeder patterns. However, since the current SDL student population is evenly distributed across both middle school attendance areas (90 students for South View and 91 for Valley View), South View represents a balanced choice that serves the district's long-term sustainability goals.

### **Conclusion**

While both schools are capable of hosting the program, the primary difference lies in the complexity of the master schedule and the impact on the overall student experience. South View Middle School provides the most robust environment to integrate the SDL program without sacrificing the essential elements of a high-quality middle school education.

## VIII. Program Timeline

2015: Birth to Grade-5 Study Recommendation: Add STEM/STEAM and Language Programming to Elementary

September. 2018: Morris Leatherman Community Phone Survey (Findings: Add STEM, Talent Development and Language Options to Elem)

February. 2021: Board Presentation: Admin Recommendation to Pursue a Language program

May 2021: Design Team established

May 2021: Research initiated

June 2021: Guiding Change (parameters) finalized with the board

July - August 2021: Research Magnet programs

August - September 2021: Site Work teams define site proposals

August - October 2021: Language and STEAM Design Team meetings

October 2021: ThoughtExchange conducted with over 200 staff, 100 students and 100 parents, Student Focus Groups, School Board Presentation

October 11 2021: Present a board update on Elementary Magnet Programming process

October 19, 2021: Present recommendations for Elementary Magnet Programming

November 2021: Staff presentations of Design Team Findings at each Elementary school and ELC followed by Q and A

November 2021: Second Staff Meeting, Parent Leadership Meeting followed by Q & A

November 30, 2021: Seeking Board Approval for Elementary Magnet Programming Recommendations

January 2022: Begin registration process for Spanish Language Program

January - October 2022: Complete design process for construction, hiring, materials review, staff training.

August 2022: First kindergarten classrooms open

2023 and 2024: Annual reports provided to the Board, highlighting student achievement growth and the overall health of the dual language program.

August 2025: SDL established as a 2025-26 strategic focus area

September 2025: New middle school stakeholder taskforce established

October 2025: Staff and Family Spanish Dual Language Advisory Committee established

December 2026: Targeted, dual language professional development provided for teachers

February 2026: Targeted, dual language professional development provided for teachers

May 2026: Middle school site recommendation is made to the school board

## IX. Appendix

### **School Board Reports:**

[2021 - 2024: Compilation of Board Reports](#)

[September 2025: Spanish Dual Language Program Assessment](#)

[January 2026: Spanish Dual Language Mid-Year Update](#)

### **Research Studies:**

2015: Birth to Grade-5 Study Recommendation: Add STEM/STEAM and Language Programming to Elementary.

September 2018: Morris Leatherman Community Phone Survey (Findings: Add STEM, Talent Development and Language Options to Elem)

July-August 2021: Research Magnet programs

October 2021: ThoughtExchange conducted with over 200 staff, 100 students and 100 parents, Student Focus Groups, School Board Presentation

### **Other Documents:**

2025 SDL Staff and Parent Survey [Results](#)

## 6th Grade Sample Schedules - Typical vs SDL at SVMS

**Sample 6th Grade Schedule (Typical Student)**

	A Day		B Day	
	Semester 1	Semester 2	Semester 1	Semester 2
Period 1	Math		Language Arts	
Period 2				
Period 3	Reading		Social Studies	
Period 4				
Period 5	World Language		Science	
Period 6	Art			
Period 7	Music Selection		STEAM Elective	
Period 8	PE		Middle School Skills	

Core Block

Elective Block

**Sample 6th Grade Schedule (SDL Student)**

	A Day		B Day	
	Semester 1	Semester 2	Semester 1	Semester 2
Period 1	Math		Language Arts	
Period 2				
Period 3	Reading		Social Studies (in Spanish)	
Period 4				
Period 5	Spanish Language Arts		Science	
Period 6				
Period 7	Music Selection		STEAM Elective	
Period 8	PE		Middle School Skills	

Core Block / SDL Core Block

Elective Block

## 7th Grade Sample Schedules - Typical vs SDL at SVMS

### Sample 7th Grade Schedule (Typical Student)

	A Day		B Day	
	Semester 1	Semester 2	Semester 1	Semester 2
Period 1	Language Arts		Math	
Period 2				
Period 3	Fine Arts Selection			
Period 4	PE		World Language	
Period 5	Social Studies (in Spanish)		Science	
Period 6				
Period 7	Health	FACS	Engineering	Art
Period 8				

Core Block

Elective Block

### Sample 7th Grade Schedule (SDL Student)

	A Day		B Day	
	Semester 1	Semester 2	Semester 1	Semester 2
Period 1	Language Arts		Math	
Period 2				
Period 3	Fine Arts Selection		Spanish Language Arts	
Period 4	PE			
Period 5	Social Studies (in Spanish)		Science	
Period 6				
Period 7	Health	FACS	Engineering	Art
Period 8				

