



Please sit at the table below where you find your name.

GROUP A

Carlson
Wachel
Liou
Ramsey
McMullen

GROUP C

Astill
Myers
Byard
Lew
Tavelli

GROUP B

Bayouth
Hurst
Cantu
Pan
Ray

GROUP D

Ganheart
Duffy
Cheung
Sandmoen
Knapp

District
Staff

District
Staff

Welcome back!

front of room

**Shaw out ill.*

AGENDA

4:00 Welcome Back & Today's Agenda

We will quickly review our norms, goals for the session and assign roles within each small group.

4:10 Data Review

We will spend time reviewing data from the September survey and finding ideas with both task force support and administrative viability.

4:25 Administrative Decision Making

As part of the process, district leaders will share information related to the the decision making process with regards to location(s)/site(s), program transitions and communication after the Board of Education provides direction.

4:45 Potential Proposals

Collaboratively, we will dialogue about potential proposals that incorporate high-leverage ideas and determine the proposals that will be provided to the BOE.

5:25 Closing

5:30 Meeting Adjourned

Process

We are going to employ a multi-step, thorough process over the next few months to identify options for the BOE to consider that address the long-term sustainability of Mandarin instruction in Blue Valley.

Our Process Will Be

Collaborative
Forward-Thinking
Student-Centered
Focused

Conditions for Dialogue

“Dialogue is the thinking approach to communication.”

humility

“talking to others with the goal of learning from them”

hope

“we believe a better future is possible.”

faith

“see people as autonomous individuals deserving of our respect.”

critical thinking

“go into it looking for ideas that disprove our way of thinking rather than looking for confirmations that our opinion is right.”

love

“recognize our mutual humanity”

Elementary Chinese Immersion Task Force

TASK FORCE NORMS

- Support each other through **active listening, avoiding interruption** and signaling a desire to share with a raised hand.
- Ensure **equal airtime** for all participants so **all perspectives** are heard.
- When reaching decisions, our goal is **two-thirds agreement**, but a **majority will constitute consensus**.
- Share only what we have agreed to share without attaching names; we will **protect privacy** of individuals.
- Be **prepared** and come **ready to engage**. Read the agenda and do any pre-work ahead of time.
- **Everyone is responsible** for upholding the norms. Acknowledge if you notice we are not doing so.

Elementary Chinese Immersion Task Force

ROLES WITHIN SMALL GROUPS

RECORDER

This person will take the lead in recording the groups ideas and input on paper as we progress through the process today.

TIMER

This person will ensure that the dialog moves at an appropriate pace and keep the small group on pace.

SPEAKER

This person will take the lead presenting the small group's ideas to the whole group during the session today.

PARKING LOT ATTENDANT

This person will ensure focus on the task at hand and record ideas outside that focus for use at a later time.

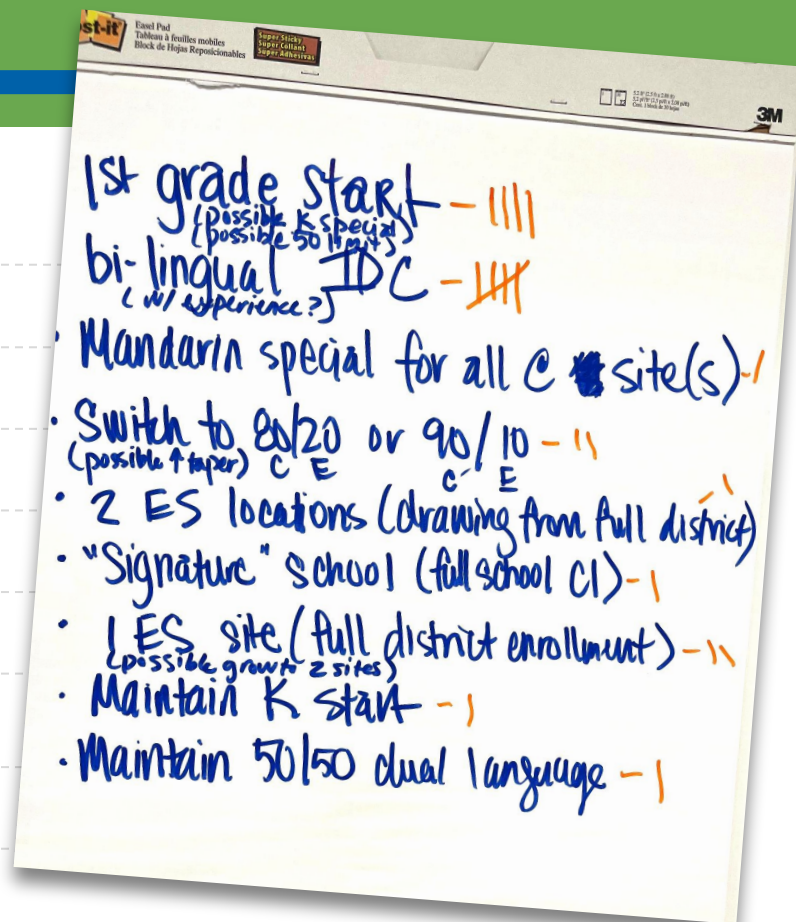
Data Review

- Review data collected from survey after September meeting.
- Review administrative viability from September meeting.
- Determine overlap between ideas with most committee support and administrative viability.

Elementary Chinese Immersion Task Force

REVIEW OF TOP IDEAS

- |||| First grade start
 - possible K Mandarin special
 - possible 50 students/class
- |||| Bi-lingual IDC (w/experience?)
 - | Mandarin special for all students at CI site(s).
- || Switch to 80/20 or 90/10
 - Possible taper
- | 2 Elementary locations (drawing from full district)
- | "Signature" school (full school CI)
- || 1 Elementary location (drawing from full district)
 - possible growth to 2 sites in future
- | Maintaining K start
- | Maintain 50/50 dual language

