

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

**GROUP 1**

Astill  
Byard  
Cheung  
Wachtel

**GROUP 2**

Carlson  
Cantu  
Liou  
Meyers

**GROUP 3**

Bayouth  
Ganheart  
Lew  
Ray

**GROUP 4**

Knapp  
Pan  
Sandmoen  
Tavelli

**GROUP 5**

Duffy  
McMullen  
Ramsey  
Shaw

District  
Staff

District  
Staff

*Welcome back!*

front of room

\*Absent: Hurst

# 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 Small Group Work**

*We will spend time in table groups dialoguing about the ideas within the submitted proposals and identify commonalities and ideas with broader support. Additionally, we will evaluate ideas that bubble to top against our goals/non-negotiables.*

## **5:05 Whole Group Dialog**

*Table teams will share their thoughts and we will begin to find consensus around specific ideas within the proposals.*

## **5:25 Future Planning & Closing**

## **5:30 Meeting Adjourned**

# ENROLLMENT

## Wolf Springs

	K	1	2	3	4	5
2023-24	53	51	45	46	42	47
2022-23	53	50	47	43	49	33
2021-22	54	51	48	50	33	n/a
*2020-21	46	41	47	34	n/a	n/a
2019-20	54	54	40	n/a	n/a	n/a
2018-19	54	46	n/a	n/a	n/a	n/a
2017-18	43	n/a	n/a	n/a	n/a	n/a

## Valley Park

	K	1	2	3	4	5
2023-24	n/a	29	31	29	41	24
2022-23	32	33	33	41	31	n/a
2021-22	33	32	41	34	n/a	n/a
*2020-21	26	29	22	n/a	n/a	n/a
2019-20	53	47	n/a	n/a	n/a	n/a
2018-19	51	n/a	n/a	n/a	n/a	n/a

## Aubry Bend

CLA 6	27
Humanities	12
STEM	15

## 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.

# Goals for Today

- Understand and evaluate ideas within proposals
- Identify commonalities and ideas with broader support

## 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.



# Elementary Chinese Immersion Task Force

## SESSION FOCUS & PARKING LOT

### FOCUS

This session and the dialog should focus on **program structure, adjustments and programming.**

### PARKING LOT ITEMS

As ideas are shared around non-focus items, please capture them in your parking lot document for use later. Items that belong in the parking lot may include ideas and recommendations related to:

- specific program site
- teacher recruitment
- teacher assignment
- new family recruitment
- program communication



**PARKING LOT ATTENDANT** find your  
“Parking Lot” page on the table.

# Small Group

- Determine individual priorities within initial proposals
- Dialog within the small group
- Find consensus within the group
- Evaluate top ideas using goals/non-negotiables

# Elementary Chinese Immersion Task Force

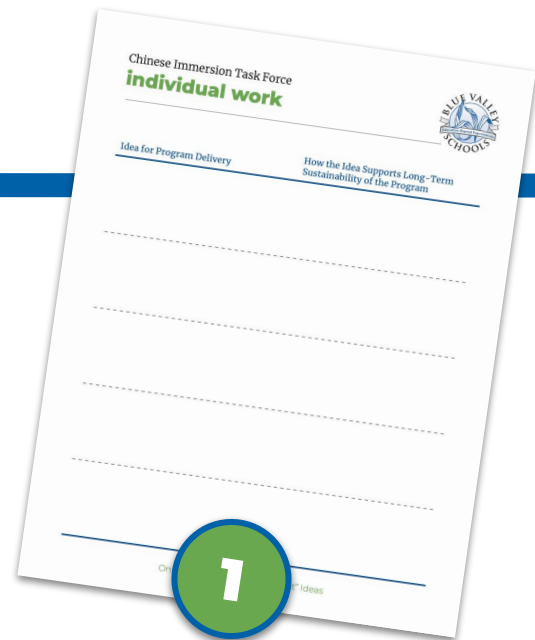
## INDIVIDUAL WORK

### You will need:

- pen/pencil
- document titled “individual work”
- packet of proposals

### Task:

- **Determine the top 3-5 ideas** that you believe deserve further consideration.
- **Focus on ideas** within proposals, not proposals in their entirety.
- Identify how these ideas accomplish the **goals of increasing long-term sustainability** of the program.
- **Prepare to share** a summary of your thoughts with your small group.



