

FUTURE OPTION PROPOSALS



Contained in this file are all proposals that were submitted by Chinese Immersion Task Force members. These will form the basis of finalized options presented to the Board of Education. Each proposal was named after a color and the author's name was removed.

NOTE: These proposals are not final options that will be presented to the Board of Education. They are ideas from individual committee members and in process. Over the course of the next couple of meetings they will undergo evaluation and refinement by the full committee. The final proposals that will be submitted to the Board for consideration will be made available to the public at the time they are determined.

To jump to a specific proposal, click on the name below:

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Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

Only Task Force members
may submit proposals.

Aqua Proposal

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

My proposal includes consolidating the Chinese Immersion program by moving it to one location instead of having it offered at multiple locations. I suggest we consider Wolf Springs to be its sole location. WSE has experience in operating the CI program and the WSE community has embraced the program since its inception. With many WSE families moving to Aspen Hill, this will open up additional capacity within the school to gradually expand WSE's CI offerings. Other potential sites worth considering should include Valley Park and Aspen Hill. Nontraditional locations, such as Hilltop, CAPS, and hybrid/virtual solutions will be worth considering, though logistics issues will need to be discussed thoroughly.

I also propose we consider forming a CI task force subcommittee to support the BVSD administrators in identifying and securing skilled CI instructors.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3 = Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
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Aqua Proposal

To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?

☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Does Mandarin instruction occur within the assigned times of the elementary instructional school day?

☒ Yes
☐ No

To what extent does your proposal allow for students supported through the following services to access the program?

- Gifted Education
- Special Education
- General Education
- English to Speakers of Other Languages (ESOL)

☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?

☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.

☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Does your proposal meet the requirement that teacher salaries and benefits may not

☒ Yes
☐ No

be privately funded or exceed the parameters set forth by the negotiated agreement?

To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?

- ☒ Yes
☐ No

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Facilities <i>Does your proposal represent a change in where students participate in the program?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Staffing	<input checked="" type="checkbox"/> Yes	

Does your proposal represent a change in the number of teachers in the program? ☐ No

Staffing ☒ Yes
Does your proposal represent a change in the required licensure of teachers in the program? ☐ No

Current Students ☐ Yes
Does your proposal represent a change in the anticipated experience of current CI students? ☒ No

Curriculum & Resources ☐ Yes
Does your proposal represent a change in the curriculum and/or resources required for the program? ☒ No

Entry Point ☐ Yes
Does your proposal represent a change in the grade level in which students enter the program? ☒ No

Program Type ☐ Yes
Does your proposal represent a change in the type of elementary program?
(e.g. 90/10 immersion, specials model, etc.) ☒ No

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

I have had numerous conversations with educators, administrators, and parents within the district and outside of the district and all of them said that a “one location” model should be strongly considered as a part of any viable, long term solution. Focusing on one location has the potential to ease the burden of resources, staffing, etc. Marketing the program to just one location will simply be easier. Communications with the CI program should improve....I have heard many anecdotal stories of one message being shared at one location and a different message being shared at the other one.

Challenges with this proposed solution include:

Transportation of students: For example, if WSE is chosen as the location, then this will pose a significant challenge for prospective students from the northern Blue Valley. Transportation issues will likely result in some students choosing to drop out of the program (or not apply to it) due to its location.

Capacity issues with adding additional CI classrooms to a new location: Moving students from two schools to one will clearly create some potential capacity issues. If WSE is chosen as the one location, then this could be mitigated by looking at alternative locations within the district for Early Childhood classes. The “one location” model approach is implemented over the span of several years instead of one year, which can also help.

Staffing issues with current CI instructors: I believe this can be resolved by reassigning instructors to non-CI classrooms within the BV elementary schools or shifting them to middle and (eventually) high school CI curricula.

This potential solution is far from perfect. There will be many families that will potentially be adversely affected by this solution (my family included). However, I think consolidation is the most financially viable solution.

I believe this solution will indirectly solve our current issues with identifying staffing because if we need to contract to just one CI classroom per grade level, we will have the ability to do it since the program will be available in just one location. However, I also believe we need to widen our net and more aggressively speak to other CI programs throughout the country (and the world) to try to build relationships to try to identify potential skilled CI instructors. It will be difficult for BV staff to do this on their own, which is why I also propose we form a CI task force subcommittee whose sole purpose is to identify potential programs/pipelines and make the introduction.

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

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BLACK PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

In (American) community colleges, students who are ultimately pursuing a bachelor's degree must choose a four-year college to transfer to when they complete their associate degree. As someone who attended community college for my first two years of schooling, I remember college representatives from all around Kansas and Missouri coming to our campus to recruit us. These representatives shared the benefits of choosing their institution and encouraged us to apply with their school above other colleges.

In Mainland China and specifically in Hong Kong, students attend community colleges that are similar to (and modeled after) American community colleges. (Raby, & Valeau, 2009, p. 157–158) These Chinese community college students may be interested in finishing a four-year education at a college in the U.S., especially if they knew some of their tuition may be covered and if they had a guaranteed career when they reached graduation. Similarly, high school students in China may be eager to attend a four-year American college if they were offered the same opportunity.

My proposal is that:

*Blue Valley (BV) first pursues partnership with a local college (ie. Baker University, University of Kansas, etc.) The goal would be for BV to join forces with a college and work together with them to recruit Chinese students who are willing to complete a teaching education here in the U.S.

*Blue Valley and the partnering college would use marketing strategies to reach and persuade high school students and community college students in Mainland China to finish a teaching degree here in the U.S.

*A scholarship opportunity would be presented to the prospective students that would involve something like the following:

“Scholarship and Career Opportunity! Come attend _____ College and receive your teaching degree. If upon

graduating, you agree to teach for Blue Valley Schools for five years, \$ ____ amount of your tuition will be covered!”

Why could this work?