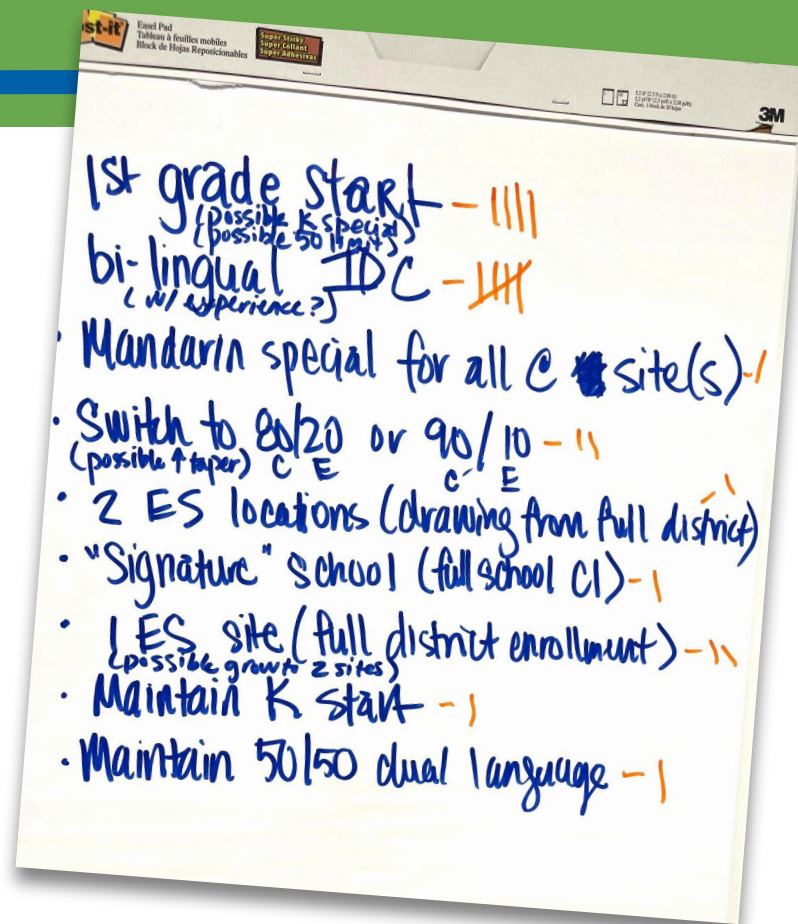


Elementary Chinese Immersion Task Force

REVIEW OF TOP IDEAS

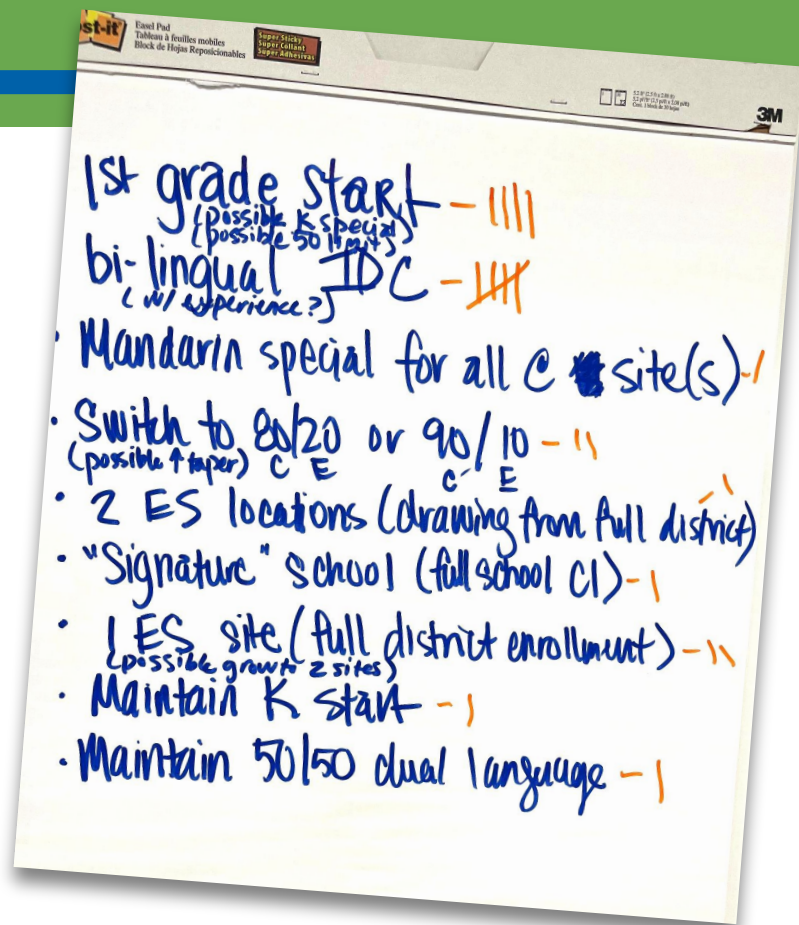
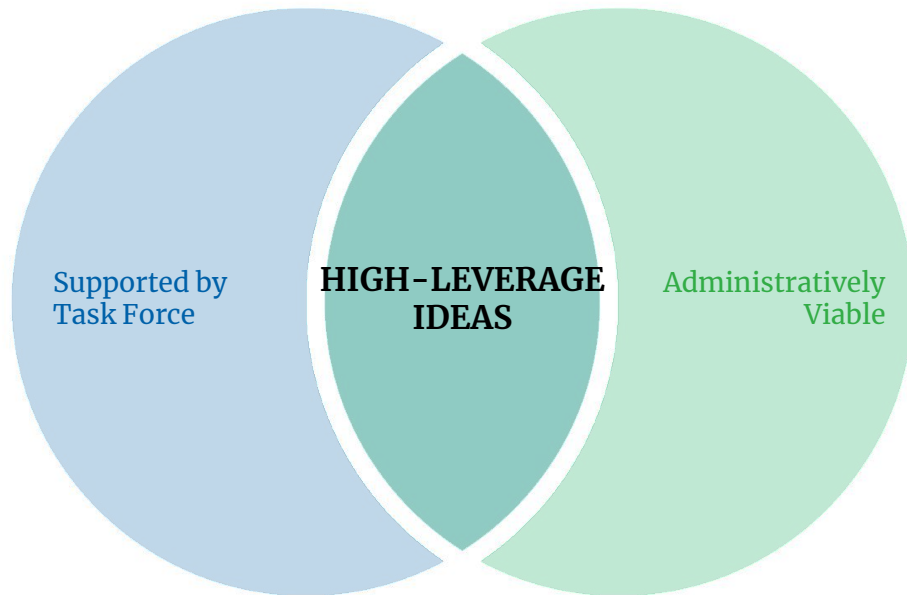
Four Dimensions

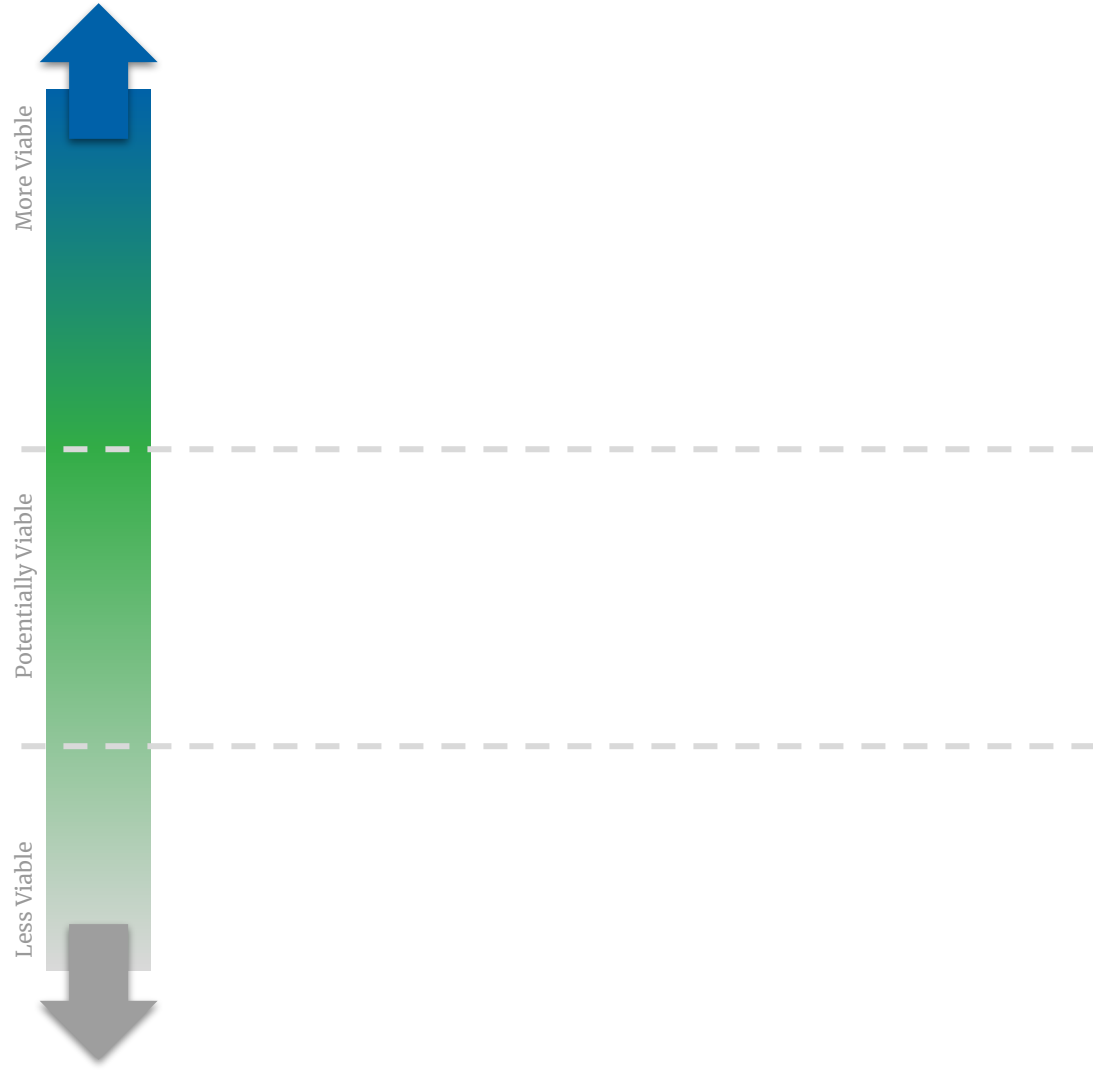
- Entry Point
- Location/Site(s)
- Type of Program
- Other