# Elementary Chinese Immersion Task Force

## INDIVIDUAL WORK

<<5:00->>

### Task:

- **Determine the top 3-5 ideas** that you believe deserve further consideration.
- **Focus on ideas** within proposals, not proposals in their entirety.
- Identify how these ideas accomplish the **goals of increasing long-term sustainability** of the program.
- **Prepare to share** a summary of your thoughts with your small group.

The worksheet is titled "Chinese Immersion Task Force individual work" and features a logo for "Blue Valley Schools". It contains a table with two columns: "Idea for Program Delivery" and "How the Idea Supports Long-Term Sustainability of the Program". Below the table, there is a large green circle with the number "1" inside, and the text "1st Ideas" next to it.

# Elementary Chinese Immersion Task Force

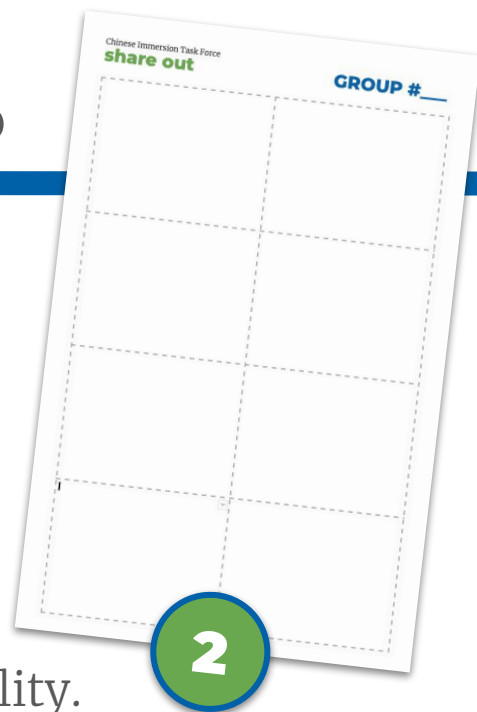
## SHARE OUT WITH SMALL GROUP

### You will need:

- document titled “individual work”
- packet of proposals
- **RECORDER** will need document titled “small group share-out”

### Task:

- Each member takes **2 minutes to share out the ideas** they identified and why the ideas enhance sustainability.
- All members **listen and take notes** as desired.
- **TIME KEEPER** keeps the conversation moving at 2-minute intervals.
- **RECORDER** will record individual ideas mentioned among members and tally the number of instances.
- **PARKING LOT ATTENDANT** records ideas that fall outside the focus of program structure.



2

# Elementary Chinese Immersion Task Force

## SHARE OUT WITH SMALL GROUP

Chinese Immersion Task Force

**share out**

**GROUP #** \_\_\_\_

*First grade start - //*

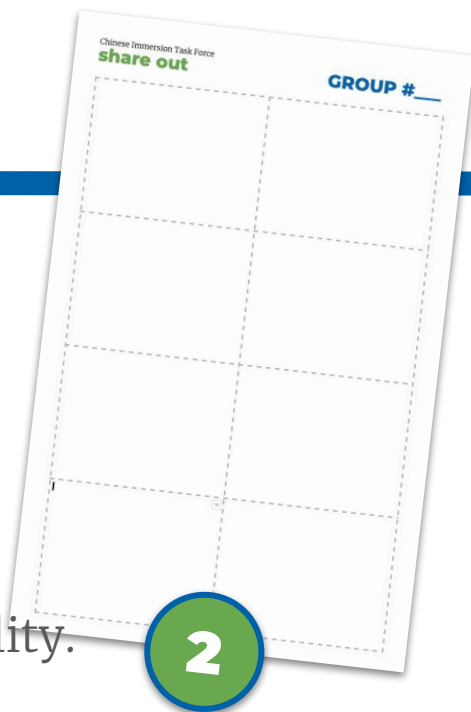
# Elementary Chinese Immersion Task Force