**Colleges may be willing to engage in a partnership like this if Blue Valley helps them recruit students. Blue Valley would be primarily responsible for marketing and reaching these prospective students. (Strategies for marketing linked at the bottom)*

**Chinese students would be offered not only a scholarship, but a guaranteed job at the end of graduation*

Other thoughts:

**If new students are successfully recruited, the partnering college may be willing to work with Blue Valley to provide these students scholarship opportunities (this could help cover the reimbursement bill at the time of new teacher graduation)*

**At the end of the five-year teaching agreement, Chinese teachers could be offered bonuses/incentives if they sign new agreements*

**Existing Chinese teachers in BV could potentially help with overseas networking*

**To help share the workload of marketing, CAP students who are interested in marketing may be able to learn and manage some of this*

Sites with Marketing Strategies for Recruiting Chinese Students

-<https://www.myedufair.com/chinese-student-recruitment-tools-and-services>

-<https://marketingtochina.com/ultimate-guide-recruiting-chinese-students/>

-<https://www.enlybee.com/a-full-guide-to-recruit-chinese-students/#:~:text=you%20could%20include%3A-Leverage%20Online%20Platforms%20%2F%20Social%20Media,Weibo%2C%20WeChat%2C%20and%20Baidu.>

Reference

Raby, R. L., & Valeau, E. J. (2009). Community college models: Globalization and higher education reform. Springer Science & Business Media.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3 = Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?	5 4 3 2 1	Chinese teachers would receive teacher training at a trusted institution. They could also be encouraged to student teach at Blue Valley so they could learn from BV teachers and be trained in district philosophy
Does Mandarin instruction occur within the assigned times of the elementary instructional school day?	Yes No	
To what extent does your proposal allow for students supported through the following services to access the program? <ul style="list-style-type: none"> • Gifted Education • Special Education • General Education • English to Speakers of Other Languages (ESOL) 	5 4 3 2 1	Chinese teachers would receive teacher training at a trusted institution. They could also be encouraged to student teach at Blue Valley so they could learn from BV teachers and be trained in district philosophy
To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?	5 4 3 2 1	Unsure
To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.	5 4 3 2 1	

Does your proposal meet the requirement that teacher salaries and benefits may not be privately funded or exceed the parameters set forth by the negotiated agreement?	Yes No	Outside of offering bonuses/stipends offered for renewing teacher agreements
To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.	5 4 3 2 1	Unsure
Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?	Yes No	Graduating high school students from China are not only fluent Mandarin speakers, but they are more often fluent with using the Chinese alphabet and will be able to instruct students in Mandarin stroke. Teachers from Taiwan sometimes use a different writing system and are not trained in this area.

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation Does your proposal represent a change in how students are/are not transported to the program site?	Yes No	
Facilities Does your proposal represent a change in where students participate in the program?	Yes No	

Staffing <i>Does your proposal represent a change in the number of teachers in the program?</i>	Yes No
Staffing <i>Does your proposal represent a change in the required licensure of teachers in the program?</i>	Yes No
Current Students <i>Does your proposal represent a change in the anticipated experience of current CI students?</i>	Yes No
Curriculum & Resources <i>Does your proposal represent a change in the curriculum and/or resources required for the program?</i>	Yes No
Entry Point <i>Does your proposal represent a change in the grade level in which students enter the program?</i>	Yes No
Program Type <i>Does your proposal represent a change in the type of elementary program? (e.g. 90/10 immersion, specials model, etc.)</i>	Yes No

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

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may submit proposals.

BLUE PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

- The Chinese Immersion program will continue as a 50/50 model in two locations (one in the North and one in the South) with two classes per grade level at each site.
- The CI program will begin in first grade at both locations allowing students time to adjust to being in school and give parents the opportunity to learn more about the program and decide if it is the right choice for their student.
- The CI program will use the lottery system with both locations for incoming kindergarteners allowing students the opportunity to transfer to the appropriate immersion school for their kindergarten year, allowing for a smoother transition to 1st grade.
- Both locations will share two IDCs one for the Traditional teachers/English side and another that is a fluent Mandarin speaker who has first hand experience in teaching Chinese Immersion.
- Mentorship program for teachers new to the program (not just teachers that are new to teaching): pairing new teachers with teachers who have been in the program longer to help them adjust to how immersion works.
- Para to teacher pipeline – we currently have paras that are working toward becoming licensed teachers and it would be great if we could make that a more streamlined process.
- Utilize the interstate compact to recruit teachers for both sides of CI.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3 = Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	The program will continue to be 50/50 prioritizing instruction in both English and Chinese.
Does Mandarin instruction occur within the assigned times of the elementary instructional school day?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
To what extent does your proposal allow for students supported through the following services to access the program? <ul style="list-style-type: none"> • Gifted Education • Special Education • General Education • English to Speakers of Other Languages (ESOL) 	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Starting the program in 1st grade will allow teachers/staff/families the opportunity to assess the needs of their students during their Kindergarten year. Students will be allowed to be part of the program no matter any services they may need.
To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	By having the program begin in 1st grade it will reduce the number of teachers required for the program by 4 teachers. Utilizing the interstate compact to recruit teachers will make it easier to find licensed teachers by not just looking in Kansas.

Kansas license for their district assigned position and speak fluent Mandarin.

Does your proposal meet the requirement that teacher salaries and benefits may not be privately funded or exceed the parameters set forth by the negotiated agreement?

☒ Yes
☐ No

To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.

☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

The proposal suggests reducing the number of teachers and paras for the program by no longer having Kindergarten which would lower current expenses and the change of having two full time IDCs split between the buildings rather than one full time for each would keep the same cost but better support our Chinese Teachers.

Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?

☒ Yes
☐ No

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Facilities Does your proposal represent a change in where students participate in the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Staffing Does your proposal represent a change in the number of teachers in the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There will be no Kindergarten at either location which would mean a total of 4 less teachers and 4 less paras.
Staffing Does your proposal represent a change in the required licensure of teachers in the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Current Students Does your proposal represent a change in the anticipated experience of current CI students?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Curriculum & Resources Does your proposal represent a change in the curriculum and/or resources required for the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Some adjustment may be required as 1st grade students would not have learned the language previously and therefore vocabulary would need to be moved around to best support student learning.
Entry Point Does your proposal represent a change in the grade level in which students enter the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students would enter the program in 1st grade
Program Type Does your proposal represent a change in the type of elementary program? (e.g. 90/10 immersion, specials model, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

Only Task Force members
may submit proposals.