Elementary Chinese Immersion Task Force

REVIEW OF TOP IDEAS

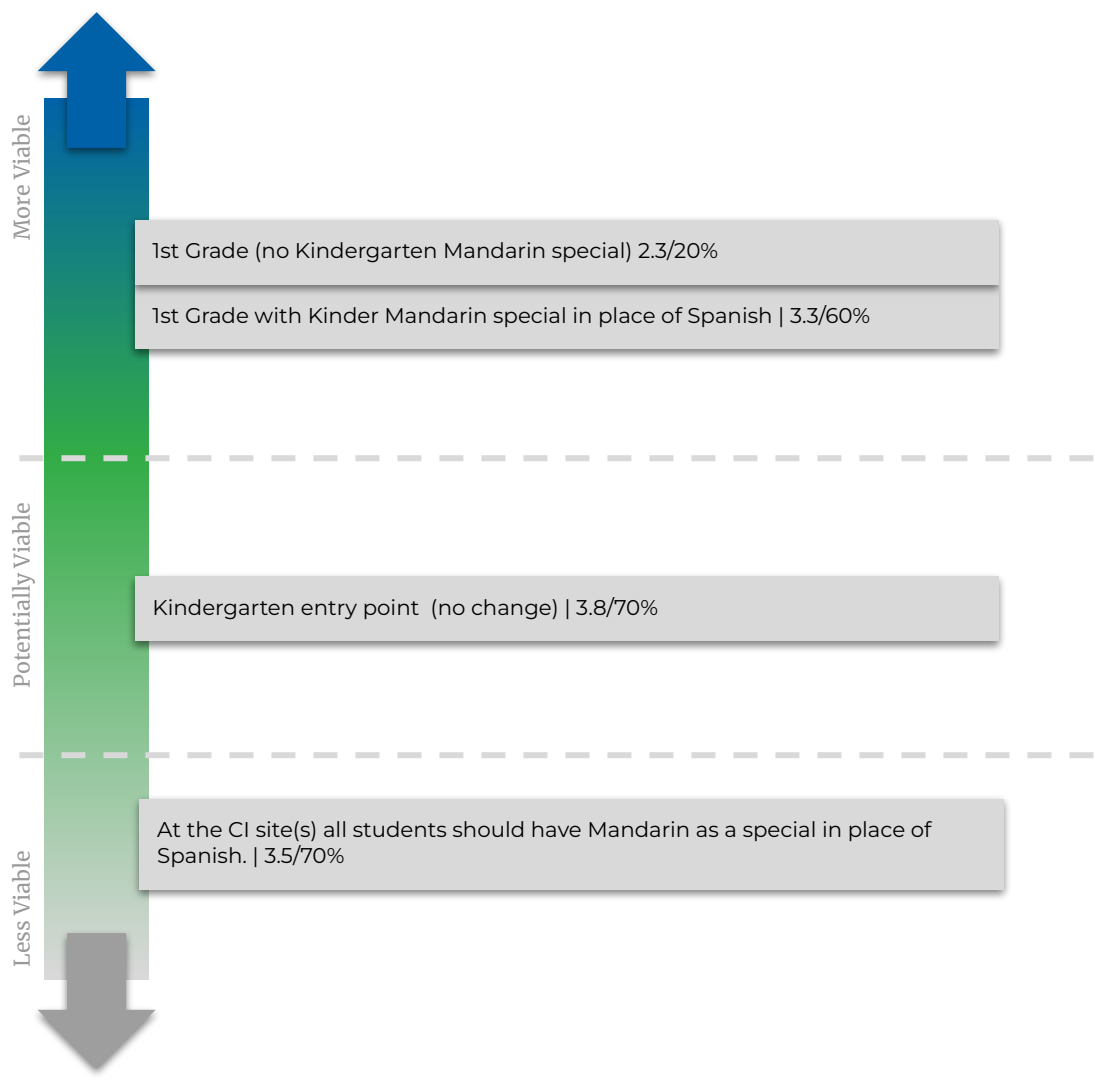




ADMINISTRATIVE PERSPECTIVE

Viability

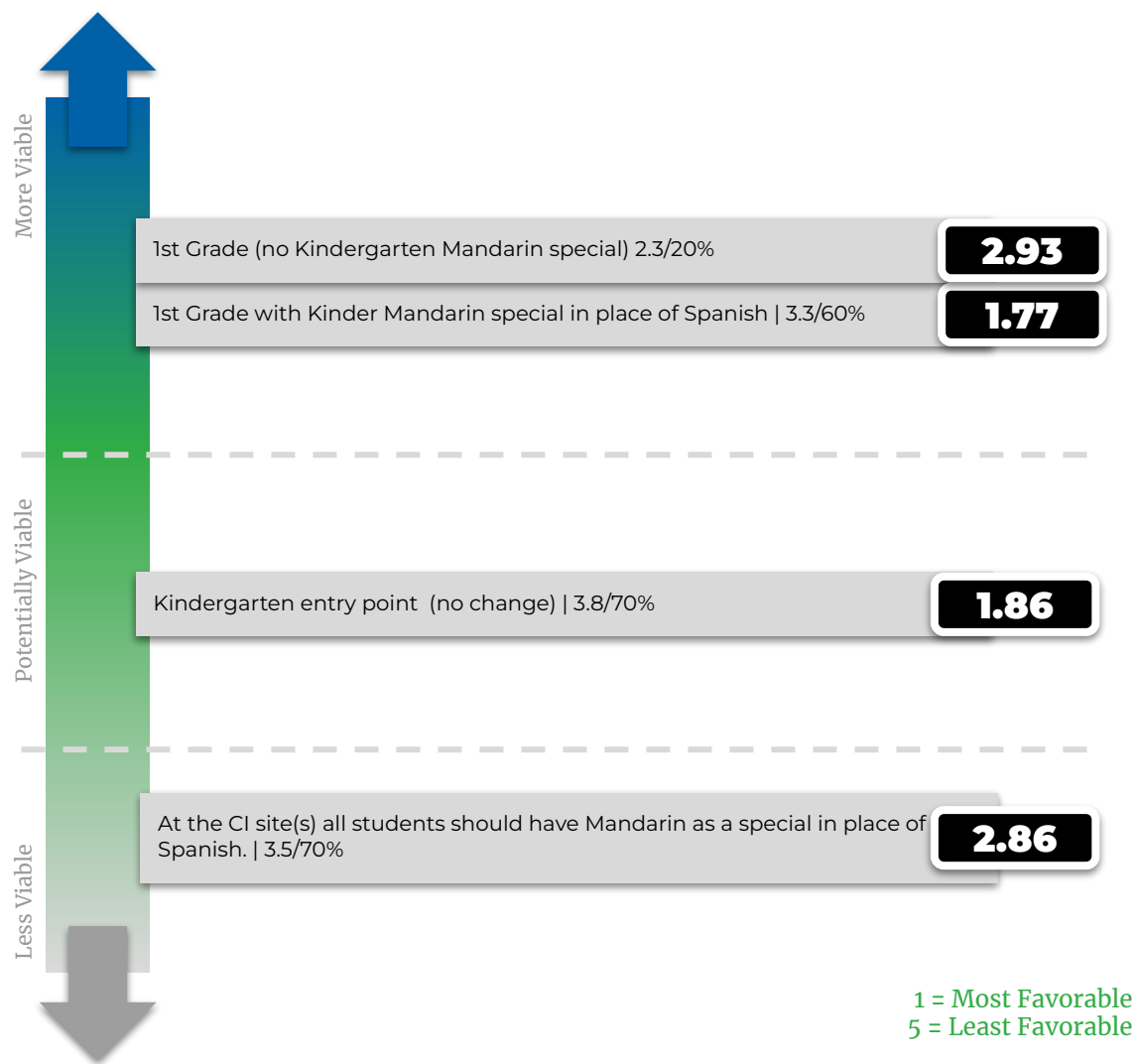
ENTRY POINT



ADMINISTRATIVE PERSPECTIVE

Viability

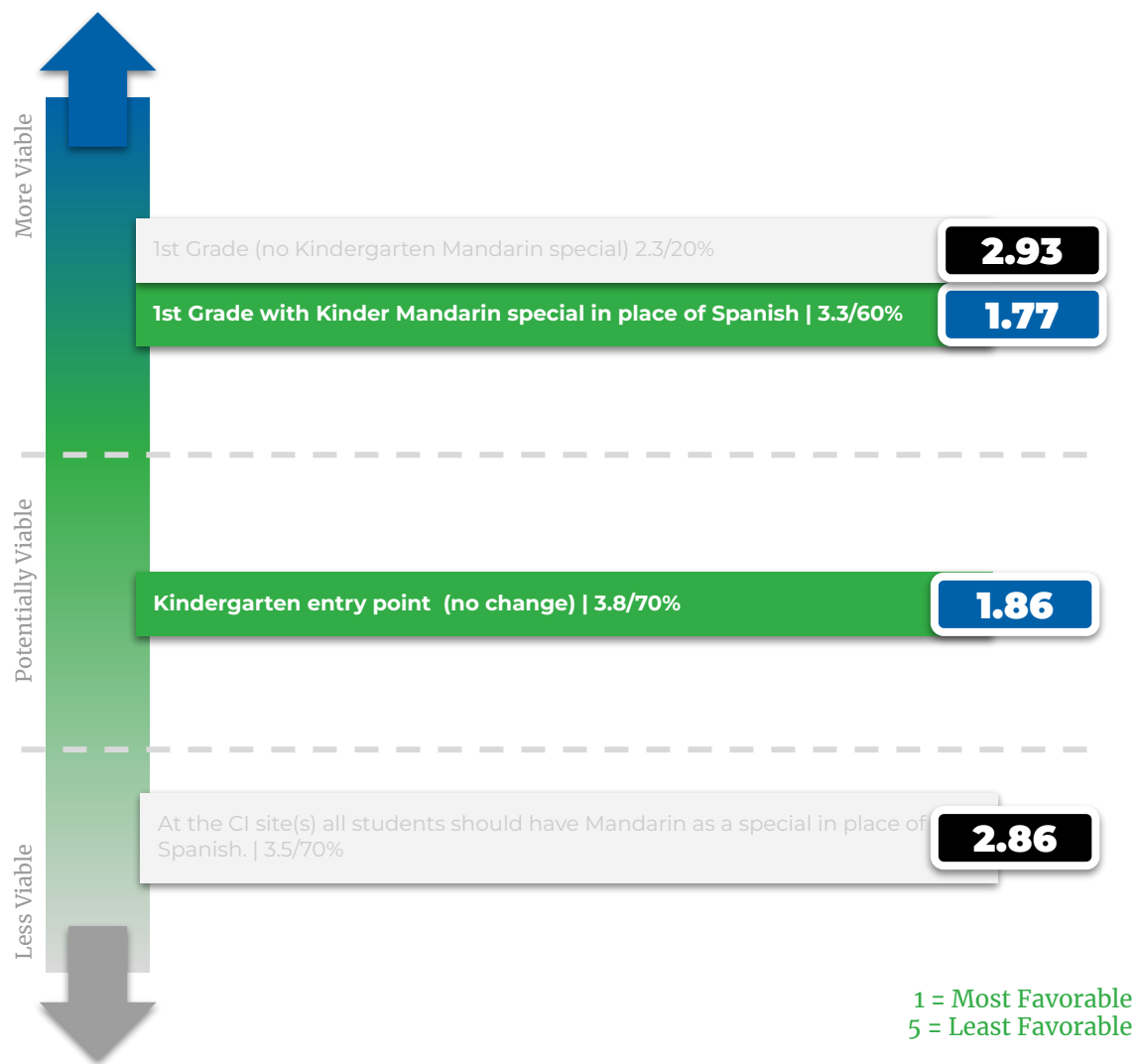
ENTRY POINT



ADMINISTRATIVE PERSPECTIVE

Viability

