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

1st grade start
bi-lingual
Mandarin special for all site(s)
Switch to 80/20 or 90/10
2 ES locations (drawing from full district)
"Signature" School (full school CI)
1 ES site (full district enrollment)
Maintain K start
Maintain 50/50 dual language
Elementary Chinese Immersion Task Force

REVIEW OF TOP IDEAS

Supported by Task Force

HIGH-LEVERAGE IDEAS

Administratively Viable

- 1st grade start
- Bi-lingual (IDC)
- Mandarin special for all C site(s)
- Switch to 80/20 or 90/10
- 2 ES locations (drawing from full district)
- Signature School (full school CI)
- 1 ES site (full district enrollment)
- Maintain K start
- Maintain 50/50 dual language
Less Viable                                Potentially Viable                                                    More Viable
ADMINISTRATIVE PERSPECTIVE

Viability

ENTRY POINT

<table>
<thead>
<tr>
<th>Less Viable</th>
<th>Potentially Viable</th>
<th>More Viable</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the CI site(s) all students should have Mandarin as a special in place of Spanish.</td>
<td>3.5/70%</td>
<td></td>
</tr>
<tr>
<td>Kindergarten entry point (no change)</td>
<td>3.8/70%</td>
<td></td>
</tr>
<tr>
<td>1st Grade with Kinder Mandarin special in place of Spanish</td>
<td>3.3/60%</td>
<td></td>
</tr>
<tr>
<td>1st Grade (no Kindergarten Mandarin special)</td>
<td>2.3/20%</td>
<td></td>
</tr>
</tbody>
</table>

ADMINISTRATIVE PERSPECTIVE

Viability

ENTRY POINT
## Kindergarten Entry Point

**Viability**

<table>
<thead>
<tr>
<th>Entry Point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade (no Kindergarten Mandarin special)</td>
<td>2.3/20%</td>
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</tbody>
</table>

**Viability Scale**

1 = Most Favorable  
5 = Least Favorable
ADMINISTRATIVE PERSPECTIVE

Viability

ENTRY POINT

1st Grade (no Kindergarten Mandarin special) | 2.3/20%

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

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

At the CI site(s) all students should have Mandarin as a special in place of Spanish. | 3.5/70%

1 = Most Favorable
5 = Least Favorable
ADMINISTRATIVE PERSPECTIVE

Viability

TYPE OF PROGRAM

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Viability</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Maintain) 50/50 dual immersion</td>
<td>3.9/70%</td>
</tr>
<tr>
<td>Graduated approach--more of the day in Mandarin as students move through elementary. (Example: Kinder is 50/50, 5th is 80/20)</td>
<td>1.6/10%</td>
</tr>
<tr>
<td>Graduated approach--less of the day in Mandarin as students move through elementary. (Example: Kinder is 80/20, 5th is 50/50)</td>
<td>3.1/40%</td>
</tr>
<tr>
<td>Change to 80/20 (Mandarin/English)</td>
<td>3.1/50%</td>
</tr>
<tr>
<td>Change to 90/10 (Mandarin/English)</td>
<td>2.6/30%</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE PERSPECTIVE

Viability

TYPE OF PROGRAM

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

Graduated approach--less of the day in Mandarin as students move through elementary. (Example: Kinder is 80/20, 5th is 50/50) | 3.1/40%

Graduated approach--more of the day in Mandarin as students move through elementary. (Example: Kinder is 50/50, 5th is 80/20) | 1.6/10%

Change to 80/20 (Mandarin/English) | 3.1/50%

Change to 90/10 (Mandarin/English) | 2.6/30%

1 = Most Favorable
5 = Least Favorable
ADMINISTRATIVE PERSPECTIVE

Viability

TYPE OF PROGRAM

(Maintain) 50/50 dual immersion | 3.9/70% | 1.29
Graduated approach--more of the day in Mandarin as students move through elementary. (Example: Kinder is 50/50, 5th is 80/20) | 3.1/40% | 4.07
Graduated approach--less of the day in Mandarin as students move through elementary. (Example: Kinder is 80/20, 5th is 50/50) | 3.1/40% | 3.21
Change to 80/20 (Mandarin/English) | 3.1/50% | 3.07
Change to 90/10 (Mandarin/English) | 2.6/30% | 4.07

1 = Most Favorable
5 = Least Favorable
Viability

LOCATION

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%

Two sites—one in the northern part of the district, the second in the southern. Enrollment limited to the part (north/south) of the district in which a student resides. | 2.9/40%

Two sites—one in the northern part of the district, the second in the southern. Enrollment not limited to where a student resides. | 3.4/50%

"Signature School" where the entire school participates in immersion. | 3.6/70%
**Viability Location**

- **More Viable**
  - 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%

- **Potentially Viable**
  - Two sites—one in the northern part of the district, the second in the southern. Enrollment limited to the part (north/south) of the district in which a student resides. | 2.9/40%
  - Two sites—one in the northern part of the district, the second in the southern. Enrollment not limited to where a student resides. | 3.4/50%

- **Less Viable**
  - "Signature School" where the entire school participates in immersion. | 3.6/70%

**1 = Most Favorable**
**5 = Least Favorable**
Viability

LOCATION

One site—open to entire district. 3.0/40%  
2.64

One site—open to entire district—with possibility to grow to two sites in the future. | 2.7/50%  
2.86

Two sites—one in the northern part of the district, the second in the southern. Enrollment limited to the part (north/south) of the district in which a student resides. | 2.9/40%  
2.79

Two sites—one in the northern part of the district, the second in the southern. Enrollment not limited to where a student resides. | 3.4/50%  
2.79

“Signature School” where the entire school participates in immersion. | 3.6/70%  
3.86

1 = Most Favorable
5 = Least Favorable
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.)
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.)

NOTE: Change in Scale

1 = Very Low Support
5 = Very High Support
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.)

NOTE: Change in Scale

1 = Very Low Support
5 = Very High Support
We have a bit more information for you, then we will take time to discuss as a team and answer questions.
Administrative Decision Making

What will be considered by district administration after the BOE provides direction?
• **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.
• 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**.
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.
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.)
ONE SITE

KINDERGARTEN ENTRY

Proposal A

1ST GRADE ENTRY

Proposal C

ONE SITE with POSSIBLE FUTURE EXPANSION

Proposal B

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.

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.)
## 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.
**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.

<table>
<thead>
<tr>
<th>Proposal C Details</th>
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<td></td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Rating</th>
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</tr>
<tr>
<td>Proposal</td>
<td>Grade</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Proposal A</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Proposal B</strong></td>
<td>1+?</td>
</tr>
<tr>
<td><strong>Proposal C</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Proposal D</strong></td>
<td>1+?</td>
</tr>
</tbody>
</table>
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.
**QUESTION #1**
Which proposals do you favor more (or less?)

**QUESTION #2**
Rank the proposals from #1 to #4.
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?
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!!!