BROWN PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

1. The Chinese Immersion Program will continue as a 50/50 immersion program model and will continue to be housed in at least two locations in the BVSD (with at least one in the north and one in the south) to ensure as equal access as possible to the program across the school district. There will continue to be two classes per grade level per immersion site.
2. The CI program will start in 1st grade at all locations to ensure equality between sites. There will be an option to open a kindergarten start once the program is strong enough to support all grade levels at all immersion sites
3. As the program grows, it can expand to additional elementaries and/or different languages.
4. The CI program will continue using the lottery system with incoming kindergarteners (even though CI won't start until 1st grade), thus allowing students the opportunity to transfer to the appropriate immersion school for their kindergarten year.
5. All students in an elementary school that houses a CI program will take a Mandarin Language Special (this will replace the Spanish Language Special).
6. All locations that house the CI immersion program will be open to transfers with preference given to students within the specific school's site's boundaries, then preference to those students in the immersion school's high school feeder system. This will allow all immersion sites to fill their open slots while allowing those outside the elementary school's boundaries a chance to apply as well.
7. Boundaries of immersion schools may need to be adjusted from time to time to ensure all immersion schools do not become overcrowded and have room to allow immersion to continue.
8. A designated point of contact for the CI program will be created at the district level to connect the program and the district, so that the program's specific and unique needs can be understood and met across the program. This can be done through a specific Instructional Design Coach position for the whole CI program filled by an individual who has first hand experience teaching a CI

- classroom and is bilingual.
9. Current CI teachers will be involved with the hiring process of new CI teachers/staff to ensure that the specific and unique needs of the program are being conveyed to potential new hires correctly.
 10. The number of paras in the program will be dependent on grade level and number of students in a class.
 11. Data will be collected to track where students are transferring from to get a better idea of the programs' needs and desirability. Also tracking why students leave the program, so adjustments can be made as needed to ensure the success of the program.
 12. Propose a higher goal than passing the AP exam for Immersion students.
 13. Utilize the interstate compact to recruit CI teachers.
 14. The district can partner with a local college/university to create an immersion teaching program that will fill BVSD needs for immersion teachers.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3 = Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The CI program will continue to be taught in a 50/50 model. Core curriculum will continue to be taught in English and Mandarin.</i>
Does Mandarin instruction occur within the assigned times of the elementary instructional school day?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Mandarin instruction will be provided during Mandarin Specials to <u>ALL</u> students (traditional and immersion students) at the immersion school building during their Specials' time.</i> <i>Mandarin instruction will occur during the 50/50 model of the CI program that will start in first grade with the option to start in kindergarten as the program becomes</i>

stronger.

To what extent does your proposal allow for students supported through the following services to access the program?

- Gifted Education
- Special Education
- General Education
- English to Speakers of Other Languages (ESOL)

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Starting the CI program in 1st grade will allow teachers/staff/families a chance to assess students' needs during their kindergarten year.

Moving to a first grade start will allow students to become acclimated to their school environment and to understand school expectations prior to half their day being in Mandarin.

To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

With the CI program starting in 1st grade, this will reduce the teacher need for CI by 4 teachers and the number of paras by 4.

Switching the Language Special's over to Mandarin from Spanish for the whole school will not change the license needed for this teacher.

Utilizing the Interstate Teacher Mobility Compact to recruit CI teachers will help take a load off of finding appropriately licensed teachers in just the state of KS. Additionally, the district can partner with a local college/university to create an immersion teaching program that will fill BVSD needs for immersion teachers.

Does your proposal meet the requirement that teacher salaries and benefits may not be privately funded or exceed the parameters set forth by the negotiated agreement?

- ☒ Yes
☐ No

To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

The proposal suggests reducing the number of paras depending on the grade level and number of students in each classroom, but to ensure there is at least one Chinese para for each grade level at each school to assist with reinforcement of the language and to assist substitutes on days when a Chinese speaking substitute is not available.

There will be 4 less teachers and 4 less paras needed with a 1st grade start.

Creating a POC for the CI program , such as a specific IDC for the whole program, can reduce other staffing needs such as multiple IDCs and a consultant.

Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?

- ☒ Yes
☐ No

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Facilities <i>Does your proposal represent a change in where students participate in the program?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>This proposal is open to other suggested sites to house the Chinese Immersion Program other than the current locations at this time, including one consolidated site that is in the middle of the district, as long as the number of overall classrooms is not reduced (4 classes per grade level) and access to the program is as equal as possible across the district.</i>
Staffing	<input checked="" type="checkbox"/> Yes	<i>There will be no kindergarten Immersion teachers/paras until the program has</i>

Does your proposal represent a change in the number of teachers in the program?	<input type="checkbox"/> No	grown to support the expansion of the program to kindergarten at all schools as well as the teacher pipeline has grown stronger.
Staffing Does your proposal represent a change in the required licensure of teachers in the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There will not be a need for kindergarten teachers with this proposal, though if the program continues to grow and the teacher pipeline strengthens, opening kindergarten back up is a desired option.
Current Students Does your proposal represent a change in the anticipated experience of current CI students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Current CI students would get a language specials class in Mandarin just like the rest of the school. It can still be world culture themed, but it will be in Mandarin instead of English.
Curriculum & Resources Does your proposal represent a change in the curriculum and/or resources required for the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	It will change the resources required for the language specials at the immersion schools. Schools that house Chinese Immersion will offer Mandarin as the language special to <u>ALL</u> students at the school.
Entry Point Does your proposal represent a change in the grade level in which students enter the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students enter the program in 1st grade, but as the program grows, becomes stronger and more sustainable, and the Immersion teacher pipeline becomes more stable and reliable, the entry point will change to kindergarten. The kindergarten start will increase bilingualism and biliteracy compared to a 1st grade start.
Program Type Does your proposal represent a change in the type of elementary program? (e.g. 90/10 immersion, specials model, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The model will continue as a 50/50 model