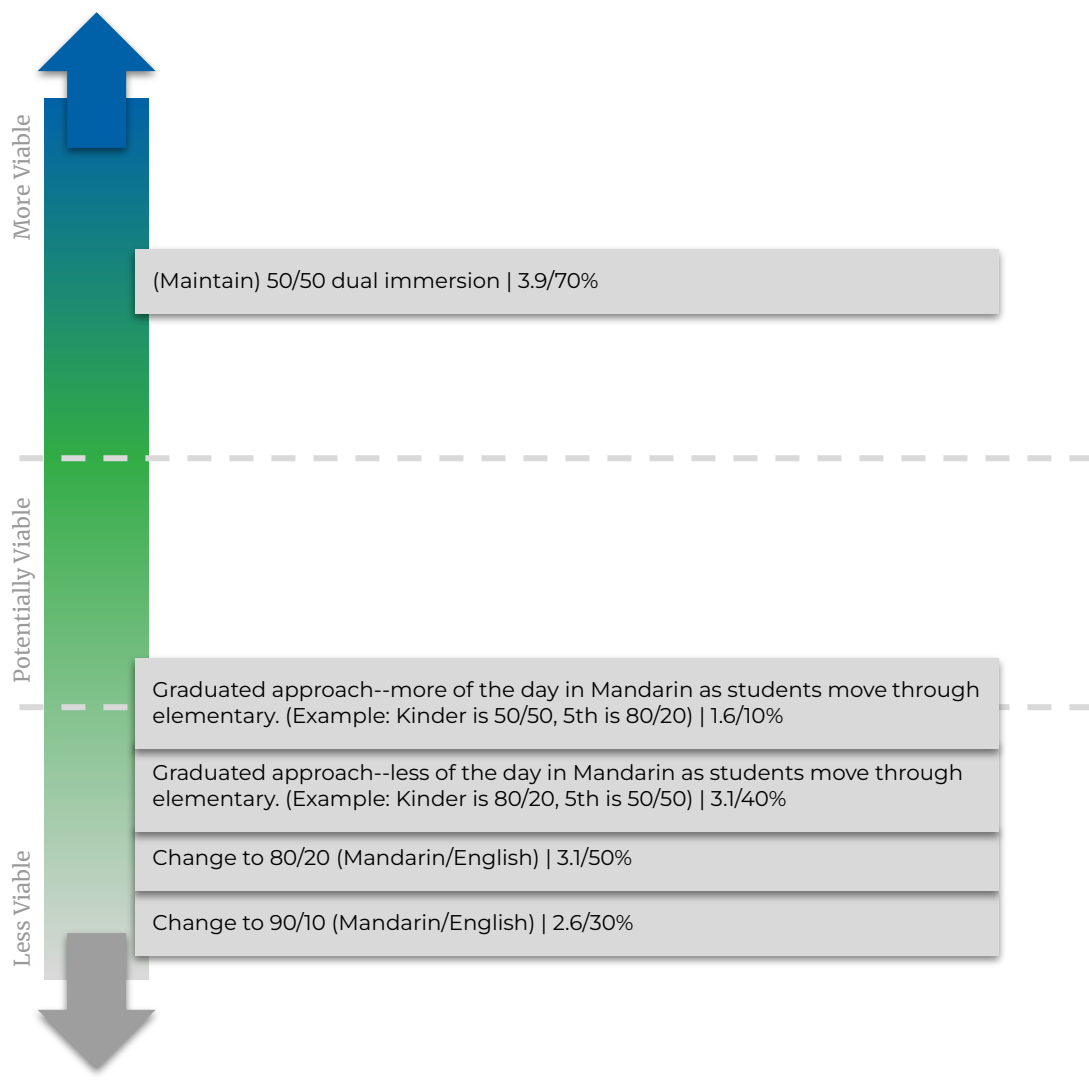
ENTRY POINT



ADMINISTRATIVE PERSPECTIVE

Viability

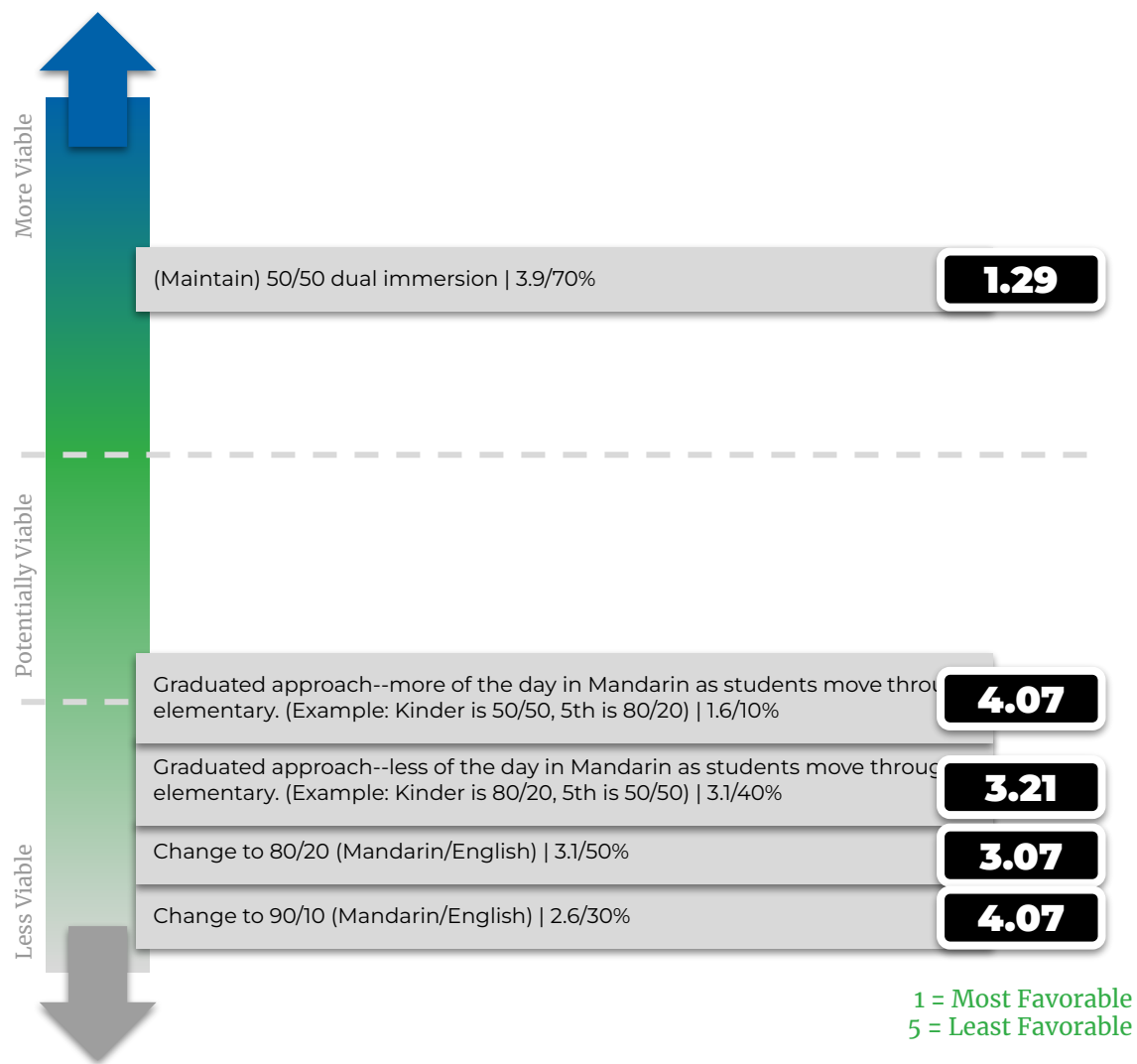
TYPE OF PROGRAM



ADMINISTRATIVE PERSPECTIVE

Viability

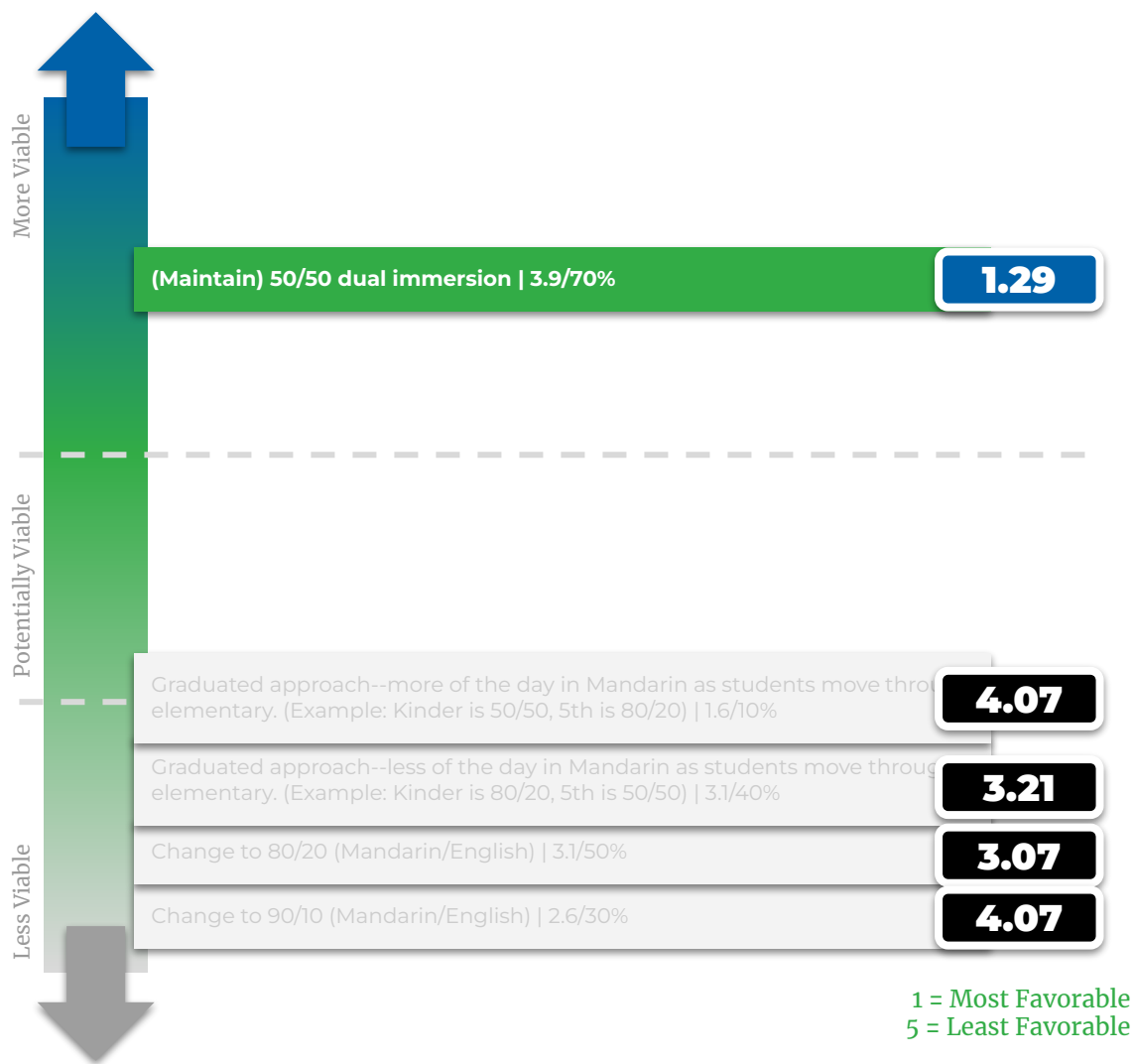
TYPE OF PROGRAM



ADMINISTRATIVE PERSPECTIVE

Viability

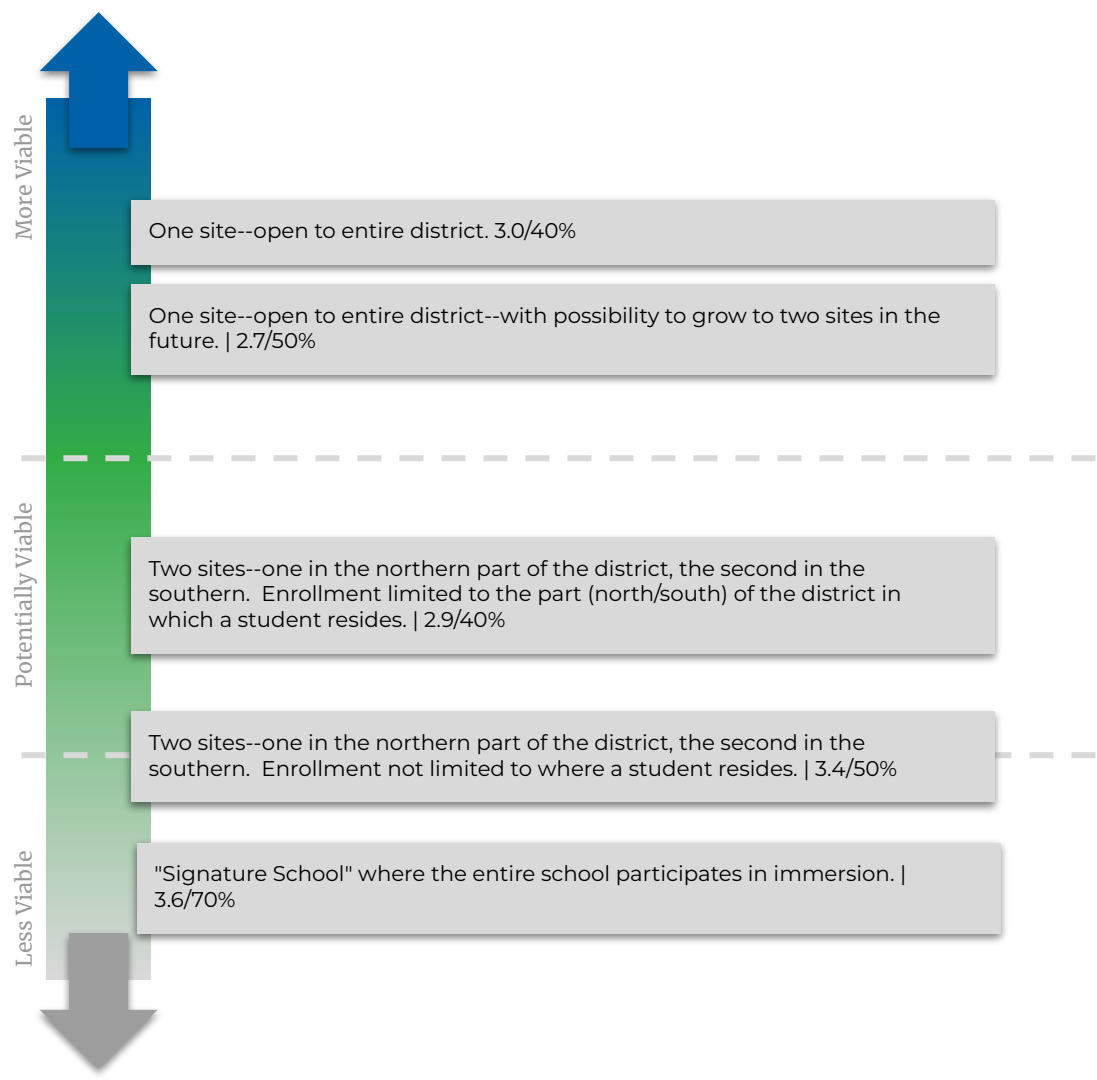
TYPE OF PROGRAM