## SHARE OUT WITH SMALL GROUP

<<2:00->>

### Task:

- Each member takes **2 minutes to share out the ideas** they identified and why the ideas enhance sustainability.
- All members **listen and take notes** as desired.
- **TIME KEEPER** keeps the conversation moving at 2-minute intervals.
- **RECORDER** will record individual ideas mentioned among members and tally the number of instances.
- **PARKING LOT ATTENDANT** records ideas that fall outside the focus of program structure.



# Elementary Chinese Immersion Task Force

## PRIORITIZE & DIALOG

### You will need:

- Ten (10) dot stickers per member
- Document titled “small group share-out”



### Task:

- **EACH MEMBER** will “spend” their dots by **marking those ideas they favor the most** however they wish.
- Once all dots have been placed, the group will **discuss the ideas** with the most support.
- At the end of the time, the group will have **identified their top three** (3) ideas to put forth to the whole group including the reasoning that aligns to the goal of long-term sustainability.





# Elementary Chinese Immersion Task Force

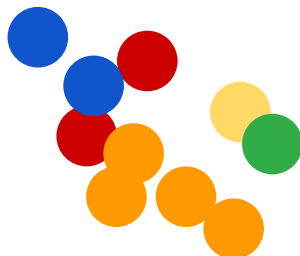
## SHARE OUT WITH SMALL GROUP

Chinese Immersion Task Force

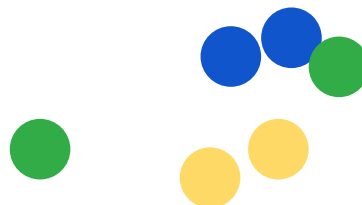
**share out**

**GROUP #**     

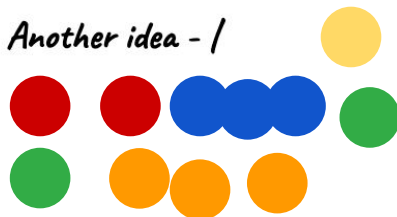
*A great idea - //*



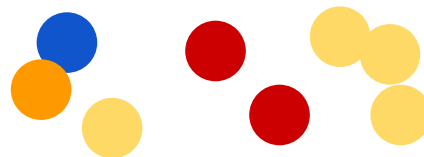
*Another idea - ///*



*Another idea - /*



*Another idea - ///*



# Elementary Chinese Immersion Task Force

## PRIORITIZE & DIALOG

<<10:00->>



### Task:

- Each member will “spend” their dots by **marking those ideas they favor the most** however they wish.
- Once all dots have been placed, the group will **discuss the ideas** with the most support.
- At the end of the time, the group will have **identified their top three** (3) ideas to put forth to the whole group including the reasoning that aligns to the goal of long-term sustainability.



# Elementary Chinese Immersion Task Force

## ALIGNMENT RUBRIC

### You will need:

- **RECORDER** will need pen/pencil
- Document titled “alignment rubric”

### Task:

- As the process is facilitated, work as a group to score each idea on the rubric.
- Place any notes or information that doesn't fit into the rubric in the notes section on the back page.
- The **RECORDER** will record the team's responses and notes.