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

- **Regarding starting the program in 1st grade:**
 - This is a temporary option until the program is sustainable at ALL locations for a kindergarten start. Having the option to start kindergarten at just one location provides an unequal opportunity for those who have the means to attend the site offering the program in kindergarten compared to those who do not have the means and must start the program in 1st grade at a different location.
 - Both immersion sites need to be equal in how it is run or one site will be seen as “better” than another site.
- **Traditional kindergarten students starting the school year in 2023/24,** will get the option to join the immersion program their 1st grade year.
 - This specifically will ensure that the group of kindergarteners at VPE who could not be in CI for the 2023/24 school year will get the opportunity to join the program just as their WSE peers who got to join their 2023/24 kindergarten school year.
 - The fact that the current two immersion sites are not equal in start dates for the program, demonstrates an inequality within the program.
- **Regarding transfers:**
 - Transfers need to be allowed so that ALL immersion sites can fill their open positions. This will make the program more financially responsible as well.
 - Expecting one elementary school to fill its program with only students from within its own elementary boundaries sets that site up for failure. It does not show the program is being supported
 - To make the opportunity to be part of the CI program as equal as possible across the district, both locations need to be open to transfers.
 - Transfers within the school boundaries and then the high school feed system can be shown preference to assist with the possibility of overcrowding at the high school level.
- **Regarding Mandarin Language Special for ALL students at an immersion school:**
 - All students in an elementary school that houses a CI program will take a Mandarin Language Special (this will replace the Spanish Language Special).
 - This will allow all kindergarteners and their families to start learning about and becoming familiar with Mandarin and the CI program before their 1st grade year.
 - This can provide valuable information to those families who are unsure if the CI program is a good fit for their student as well.
 - This will also provide a connection across the whole school and help strengthen the school’s community.
- **Regarding the lottery for this proposal:**
 - The CI program will continue the lottery system with incoming kindergarteners.
 - This will allow students the opportunity to transfer to the appropriate immersion school for their kindergarten year. This will ensure a smoother transition for students going into immersion in 1st grade.
 - Families will get a chance to learn more about the CI program during their student’s kindergarten year, including seeing it in action and interacting with current CI families/students. Students will get a chance to taste the language during their Mandarin specials.
 - Families that signed up for the CI program will confirm their spots during their student’s kindergarten year, and if there are any spots still left to fill, a lottery will occur during the students’ kindergarten year to fill any spots that are still open.
 - Both sites will be open to transfers, with preference given to those students within the location’s boundaries and then the

feeder high school boundaries.

- **Regarding a designated point of contact for the CI program being created at the district level to connect the program and the district:**
 - This can be done through a specific Instructional Design Coach position for the whole CI program filled by an individual who has first hand experience teaching a CI classroom and is bilingual.
 - This proposed position can replace a current position if needed, such as the current IDC position and/or the consult position. This can reduce the cost of the overall program.
- **Regarding the number of paras supporting the program:**
 - The number of paras in the program will be dependent on grade level and number of students in a class.
 - The earlier grade levels, to at least 2nd grade, will have paras for both English and Chinese classrooms at each immersion location to assist with the larger number of students, testing and language reinforcement.
 - Each upper grade level at each location will have at least one para who speaks Chinese to assist in the reinforcement of the Mandarin language in the classroom, especially with small groups and on days where a Chinese substitute is not available. When grade levels have more than a certain percentage of immersion students (percentage to be determined with assistance of CI teachers), there will be two paras
 - CI Teachers will be part of the decision on how to determine the number of paras needed at each grade level.
- **Regarding CI teachers being more involved with the hiring process of new CI teachers/staff:**
 - This will ensure that the specific and unique needs of the program are being conveyed to potential new hires correctly.
 - Current CI teachers can assist with how open positions are advertised (such as the wording or where to post job descriptions)
 - Allow current CI teachers to be part of the interview process. The English and Chinese teachers work very closely together. It is important that they can communicate and work together effectively.
 - Current CI teachers can assist with new hire training for both teachers and paras.
 - A mentorship will start pairing current CI teachers with new CI teachers, as well as current CI paras with new CI paras.
- **Regarding the proposal of a higher goal than passing the AP exam for Immersion students:**
 - Passing the AP exam is already an attainable goal for students who start language learning later in their school career.
 - Seal of biliteracy or International baccalaureate are possible suggestions.
- **Immersion families are creating a 501c3 to help support BVSD Immersion Programs: a few areas this non-profit will focus on are:**
 - promoting the program
 - providing grants to Immersion teachers
 - connecting families across the district

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

Only Task Force members
may submit proposals.

GRAY PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

I am proposing a Chinese Immersion program option that addresses staffing issues and program equitability between schools offering the program. There are two main areas of concern. The first concern is with retention of highly qualified certified educators to provide instruction in english. The second concern is the ability to attract students and meet the numbers required to continuously offer the immersion program. This proposal will address both concerns.

Proposal Part One

Begin Chinese Immersion at the First Grade Level

Pros

- Reduction chinese educator, english educator and two paraprofessionals per location
- Typical kindergarten class sizes leading to more individualized instruction
- Parents and teachers learn about some student needs before enrolling in chinese
- Maintains pathway to program goals for final outcome of passing AP test
- Eliminates program costs for Kindergarten level

Cons

- One year reduction in dual language instruction
- One year reduction in the one year late for the benefit of early second language introduction
- Need for transfer after Kindergarten to different school

Proposal Part Two

Program Relocation – elementary with lower enrollment in North & Northwest HS feeder area

Pros

Increases student opportunity to enroll
 Addresses equitability of class sizes between program locations
 Less disparity of class sizes improves staff morale leading to higher retention
 Addresses building overcrowding
 Could increase enrollment at schools experiencing slowing enrollment

Cons

Current students would need to transfer
 Burden on parents to transport students farther