Core Block / SDL Core Block

Elective Block

## 8th Grade Sample Schedules - Typical vs SDL at SVMS

**Sample 8th Grade Schedule (Typical Student)**

	A Day		B Day	
	Semester 1	Semester 2	Semester 1	Semester 2
Period 1	PE	Elective 1	Elective 2	Elective 3
Period 2				
Period 3	Math		Language Arts	
Period 4				
Period 5	Social Studies		Science	
Period 6				
Period 7	World Language		Engineering	Media/Visual Arts
Period 8				

Core Block

Elective Block

**Sample 8th Grade Schedule (SDL Student)**

	A Day		B Day	
	Semester 1	Semester 2	Semester 1	Semester 2
Period 1	PE	Elective 1	Elective 2	Elective 3
Period 2				
Period 3	Math		Language Arts	
Period 4				
Period 5	Social Studies (in Spanish)		Science	
Period 6				
Period 7	Spanish Language Arts		Engineering	Media/Visual Arts
Period 8				

Core Block / SDL Core Block

Elective Block

## VVMS Immersion Schedules / Notes

### 6th Grade VVMS Schedule for...

A Traditional Language Student					An Immersion Student (EF or SDL)				
	A Day		B Day			A Day		B Day	
	Sem 1	Sem 2	Sem 1	Sem 2		Sem 1	Sem 2	Sem 1	Sem 2
Period 1	Math		Language Arts		Period 1	Math		Language Arts	
Period 2					Period 2				
Period 3	Reading		Social Studies		Period 3	Reading		Social Studies (in Spanish or French)	
Period 4					Period 4				
Period 5	Middle School Skills		Science		Period 5	Spanish OR French Language Arts		Science	
Period 6	World Language <i>*Chinese, French, Latin, Spanish</i>				Period 6				
Period 7	Music Selection		STEAM Elective		Period 7	Music Selection		STEAM Elective	
Period 8	PE		Art	FACS	Period 8	PE		Art	FACS
<b>Core Block</b> Elective Block <b>*World Language Note if French and Spanish were at the same site.</b> <ul style="list-style-type: none"> <li>• <b>Chinese</b> - Sixth grade student enrollment numbers for the last two (2) years were 15 and 12 respectively.</li> <li>• <b>Latin</b> - Sixth grade student enrollment numbers for the last two (2) years were 12 and 14 respectively.</li> <li>• <b>Why?</b> There are 90+ Extended French students who do not take a traditional World Language.</li> </ul>					<b>Core Block / SDL Core Block</b> Elective Block <b>*Drop Note</b> - Sixth grade immersion students at Valley View currently drop Middle School Skills to take their French block (core classes).				

<ul style="list-style-type: none"> <li>• <b>Impact?</b> Adding 50+ Dual Language students will likely reduce Chinese &amp; Latin numbers below a sustainable number and require elimination of certain programming.</li> </ul>	
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### 8th Grade VVMS Schedule for...

A Traditional Language Student					An Immersion Student (EF or SDL)				
	A Day		B Day			A Day		B Day	
	Sem 1	Sem 2	Sem 1	Sem 2		Sem 1	Sem 2	Sem 1	Sem 2
Period 1	PE	Elective 1	Elective 2	Elective 3	Period 1	PE	Elective 1	Elective 2	Elective 3
Period 2					Period 2				
Period 3	Math		Language Arts		Period 3	Math		Language Arts	
Period 4					Period 4				
Period 5	Social Studies		World Language <i>*Chinese, French, Latin, Spanish</i>		Period 5	Social Studies (in Spanish or French)		Spanish OR French Language Arts	
Period 6					Period 6				
Period 7	Science		Engineering	Media/ Visual Arts	Period 7	Science		Engineering	Media/ Visual Arts
Period 8					Period 8				
<b>Core Block</b> Elective Block *See note under sixth grade schedule example.					<b>Core Block / SDL Core Block</b> Elective Block				

**\*Drop Note** - Eighth grade is the first year where traditional language students take a block of World Language. This means Immersion students do not need to drop a class to fit their world language class.

### Teaming implications of having both French and Spanish at the same site:

Ideally, a team in a middle school would include all CORE teachers (Language Arts, Math, Science, and Social Studies). Teams function at their best when these teachers share kids and can meet on a consistent basis to discuss student needs. Immersion scheduling weakens teaming because it creates unique staffing requirements, especially with Social Studies. Having two (2) immersion programs at a single site would essentially remove social studies teachers from teams. It is also very difficult to team math, so Valley View teams would only consist of a Science teacher and LA teacher, whereas South View teams would continue to function and provide the middle school supports that benefit students.