Chinese Immersion Task Force  
**alignment rubric**



**Idea #1:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**Idea #2:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase



# Elementary Chinese Immersion Task Force

## SHARE OUT WITH SMALL GROUP

### Chinese Immersion Task Force alignment rubric



**Idea #1:** *Write a summary statement for the idea.*  
*Example: "First grade start."*

<b>Q1: Staffing</b>	Decrease	Maintain	Increase
<b>Q2: Licensure</b>	Decrease	Maintain	Increase
<b>Q3: Core Academics</b>	Decrease	Maintain	Increase
<b>Q4: Expenditures</b>	Decrease	Maintain	Increase
<b>Q5: Facilities</b>	Decrease	Maintain	Increase
<b>Q6: Student Outcomes</b>	Decrease	Maintain	Increase

# Elementary Chinese Immersion Task Force

## ALIGNMENT RUBRIC

### Q1: Staffing

How does the idea increase or decrease program sustainability due to the number of staff (licensed teachers and/or paras) needed for the program?

Chinese Immersion Task Force  
**alignment rubric**



**Idea #1:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**Idea #2:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**3**

# Elementary Chinese Immersion Task Force

## ALIGNMENT RUBRIC

### Q2: Licensure

How does the idea increase or decrease program sustainability due to the type of licensure required for teachers in the program?

Chinese Immersion Task Force  
**alignment rubric**



Idea #1:			
Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

Idea #2:			
Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

3


# Elementary Chinese Immersion Task Force

## ALIGNMENT RUBRIC

### Q3: Core Academics

How does the idea increase or decrease the program's sustained focus on core academic subjects (ELA, math, science and social studies?)

Chinese Immersion Task Force  
**alignment rubric**



**Idea #1:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**Idea #2:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**3**


# Elementary Chinese Immersion Task Force

## ALIGNMENT RUBRIC

### Q4: Expenditures

How does the idea increase or decrease program sustainability with respect to program-specific expenditures required for the program?

Chinese Immersion Task Force  
**alignment rubric**



**Idea #1:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**Idea #2:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**3**



# Elementary Chinese Immersion Task Force

## ALIGNMENT RUBRIC

### Q6: Student Outcomes

How does the idea increase or decrease the likelihood of achieving the program's sustained goal of success on the AP Chinese test in high school?

Chinese Immersion Task Force  
**alignment rubric**



**Idea #1:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**Idea #2:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**3**

# Elementary Chinese Immersion Task Force

## ALIGNMENT RUBRIC REFLECTION

### You will need:

- Document titled “alignment rubric”

### Task:

- Individually take 2 minutes to review and reflect on the scores.
- As a team share out 1-2 insights from this rubric activity.
- **TIMER** will make move conversation to a group conversation after first two minutes.
- Note that this rubric and the insights will be used in the next step of the process.

Chinese Immersion Task Force  
**alignment rubric**



**Idea #1:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**Idea #2:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase



# Elementary Chinese Immersion Task Force

## ALIGNMENT RUBRIC REFLECTION

# <<2:00->>

### Task:

- Individually take 1 minute to review and reflect on the scores.
- As a team share out 1-2 insights from this rubric activity.
- **TIMER** will make move conversation to a group conversation after first minute.
- Note that this rubric and the insights will be used in the next step of the process.

Chinese Immersion Task Force  
**alignment rubric**



**Idea #1:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**Idea #2:**

Q1: Staffing	Decrease	Maintain	Increase
Q2: Licensure	Decrease	Maintain	Increase
Q3: Core Academics	Decrease	Maintain	Increase
Q4: Expenditures	Decrease	Maintain	Increase
Q5: Facilities	Decrease	Maintain	Increase
Q6: Student Outcomes	Decrease	Maintain	Increase

**3**

# Whole Group

- Share ideas and reasoning.
- Identify commonalities.

# Elementary Chinese Immersion Task Force

## TOP 3

### You will need:

- **RECORDER** will need pen/pencil
- Document titled “small group top three”

### Task:

- Share out your small group top three.
- Provide the rationale and reasons the ideas increase the long-term sustainability of the program.
- The **SPEAKER** will have 3 minutes to share information.
- The **RECORDER** will record the team’s responses and notes; these notes will be collected.