Proposal Part Three

Addressing Teacher Retention

During interview process invite candidates to observe classroom
 IDCs at both locations assist with prioritizing instruction in English classrooms
 Offer program certified staff one time retention bonus at beginning of second year of \$1000
 Continue teaching stipend due to class sizes

Pros

Promotes realistic job expectations
 Additional monetary compensation to improve staff consistency
 Support from experienced IDC increases productivity and morale

Cons

Increases program expense when paying out earned retention bonus

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

5 = Significantly improves program sustainability
 4 = Improves program sustainability
 3 = Maintains program sustainability
 2 = Reduces program sustainability
 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
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<p>To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>This proposal increases sustainability in core curriculum areas through staff retention and maintaining equitable student numbers necessary to continue the program.</i></p>
<p>Does Mandarin instruction occur within the assigned times of the elementary instructional school day?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>To what extent does your proposal allow for students supported through the following services to access the program?</p> <ul style="list-style-type: none"> • Gifted Education • Special Education • General Education • English to Speakers of Other Languages (ESOL) 	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>No changes. At this time these programs are offered and accommodated</i></p>
<p>To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>No changes</i></p>
<p>To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.</p>	<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>I am proposing that Chinese immersion begin at the 1st grade level which will reduce the need for 1 chinese educator at each program location.</i></p>
<p>Does your proposal meet the requirement that teacher salaries and benefits may not</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>No changes in funding.</i></p>

be privately funded or exceed the parameters set forth by the negotiated agreement?

To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.

- ☐ 5
☒ 4
☐ 3
☐ 2
☐ 1

The proposal would reduce educator salaries. If student numbers increase the necessary funding per student would increase. Proposed certified teacher retention bonus would increase cost.

Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?

- ☒ Yes
☐ No

No changes

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation Does your proposal represent a change in how students are/are not transported to the program site?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>Parent transportation required, however by offering two locations in different high school feeder areas the transportation burden would not be as high.</i>
Facilities Does your proposal represent a change in where students participate in the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>I am proposing the program currently housed at Valley Park be moved to an available, lower enrollment elementary school within the North and Northwest High School boundaries. The administration chosen location would be available to draw students to the program from within those highschool boundaries.</i>
Staffing	<input checked="" type="checkbox"/> Yes	<i>If there are two locations that begin in first grade, staff is reduced by two Chinese</i>

Does your proposal represent a change in the number of teachers in the program?	<input type="checkbox"/> No	teachers, two English teachers and four paraprofessionals.
Staffing Does your proposal represent a change in the required licensure of teachers in the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No Changes
Current Students Does your proposal represent a change in the anticipated experience of current CI students?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No changes.
Curriculum & Resources Does your proposal represent a change in the curriculum and/or resources required for the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Continue using the Blue Valley curriculum and resources.
Entry Point Does your proposal represent a change in the grade level in which students enter the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Entry point changes to first grade.
Program Type Does your proposal represent a change in the type of elementary program? (e.g. 90/10 immersion, specials model, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No changes

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

Only Task Force members
may submit proposals.

GREEN PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

My proposal is based on the following principles:

1. Early immersion benefits students' long-term language learning
2. Full enrollment in Chinese Immersion (CI) provides greater cost efficiency across the program including utilization of facility space
3. Appropriate and flexible instructional design coaching and paraeducator support are needed in the effective delivery of Chinese instruction and the CI program

Early immersion benefits students' long-term language learning

1. **Grade K–3: 50/50 Immersion** to ensure students benefit from starting their Chinese language learning as early as possible in their K–12 schooling and receive four full years of 50/50 Immersion. For the August 2023 Kindergarten entry families missing the start of CI at VPE, the program would be offered to commence in 1st grade.
2. **Grade 4–5: Chinese Language Arts daily and a Chinese Culture special** (in place of Spanish/World Culture in these grades), both to be taught in Chinese by a Chinese Language Arts teacher. In this model, one Chinese language teacher at each site would teach 4th and 5th grade Chinese daily (roughly an 80/20 English/Chinese model), **reducing the number of KSDE Elementary-licensed teachers required in the program by one-third** (from 12 to 8). Staffing and timetabling on the English-side would need review based on the number of students in the grade 4 and 5 CI cohorts.

Full enrollment in Chinese Immersion ensures greater cost efficiency and utilization of facility space across the program

1. **Offer the program in two sites that can accommodate full enrollment in the CI program** including transfers from other BV elementary boundaries. This model helps to ensure CI is available to all Blue

Valley families within a reasonable distance and that there is better opportunity for full enrollment at both sites.

2. Since the majority of the program costs are fixed, **full enrollment will reduce the additional cost per student.**

Appropriate and flexible instructional design coaching and paraeducator support are needed in the effective delivery of Chinese instruction

1. **Change the extra .5 IDC at each site to a Chinese-speaking Instructional Design Coach that would split their time between the two CI program sites.** This model ensures the Chinese teachers are supported by an IDC who is knowledgeable in Chinese language instruction and, ideally, who has experience in a dual language immersion program. The model is also intended to **eliminate the need for an outside Chinese-speaking consultant (and the associated cost)** as a Chinese-speaking IDC would fulfill this need.
2. Since the largest cost to the program is paraeducator support, examine how best to staff these roles and look for opportunities, particularly in the upper grades, where a paraeducator could be shared across two (or more) teachers and/or two grades. **Optimizing the number of paraeducators in the CI program will help to reduce program costs.**

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3 = Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?	<input type="checkbox"/> 5	The proposal maintains 50/50 immersion in grades K-3 and shifts to 80/20 English/Chinese in grades 4-5. The elementary core curriculum is prioritized throughout, and perhaps given some additional priority in grades 4 and 5 as students prepare for Middle School.
	<input checked="" type="checkbox"/> 4	
	<input type="checkbox"/> 3	
	<input type="checkbox"/> 2	
	<input type="checkbox"/> 1	