Social Studies visual:

12 sections of Social Studies per grade

- No Immersion Teacher Schedule - Perfect Teaming -- Science, LA, and Math would look the same.

7th Grade Social Studies Teacher (member of 1 team)	7th Grade Social Studies Teacher (member of 1 team)	8th Grade Social Studies Teacher (member of 1 team)	8th Grade Social Studies Teacher (member of 1 team)
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	A Day	B Day
Period 1	Regular Social Studies 7	Regular Social Studies 7
Period 2	Regular Social Studies 7	Regular Social Studies 7
Period 3	Regular Social Studies 7	Regular Social Studies 7
Period 4	Regular Social Studies 7	Regular Social Studies 7
Period 5	Prep	Prep
Period 6	Prep	Prep
Period 7	Regular Social Studies 7	Regular Social Studies 7
Period 8	Regular Social Studies 7	Regular Social Studies 7

	A Day	B Day
Period 1	Regular Social Studies 7	Regular Social Studies 7
Period 2	Regular Social Studies 7	Regular Social Studies 7
Period 3	Regular Social Studies 7	Regular Social Studies 7
Period 4	Regular Social Studies 7	Regular Social Studies 7
Period 5	Prep	Prep
Period 6	Prep	Prep
Period 7	Regular Social Studies 7	Regular Social Studies 7
Period 8	Regular Social Studies 7	Regular Social Studies 7

	A Day	B Day
Period 1	Prep	Prep
Period 2	Prep	Prep
Period 3	Regular Social Studies 8	Regular Social Studies 8
Period 4	Regular Social Studies 8	Regular Social Studies 8
Period 5	Regular Social Studies 8	Regular Social Studies 8
Period 6	Regular Social Studies 8	Regular Social Studies 8
Period 7	Regular Social Studies 8	Regular Social Studies 8
Period 8	Regular Social Studies 8	Regular Social Studies 8

	A Day	B Day
Period 1	Prep	Prep
Period 2	Prep	Prep
Period 3	Regular Social Studies 8	Regular Social Studies 8
Period 4	Regular Social Studies 8	Regular Social Studies 8
Period 5	Regular Social Studies 8	Regular Social Studies 8
Period 6	Regular Social Studies 8	Regular Social Studies 8
Period 7	Regular Social Studies 8	Regular Social Studies 8
Period 8	Regular Social Studies 8	Regular Social Studies 8

- Immersion Teacher Schedule - Cross Teaming, which can make it harder to serve and support students

7th Grade Social Studies Teacher (member of 1 team)			7th & 8th Grade EF Social Studies Teacher (member of 2 teams)			7th & 8th Grade Social Studies Teacher (member of 2 teams)			8th Grade Social Studies Teacher (member of 1 team)		
	A Day	B Day		A Day	B Day		A Day	B Day		A Day	B Day
Period 1	Regular Social Studies 7	Regular Social Studies 7	Period 1	French Social Studies 7	Prep	Period 1	Prep	Regular Social Studies 7	Period 1	Prep	Prep
Period 2	Regular Social Studies 7	Regular Social Studies 7	Period 2	French Social Studies 7	Prep	Period 2	Prep	Regular Social Studies 7	Period 2	Prep	Prep
Period 3	Regular Social Studies 7	Regular Social Studies 7	Period 3	French Social Studies 7	French Social Studies 8	Period 3	Regular Social Studies 8	Regular Social Studies 7	Period 3	Regular Social Studies 8	Regular Social Studies 8
Period 4	Regular Social Studies 7	Regular Social Studies 7	Period 4	French Social Studies 7	French Social Studies 8	Period 4	Regular Social Studies 8	Regular Social Studies 7	Period 4	Regular Social Studies 8	Regular Social Studies 8
Period 5	Prep	Prep	Period 5	Prep	French Social Studies 8	Period 5	Regular Social Studies 8	Prep	Period 5	Regular Social Studies 8	Regular Social Studies 8
Period 6	Prep	Prep	Period 6	Prep	French Social Studies 8	Period 6	Regular Social Studies 8	Prep	Period 6	Regular Social Studies 8	Regular Social Studies 8
Period 7	Regular Social Studies 7	Regular Social Studies 7	Period 7	French Social Studies 7	French Social Studies 8	Period 7	Regular Social Studies 8	Regular Social Studies 7	Period 7	Regular Social Studies 8	Regular Social Studies 8
Period 8	Regular Social Studies 7	Regular Social Studies 7	Period 8	French Social Studies 7	French Social Studies 8	Period 8	Regular Social Studies 8	Regular Social Studies 7	Period 8	Regular Social Studies 8	Regular Social Studies 8