Chinese Immersion Task Force  
**small group top three**

Team members:

Idea #1

This idea enhances the program's long-term sustainability because it:

- ☐ addresses the staffing difficulties through the staffing number.
- ☐ addresses the staffing difficulties through the required licensure.
- ☐ maintains or reduces the needed facility space.
- ☐ maintains or reduces program-specific expenditures.
- ☐ other: \_\_\_\_\_

Other notes:

4

# Elementary Chinese Immersion Task Force

## SHARE OUT WITH SMALL GROUP

### Idea

*Write a summary statement for the idea.*

### #1

*Example: "First grade start."*

**This idea enhances the program's long-term sustainability because it:**

- ☒ addresses the staffing difficulties through the staffing number.
- ☐ addresses the staffing difficulties through the required licensure.
- ☒ maintains or reduces the needed facility space.
- ☒ maintains or reduces program-specific expenditures.
- ☐ other: \_\_\_\_\_

**Other notes:**

# Elementary Chinese Immersion Task Force

## TOP 3

<<10:00->>

### Task:

- Share out your small group top three.
- Provide the rationale and reasons the ideas increase the long-term sustainability of the program.  
The **SPEAKER** will have 3 minutes to share information.
- The **RECORDER** will record the team's responses and notes; these notes will be collected.

Chinese Immersion Task Force  
**small group top three**

Team members:

Idea #1

This idea enhances the program's long-term sustainability because it:

- ☐ addresses the staffing difficulties through the staffing number.
- ☐ addresses the staffing difficulties through the required licensure.
- ☐ maintains or reduces the needed facility space.
- ☐ maintains or reduces program-specific expenditures.
- ☐ other: \_\_\_\_\_

Other notes:

4

1st grade start - ||||

(possible K special)  
(possible 50/50 split)  
bi-lingual IDC - ||||

(w/ experience?)

- Mandarin special for all @ site(s) - |
- Switch to 80/20 or 90/10 - ||  
(possible taper) C E C E
- 2 ES locations (drawing from full district)
- "Signature" school (full school CI) - |
- 1 ES site (full district enrollment) - ||  
(possible growth 2 sites)
- Maintain K start - |
- Maintain 50/50 dual language - |



## **HOMEWORK**

# **Individual Input**

- Remark on sustainability of each top idea.
- Remark on support for each top idea.
- Provide advice to district administration.

# Elementary Chinese Immersion Task Force

## INDIVIDUAL INPUT

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### You will need:

- **TECH DEVICE** to submit your responses.

### Task:

- You will provide your **individual input on the top ideas** shared by the committee members.
- You will also have the opportunity to share additional information you feel useful for district administrators.
- The link to provide this input will be sent out by tomorrow.
- Please provide this individual input by **Tuesday, September 5th.**

## Elementary Chinese Immersion Task Force

# **CLOSING & FUTURE ITEMS**

- Recap of today's meeting
- Preview of September meeting
- Communication

## 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](https://bluevalleyk12.org/immersion)

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

# ESTIMATED TIMELINE

**MARCH  
28** Introduction to Task Force/Goals/Process  
Identify How We Will Arrive at Options

**APRIL  
25** Identify the Problem to Solve  
Identify Goals/Priorities

**JUNE  
7** Zoom Meeting  
Process for Submitting Proposals

**AUGUST  
29** Understand and Evaluate Initial Proposals  
Find commonalities and Prioritize Ideas

**SEPTEMBER  
19** Continue to Evaluate and Refine Ideas/Proposals

**OCTOBER  
24** Arrive at Options to Present to the BOE

**NOVEMBER  
9** **BOARD of EDUCATION MEETING**  
Present Task Force Recommended Options

# Elementary Chinese Immersion **TASK FORCE**

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**NEXT MEETING**

**19 SEPTEMBER 2023**

4:00-5:30 | Blue Valley Board of Education Room

*Thank you.*