ADMINISTRATIVE PERSPECTIVE

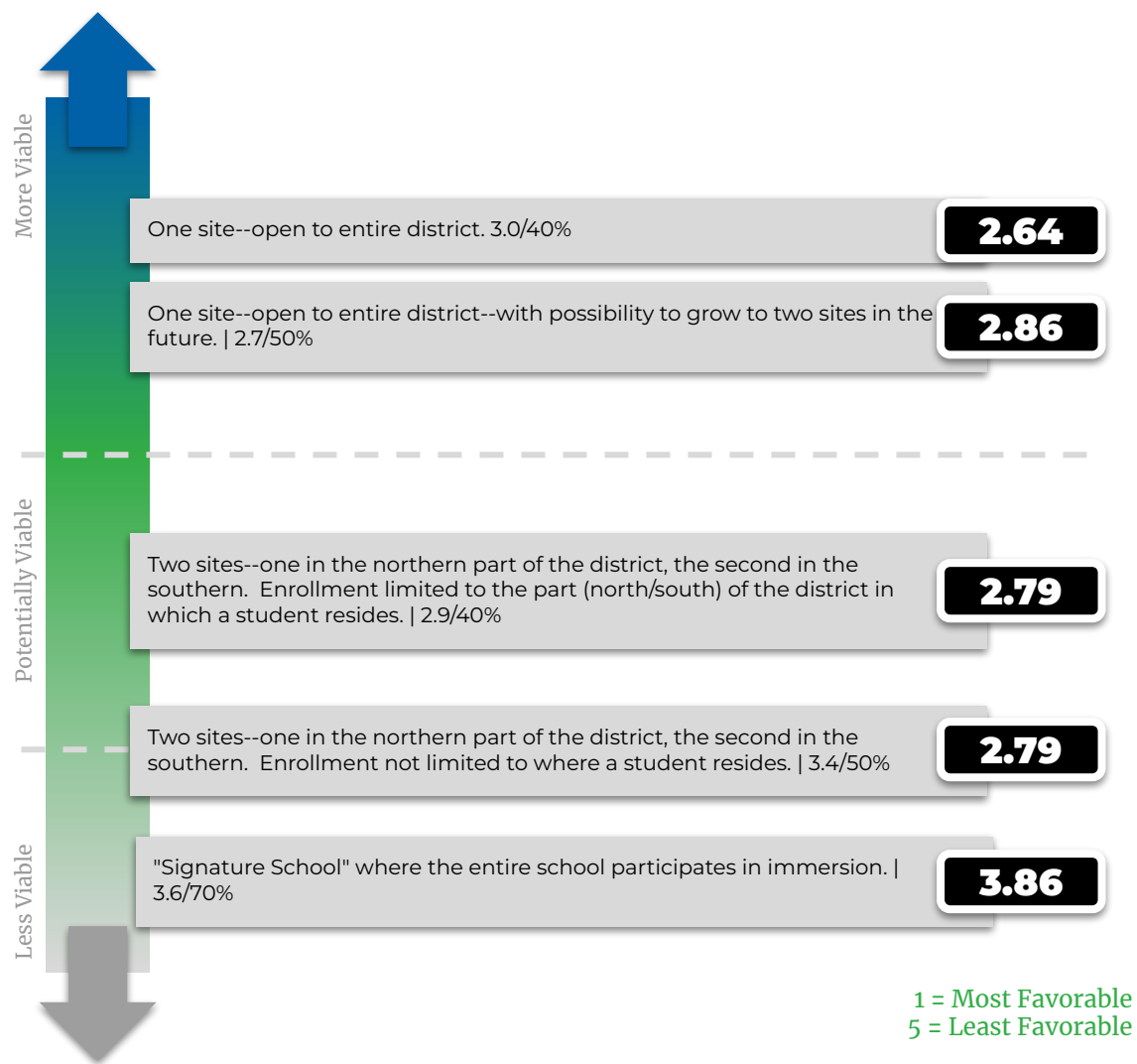
Viability

LOCATION



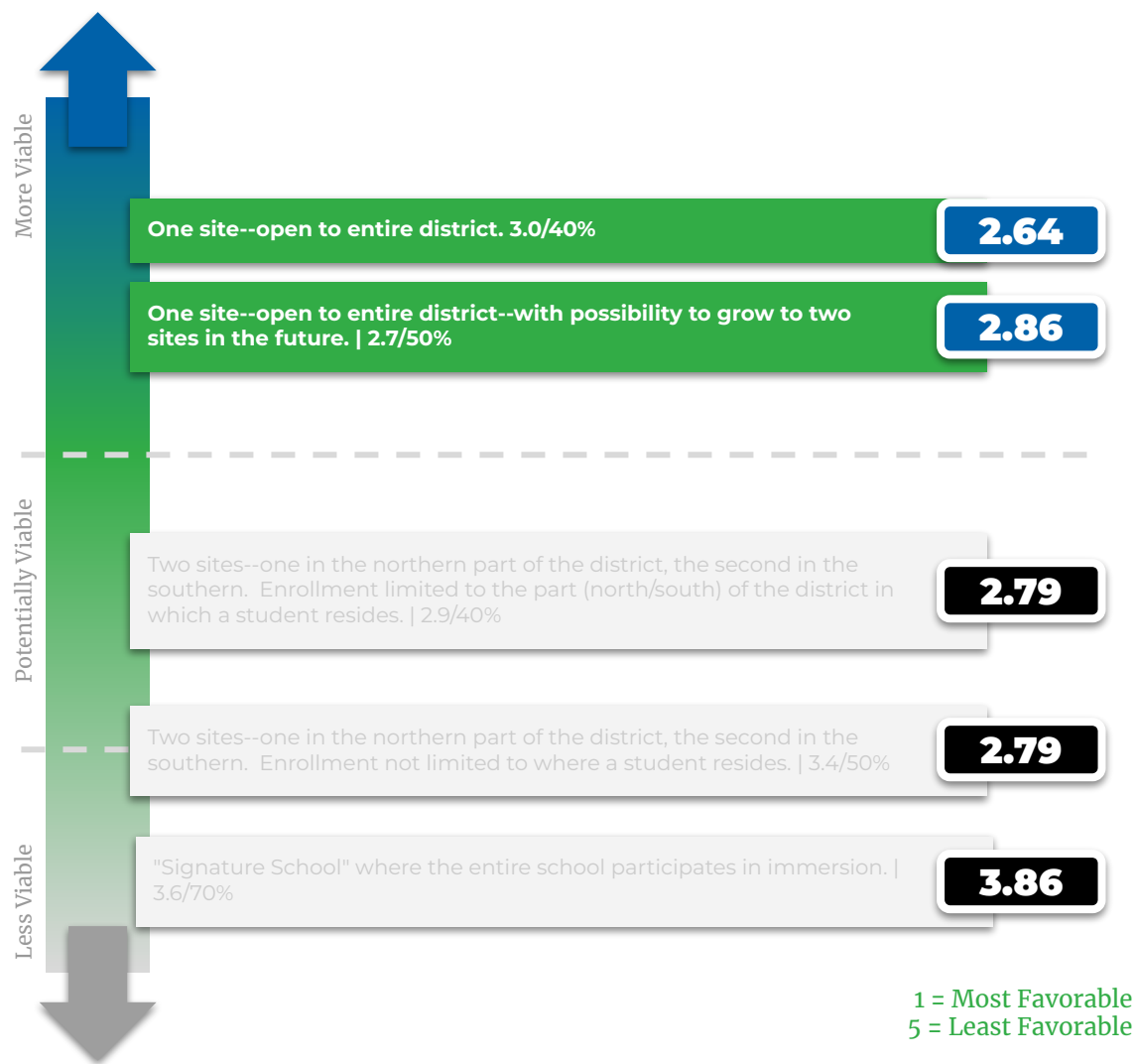
ADMINISTRATIVE PERSPECTIVE

Viability LOCATION



ADMINISTRATIVE PERSPECTIVE

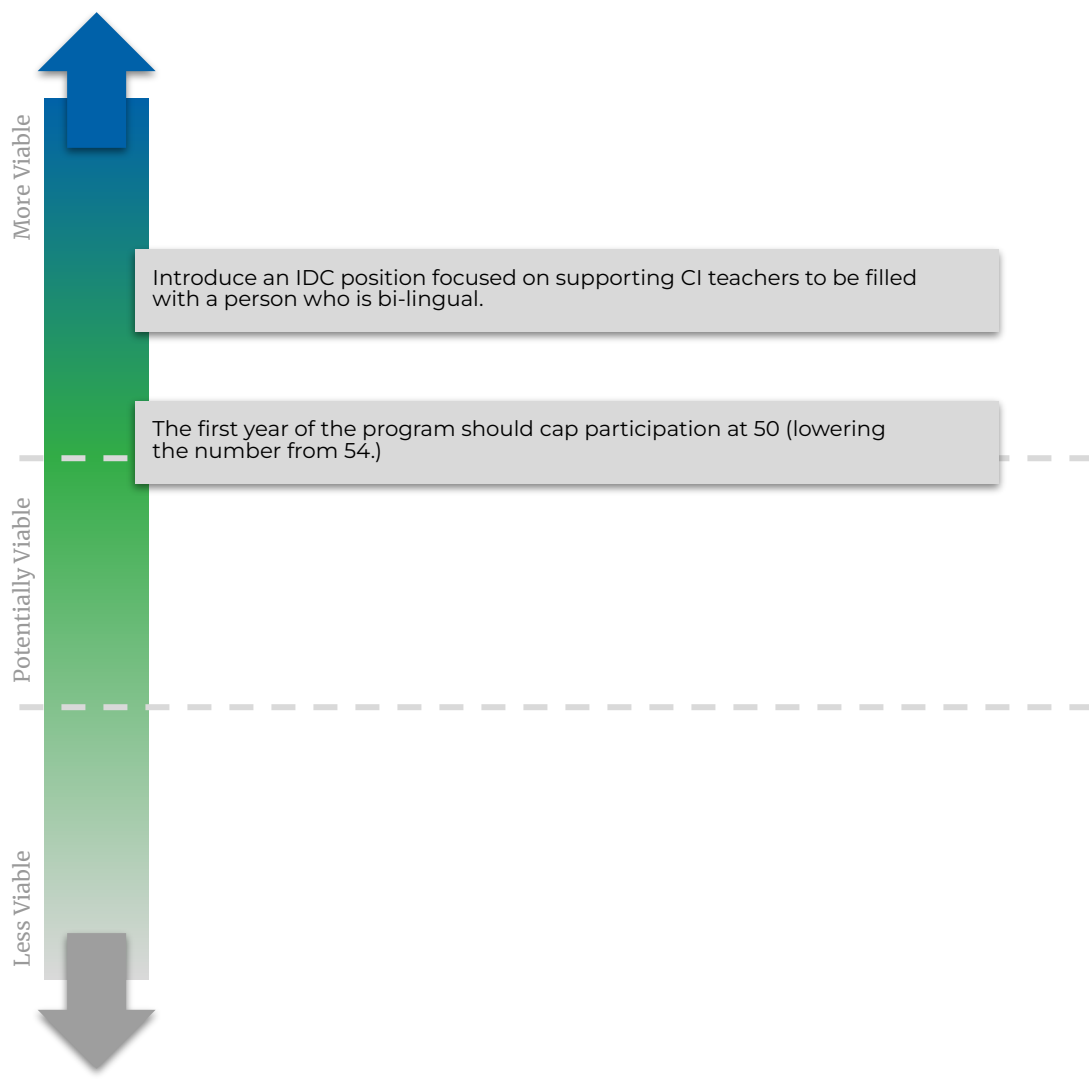
Viability LOCATION



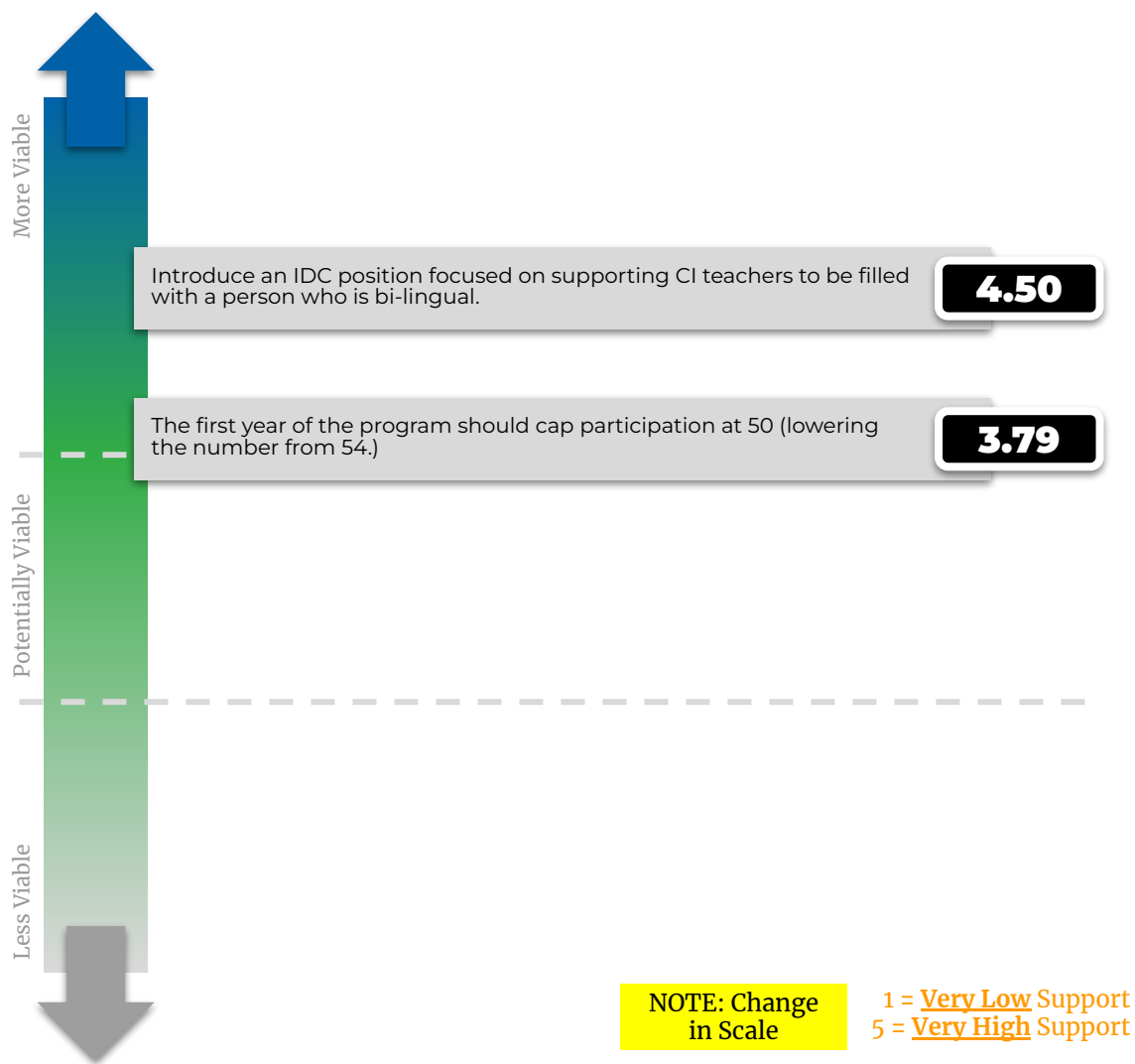
ADMINISTRATIVE PERSPECTIVE

Viability

OTHER