<p>Does Mandarin instruction occur within the assigned times of the elementary instructional school day?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>To what extent does your proposal allow for students supported through the following services to access the program?</p> <ul style="list-style-type: none"> • Gifted Education • Special Education • General Education • English to Speakers of Other Languages (ESOL) 	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>The program will continue to be accessible to all students. Having two sites that can accommodate full enrollment will increase access to all Blue Valley students.</i></p>
<p>To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?</p>	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>To my knowledge, the proposal does not impact the contractual obligations within the negotiated agreement with BVEA.</i></p>
<p>To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p><i>The proposal reduces the number of elementary-licensed Chinese teachers required by one-third, thereby helping to ease the current recruitment burden. Adding Chinese language teachers in grades 4 and 5 may also extend the pool of Chinese language teachers for Middle and High School in the district.</i></p>
<p>Does your proposal meet the requirement that teacher salaries and benefits may not be privately funded or exceed the parameters set forth by the negotiated agreement?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>To what extent does your proposal allow for the program to be administered in a</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4	<p><i>The proposal reduces costs by eliminating the need for an external consultant, optimizing paraeducator support, and allowing for full enrollment which will</i></p>

fiscally responsible manner and not exceed current program expenses.	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>provide greater cost efficiency program-wide and reduce the additional cost per student.</i>
Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>With a strong K-3 foundation of 50/50 immersion, maintaining daily Chinese Language Arts in grades 4 and 5 and on into Middle and High School the proposal maintains a path to perform well in AP Chinese and to achieve intermediate low/high proficiency levels..</i>

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Facilities <i>Does your proposal represent a change in where students participate in the program?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>To be determined. The proposal calls for two sites that can accommodate full enrollment in the program including transfers from other elementary boundaries. The district will determine whether the current or different sites are to be used.</i>
Staffing <i>Does your proposal represent a change in the number of teachers in the program?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Two fewer Chinese teachers will be required as one Chinese language teacher would teach grade 4 and 5 Chinese Language Arts at each site. Staffing on the English side in grade 4 and 5 may be impacted depending on the enrollment level.</i>
Staffing <i>Does your proposal represent a change in the required licensure of teachers in the program?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Chinese in grades 4 and 5 would be taught by a Chinese language teacher, reducing the number of required elementary-licensed Chinese teachers by one-third (from 12 to 8).</i>

Current Students Does your proposal represent a change in the anticipated experience of current CI students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>In grades 4 and 5, students would have daily Chinese Language Arts plus a Chinese culture special rather than 50/50 immersion.</i>
Curriculum & Resources Does your proposal represent a change in the curriculum and/or resources required for the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>In grades 4 and 5, Chinese curriculum and resources would be focused on Chinese Language Arts (daily) and Chinese culture (special).</i>
Entry Point Does your proposal represent a change in the grade level in which students enter the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Program Type Does your proposal represent a change in the type of elementary program? (e.g. 90/10 immersion, specials model, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>In grades 4 and 5, the program type would shift to 80/20 English/Chinese plus a Chinese culture special taught by the Chinese teacher.</i>

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

Maintaining the current 50/50 immersion model K-5 while optimizing and increasing cost efficiency through full enrollment would be preferable. However, if that is not possible, this proposal will maintain Chinese language learning while reducing costs and mitigating recruitment challenges.

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

Only Task Force members
may submit proposals.

MAROON PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

Since a license is required to teach core curriculum in Kansas and it is difficult to find licensed Mandarin speaking teachers, can it be combined? A regular licensed teacher to teach the core curriculum with an assistant Mandarin teacher that not necessarily is licensed but can assist in class and do her part as a Mandarin teacher. Curriculum could be linked.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

5 = Significantly improves program sustainability
4 = Improves program sustainability
3 = Maintains program sustainability
2 = Reduces program sustainability
1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Core curriculum will be taught in English by a licensed teacher but complemented with the Assistant Mandarin teacher.

Does Mandarin instruction occur within the assigned times of the elementary instructional school day?

- ☒ Yes
☐ No

To what extent does your proposal allow for students supported through the following services to access the program?

- ☒ 5
 - ☐ 4
 - ☐ 3
 - ☐ 2
 - ☐ 1
- Gifted Education
 - Special Education
 - General Education
 - English to Speakers of Other Languages (ESOL)

To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?

- ☐ 5
☒ 4
☐ 3
☐ 2
☐ 1

To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Does your proposal meet the requirement that teacher salaries and benefits may not be privately funded or exceed the parameters set forth by the negotiated agreement?

- ☒ Yes
☐ No

To what extent does your proposal allow for the program to be administered in a

- ☐ 5
☐ 4
-

fiscally responsible manner and not exceed current program expenses.

- ☒ 3
☐ 2
☐ 1

Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?

- ☒ Yes
☐ No

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Facilities <i>Does your proposal represent a change in where students participate in the program?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Staffing <i>Does your proposal represent a change in the number of teachers in the program?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Staffing <i>Does your proposal represent a change in the required licensure of teachers in the program?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Current Students

Does your proposal represent a change in the anticipated experience of current CI students?

- ☒ Yes
☐ No

Curriculum & Resources

Does your proposal represent a change in the curriculum and/or resources required for the program?

- ☒ Yes
☐ No

Entry Point

Does your proposal represent a change in the grade level in which students enter the program?

- ☐ Yes
☒ No

Program Type

*Does your proposal represent a change in the type of elementary program?
(e.g. 90/10 immersion, specials model, etc.)*

- ☒ Yes
☐ No
-

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

My proposal is solely based on the difficulty of finding licensed Mandarin speakers teachers, with this proposal the assistant teacher might not be required to have a license as a regular teacher will cover the basics of the core curriculum while the assistant Mandarin speaker teacher will supplement the curriculum. (Not aware of the required basic core curriculum time for each).

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

Only Task Force members
may submit proposals.