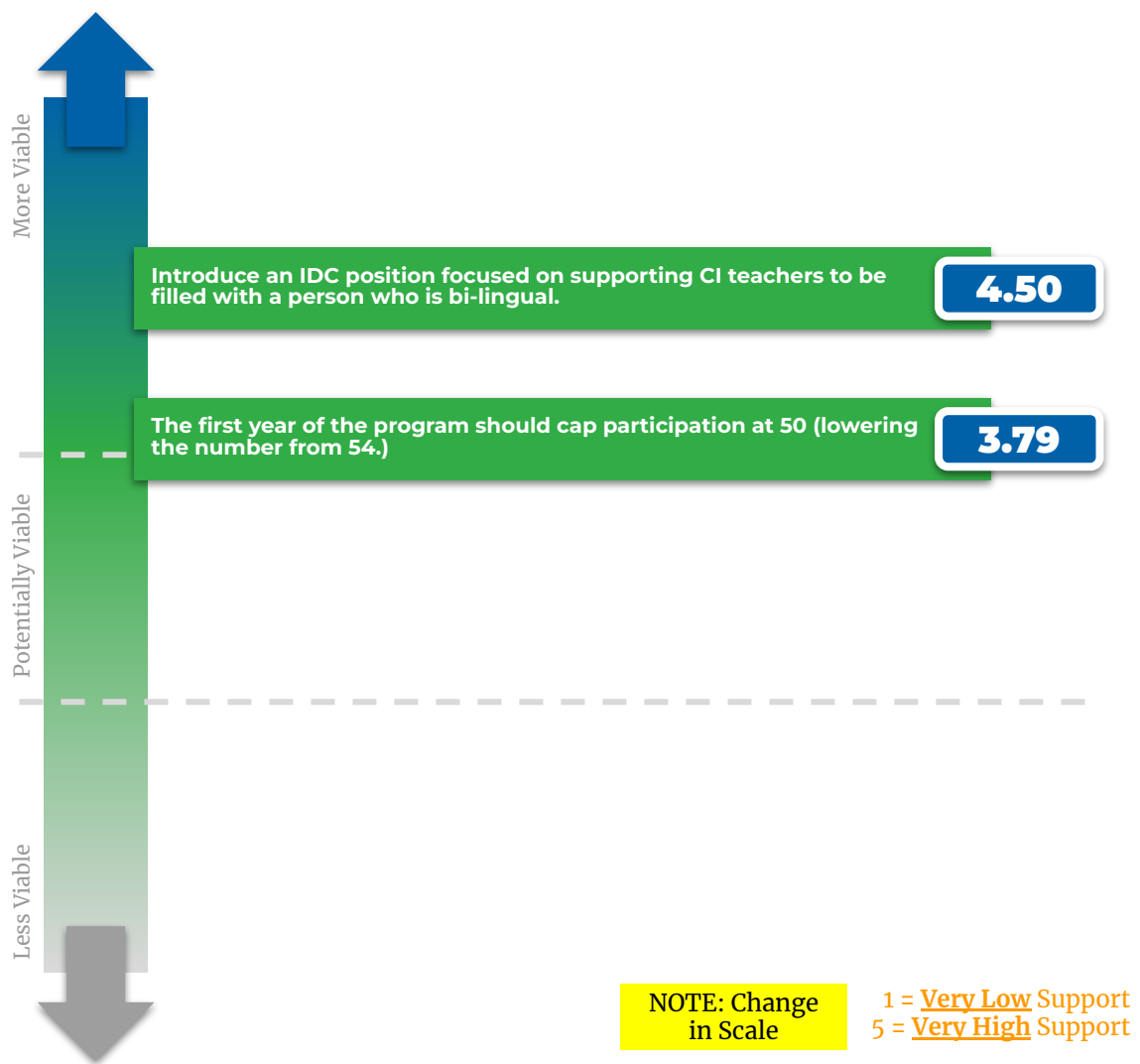
ADMINISTRATIVE PERSPECTIVE
Viability
OTHER

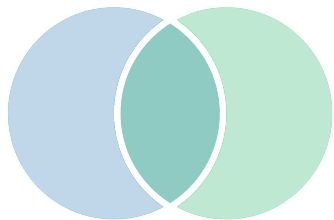


ADMINISTRATIVE PERSPECTIVE

Viability

OTHER





**We have a bit
more information
for you,
then we will take time
to discuss as a team
and answer questions.**

1st Grade with Kinder Mandarin special in place of Spanish | 3.3/60%

Kindergarten entry point (no change) | 3.8/70%

One site--open to entire district. 3.0/40%

One site--open to entire district--with possibility to grow to two sites in the future. | 2.7/50%

(Maintain) 50/50 dual immersion | 3.9/70%

Introduce an IDC position focused on supporting CI teachers to be filled with a person who is bi-lingual.

The first year of the program should cap participation at 50 (lowering the number from 54.)

Administrative Decision Making

What will be considered by district
administration after the BOE provides direction?

Elementary Chinese Immersion Task Force

PROGRAM TRANSITIONS

- **Students currently in the program would continue** to have the opportunity to complete their K-5 immersion experience.
- **Teachers would remain in positions in Blue Valley.** Transitions would follow the procedures in the Negotiated Agreement and be subject to any applicable immigration law.

Elementary Chinese Immersion Task Force

LOCATION

- Site(s) would be evaluated using **long-range enrollment projections.**
- Site(s) would be determined by administration based on **long-range viability at the site(s).**
- Families would **know the site(s) by January.**
- Possible future expansion would depend on **ability to staff and facility availability.**
- Viable option(s) **may not be able to follow the N/S paradigm.**

Elementary Chinese Immersion Task Force

COMMUNICATION

Information About Direction Of The Program

Within one week of BOE action.

Information About Program Transitions

January

Information About Site(s)

January

Enrollment Information

February

Application And Lottery

March

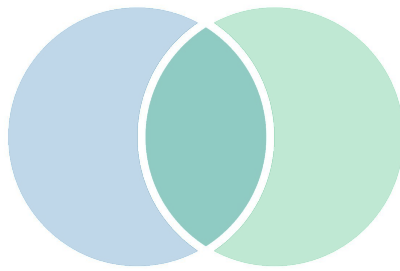
Elementary Chinese Immersion Task Force

PARKING LOT ITEMS

- Cyclical review for program expansion.
- University partnerships.
- Incentivize teaching in the program.
- District/Building/Parent collaboration.
- Long-term vision for Chinese in Blue Valley.
- Perspective student and family recruitment/communication.

Potential Proposals

Putting together the items upon which there is consensus into proposals to evaluate.



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ONE SITE

ONE SITE with POSSIBLE FUTURE EXPANSION

KINDERGARTEN ENTRY

Proposal A

Proposal B

1ST GRADE ENTRY
w/ MANDARIN SPECIAL

Proposal C

Proposal D

Proposal A

Location

Transition to one site.
Enrollment open to entire district.

Entry

Kindergarten.

Program Type

50/50 dual language immersion.

Other

Introduce Instructional Design Team position to support CI. Person would be bi-lingual.

Cap program at 50 at entry.

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Proposal B

Location

Transition to one site.
Enrollment open to entire district.
Possibility to expand to two sites in future.

Entry

Kindergarten.

Program Type

50/50 dual language immersion.

Other

Introduce Instructional Design Team position to support CI. Person would be bi-lingual.

Cap program at 50 at entry.

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The first year of the program should cap participation at 50 (lowering the number from 54.)

Proposal C

Location

Transition to one site.
Enrollment open to entire district.

Entry

First grade
with Mandarin K special in place of Spanish.

Program Type

50/50 dual language immersion.

Other

Introduce Instructional Design Team position
to support CI. Person would be bi-lingual.

Cap program at 50 at entry.

1st Grade with Kinder Mandarin special in place of Spanish | 3.3/60%

Kindergarten entry point (no change) | 3.8/70%

One site--open to entire district. 3.0/40%

One site--open to entire district--with possibility to grow to two
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(Maintain) 50/50 dual immersion | 3.9/70%

Introduce an IDC position focused on supporting CI teachers to be
filled with a person who is bi-lingual.

The first year of the program should cap participation at 50 (lowering
the number from 54.)

Proposal D

Location

Transition to one site.
Enrollment open to entire district.
Possibility to expand to two sites in future.

Entry

First grade
with Mandarin K special in place of Spanish.

Program Type

50/50 dual language immersion.

Other

Introduce Instructional Design Team position
to support CI. Person would be bi-lingual.

Cap program at 50 at entry.

1st Grade with Kinder Mandarin special in place of Spanish | 3.3/60%

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One site--open to entire district. 3.0/40%

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filled with a person who is bi-lingual.

The first year of the program should cap participation at 50 (lowering
the number from 54.)

ONE SITE

Proposal A

1 | K | 50/50

Location

Transition to one site. Enrollment open to entire district.

Entry

Kindergarten.

Program Type

50/50 dual language immersion.

OtherIntroduce Instructional Design Team position to support CI. Person would be bi-lingual.
Cap program at 50 at entry.

ONE SITE with POSSIBLE FUTURE EXPANSION

Proposal B

1+? | K | 50/50

LocationTransition to one site. Enrollment open to entire district.
Possibility to expand to two sites in future.**Entry**

Kindergarten.

Program Type

50/50 dual language immersion.

OtherIntroduce Instructional Design Team position to support CI. Person would be bi-lingual.
Cap program at 50 at entry.

Proposal C

1 | 1st | 50/50

Location

Transition to one site. Enrollment open to entire district.

EntryFirst grade
with Mandarin K special in place of Spanish.**Program Type**

50/50 dual language immersion.

OtherIntroduce Instructional Design Team position to support CI. Person would be bi-lingual.
Cap program at 50 at entry.

Proposal D

1+? | 1st | 50/50

LocationTransition to one site. Enrollment open to entire district.
Possibility to expand to two sites in future.**Entry**First grade
with Mandarin K special in place of Spanish.**Program Type**

50/50 dual language immersion.

OtherIntroduce Instructional Design Team position to support CI. Person would be bi-lingual.
Cap program at 50 at entry.



ADVANTAGES & CHALLENGES

Each table group will identify and record advantages and challenges on one proposal. At the end of the time, we will have a whole group discussion to ensure that all proposals are thoroughly considered.

<<5:00->>



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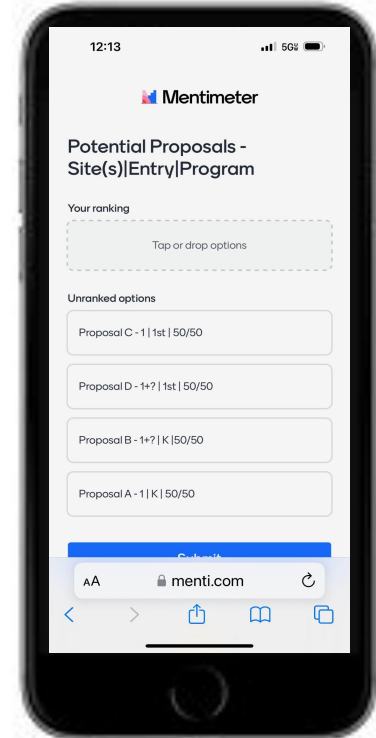
QUESTION #1

Which proposals do you favor more (or less?)



QUESTION #2

Rank the proposals from #1 to #4.





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<<5:00->>

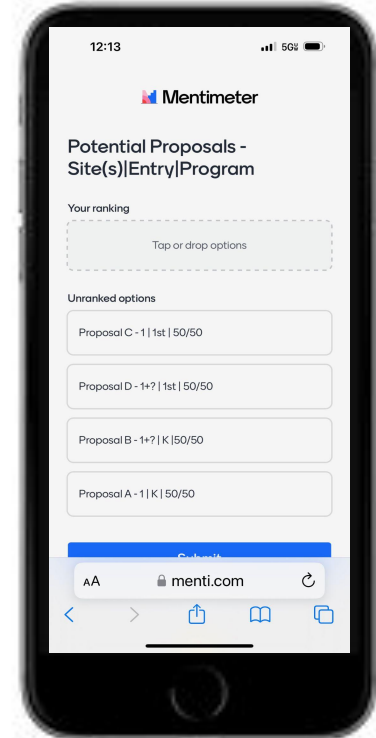
QUESTION #1

Which proposals are more favorable than others?



QUESTION #2

Rank the proposals from #1 to #4.



Proposals for the Board

Which proposals will we send
to the BOE for consideration?
Which proposal is most preferred?



Does the
plan on the
table have
your
support?



PLEASE NOTE

The Task Force voted to submit **Proposal B** to the BOE at the November meeting.

This proposal was amended in the meeting from the Proposal B you can view in this slideshow to make the cap of students 54, not 50 as represented in the slideshow.

Proposal B

As it will go to the BOE, the revised proposal includes:

- one site (WSE) with possible future expansion
- Kindergarten entry point
- addition of an IDC for CI
- grade level cap at **54** (not 50)

Task Force Team

- Agendas by the Friday before our meeting (email)
- Notes/materials by the Friday after our meeting (email)
- Updates and other pertinent information (email)

Greater Community

- Agendas by the Friday before our meeting (website)
- Notes by the Friday after our meeting (website)
- Updates and other pertinent information (website)
- School newsletter updates (WSE/VPE only)

bluevalleyk12.org/immersion

(Click on Chinese Immersion Advisory Task Force in left navigation menu.)

Elementary Chinese Immersion **TASK FORCE**

Thank you!!!