Orange Proposal

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

Proposed Solutions:

- 1) Interstate Compact: may provide more teaching candidates for Chinese and English positions.
- 2) Changing to an 80/20 Model:
 - a) Kindergarten moves to 90/10 or 80/20 model. Certified Elementary Education/Chinese teachers teach the entire day in Chinese with the exception of the English language portion of class and specials.
 - i) This is the model that The Foreign Language Academy (in KC) uses as well as other immersion programs (ex: Arlington (VA) County).
 - ii) This would also help prevent loss of English-side teachers to traditional positions.
 - iii) It would help more fairly distribute CI students in the schools.
 - b) In the younger years (K & 1st), the core classes are in Chinese; English instruction increases gradually as children get older to reinforce Math and English learning. Specials are in English. Example of Arlington SD's program delivery:
 - i) K/1st/2nd: 90/10 or 80/20
 - ii) 3rd: 70/30
 - iii) 4th/5th: 50/50
- 3) Larger Attendance Area for VPE:
 - a) The current policy of not allowing transfers into VPE has been stifling our young program.
 - b) Allow VPE Chinese Immersion be open to up to a *limited number of students to fill the VPE slots, drawing from within the BV North attendance area* so as not to significantly increase stress on our elementary, middle, or high school. The rest would be filled with students from VPE-boundaries. This allows a greater number of children from the north end of the district

- an opportunity to be in the immersion program and to fill our program.
- 4) Chinese Special:
 - a) All students at VPE and WSE learn the Chinese Language as a special instead of Spanish.
 - b) This creates a common language and shared experience for all students at both schools lending to the concept of: "One School, One Family."
 - c) Prioritize Chinese-centered events like Chinese New Year Celebrations for the entire school and help drive a unified school environment.
 - 5) An alternative option: 1st Grade Start:
 - a) Starting the immersion program in 1st grade at both schools.
 - b) Common model in other language immersion programs in the nation.
 - c) It would also provide an opportunity for VPE students who missed out on this year's kindergarten CI year to have an opportunity to start next year.
 - d) Allows more time to disseminate information regarding the immersion program in the VPE and WSE attendance areas.
 - e) A school like WSE (which currently allows transfers) would be able to have families commit in Kindergarten and start attending WSE in Kindergarten without beginning Chinese Immersion until the following year.
 - f) This would allow both schools to acclimate children to full-day kindergarten, spread the word about the program, and for families to decide whether the program is a good fit for their students.
 - 6) Another alternative: Signature School:
 - a) Designating VPE and WSE open to district-wide enrollment: open to families in the north and south parts of the school district as originally intended.
 - b) Grow the program to help distribute costs more evenly.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3 = Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
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To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Does Mandarin instruction occur within the assigned times of the elementary instructional school day?

- ☒ Yes
☐ No

To what extent does your proposal allow for students supported through the following services to access the program?

- Gifted Education
- Special Education
- General Education
- English to Speakers of Other Languages (ESOL)

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

No funds through 501(c)3 will be used to supplement negotiated teacher salaries.

To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Changing to a 90/10 or 80/20 program delivery would help reduce the burden of finding new English teachers as we know our biggest attrition issue is with English-side teachers who move to traditional classrooms.

A first grade start would help share the information about CI in Kinder year and help families make an informed decision for 1st grade.

Does your proposal meet the requirement that teacher salaries and benefits may not

- ☒ Yes
☐ No

be privately funded or exceed the parameters set forth by the negotiated agreement?

To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Growing the program makes it available to more individuals and creates a better ratio of student/teacher.

Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?

- ☒ Yes
☐ No

I think our goal should be even greater than this. Our children should be beyond prepared for the AP test. Perhaps International Baccalaureate.

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Facilities <i>Does your proposal represent a change in where students participate in the program?</i>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Potentially – if a Signature School program model is used, yes. If not, no. If VPE can accept students, it would open up the program to 3 more elementary schools at VPE program site.
Staffing	<input checked="" type="checkbox"/> Yes	If the option of a 1st grade start is utilized, this will impact the number of Chinese teachers in Kindergarten.

Does your proposal represent a change in the number of teachers in the program?	<input type="checkbox"/> No	Additionally, a 90/10 or 80/20 model will impact staffing based on enrollment.
Staffing Does your proposal represent a change in the required licensure of teachers in the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Current Students Does your proposal represent a change in the anticipated experience of current CI students?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Curriculum & Resources Does your proposal represent a change in the curriculum and/or resources required for the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	It may shift some of the Chinese curriculum to a different grade level (for 90/10 model or 1st grade start)
Entry Point Does your proposal represent a change in the grade level in which students enter the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If using 1st grade start, yes.
Program Type Does your proposal represent a change in the type of elementary program? (e.g. 90/10 immersion, specials model, etc.)	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If utilizing a model similar to Foreign Language Academy, this might change the delivery method to closer to 80/20 for K/1st/2nd grades and 70/30 for 3rd/4th. Specials would also change to Chinese.

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

Staff Recruitment/Retention:

1. Mentorship program for teachers in the immersion program: pairing new teachers with a more senior teacher in the same/similar position to help reduce stress on a new teacher and to develop comradery.
2. Job shadowing: would allow teacher-job-applicants to better understand what an immersion day is like for teachers/students.
3. University connections: renewing and expanding connections with local universities would help to funnel both English and Chinese teachers into our program. BV parent and professional educator, Jiahong Wang has been creating connections with the KU East Asian studies to figure out how we can work together to fill positions.
4. Para-to-teacher program: establish a program to simplify the process.
5. Parent-led non-profit: A group of parents is in the process of creating a 501(c)(3) in order to help fund scholarships for individuals studying to become immersion teachers or pay the cost of testing and certification for potential applicants. This would occur completely outside of the school district and be funded by donations from parents, companies, and other organizations. Some of the purposes we can accomplish are: filling teacher requests: ie Mandarin Matrix update, additional source of grant funding for classroom, program, technology needs).
6. Instructional coach who is a Chinese instructor/expert assigned to both WSE and VPE.
7. Dedicated champion for the CI program at the district level.

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Submit through email to Kelly Ott at klott@bluevalleyk12.org.

Contact Person:

Only Task Force members
may submit proposals.

PINK PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

1. Proactive Teacher Recruitment Within-

Create a BV Social Club for Students interested in Teaching:

A. Start our own Recruiting at BV through our students. Create a Social Club composed of CI/Traditional students interested in the Teaching Profession. Call it "Blue Valley Teachers in the Making". The club will host Annual Field Trips to KU's Elementary Education Program. Bringing interest, excitement, and knowledge to put students into becoming a future Teacher at BV. Field Trips are budgeted.

B. Offer small but Guaranteed sign on bonuses to our BV Alumni TIM Social Club kids. With the Qualifications of Graduating from a KS College with a degree in Elementary Education and meeting a GPA level. Offer say \$500.00 or whatever is in budget as a bonus to come back. Use our existing hiring bonus funds proactively instead of reactively. Less spent at a time with more teacher reach.

If our Mandarin Students come back as CI Teachers cyclically. By 4 years we can sustain our own CI Program. Replenishment of qualified CI Teachers from within. Our Teacher base can grow along with our student base when we bring our students back as hired Teachers. Our CI Alumni Students can be encouraged to come back and teach.

*Olathe has a foreign language program that feeds itself from within. Successful, Cyclical & Dependable. I can research it more for you if you like.

2. Proactive Promotional Recruitment hiring from outside options:

A. Use Modern Free Advertisement where college students are looking. Instagram. Tik Tok. And the newest social media.

B. Advertise at Kansas Universities with pamphlets. Pamphlets will have the qualifications to teach in BV along with its perks. Spark their interest in our BV Schools and Elementary Education, especially our CI Programs.

These Enticing pamphlets can be handed out to Freshmen/Sophomores/Education program Professors/ Social

Groups of Mandarin Speaking/Pacific Islander groups. List our requirements and promote our BV schools in the pamphlet. There are 15 Asian and Pacific Islander groups at KU alone. Tap into them. Quotes and pictures of our happy CI kids and teachers spark interest. I have your pictures and quotes. We took a kids group CI photo shoot recently. I have signed Parent consent forms.

C.. Offer Mandarin Teachers a spot for their children in our CI Program. If they are teaching with us, give them the perks too.

D. Offer CBASE test refunds–upon a GPA qualification met, CBASE test passed and a signed intent to teach at BV. The CBASE test isn't as costly as the hiring bonus we currently pay.

3. Higher AP Test Scores – I introduce to you ...The Blue Valley Chinese Immersion Social Club.

Status. Prestige. Notoriety. Fun in growing skills.

On July 9th, all 3 BV CI schools were joined for the first time at an event. A photo shoot, Mandarin sing along and icy pops were had. It is the first of the CI Social Club events that I am proposing to continue. Allow me to continue the meetings by forming an official CI Social club for all 3 schools (VPE/WSE/ ABM). One time monthly social gatherings. Come as you can. Uniting our Mandarin kids and having fun while working to improve their AP Test scores! I propose to have activities centered around Mandarin Movies, Games, Skills, Foods and Presentations are the plan. Using their Mandarin skills outside of school in every monthly meeting! The More practice, the higher the AP Score. I am glad to put work into any of these ideas. I would like to preside over the CI Social club. Thank you.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3= Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social	5	Classes run the same. Nothing changes there.

studies & science) for all K-5 students in the program?

Does Mandarin instruction occur within the assigned times of the elementary instructional school day?

Yes

To what extent does your proposal allow for students supported through the following services to access the program?

5

No change in how the school currently runs these programs. Needs are still met.

- Gifted Education
- Special Education
- General Education
- English to Speakers of Other Languages (ESOL)

To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?

5

*My proposal will enhance student education, social functioning, CI AP Test scores, create unity between our CI Schools and create interest within our current students to come back to BV as KS Certified Elementary Education Teachers. Imagine Alumni returning within 4 years cyclically. Filling teacher spots from within. My Proposal is all in budget and part of a **proactive within approach**.*

*Through the CI Social Club, "**BV Chinese Immersion Social Club**" which I propose to create, Free CI monthly Social Club activities will be held for all 3 CI schools. I plan to be the head of this social club and its 1x a month event planning. Every event will be centered around using Mandarin language and reading in fun ways such as movies etc. I also propose we create a "**BV Teachers in the making Social Club**". No added cost to the school. The club gathers all students interested, educates them on how to become a Teacher in Kansas and supports them in doing so. It gives Status for their resume and supports their interests in becoming an Elementary Education Teacher at BV. Through Annual KU field trip tours of KU's Elementary Education Program students will become familiar with the campus and receive support towards following their interest. Be it KU or another Kansas School. Bringing our Traditional and CI Alumni back to teach is the goal. Small financial Incentive for these students are in my proposal as well. Hiring bonuses that are already being used reactively can now be used proactively. Spread the hiring funds out thinner to our students or*

current college students and have more reach with the same funds.

Teacher recruitment pamphlets are a big part of my **proactive outside** recruitment plan. This is detailed in my Proposal description. Pictures have been emailed in to create pamphlets with. Quotes and teacher photos will also be made available for the pamphlets. CBASE Tests are also detailed in recruitment options.

<p>To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.</p>	<p>5</p>	<p><i>Recruiting teachers from within will start replenishing our teacher needs starting in 4 years. Hence longevity of the CI Program. Olathe has a foreign language program that does this. It is successful. A Cyclical replenishment of teachers through our Students is detailed in my Proposal.</i></p> <p><i>Separately, Fun, Exciting & inviting Pamphlets proactively handed out on campuses to our Asian and Pacific Islander groups as well as Elementary Education Professors/Programs will help insight interest in Blue Valley Specifically. The retaining of KS Elementary Educated Teachers fluent in Mandarin will be highlighted in them to show what we are looking for.</i></p> <p><i>Separately, Advertising BV where its free and where college students are looking has tremendous reach. Instagram. Tik Tok.</i></p>
<p>Does your proposal meet the requirement that teacher salaries and benefits may not be privately funded or exceed the parameters set forth by the negotiated agreement?</p>	<p>Yes</p>	
<p>To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.</p>	<p>5</p>	<p><i>Free Social Clubs. Field Trips within budget. Small sign on bonuses within budget. Bonuses already used just now used Proactively instead of Reactively. Annual field trip should be in budget.</i></p>
<p>Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?</p>	<p>Yes</p>	

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	No	
Facilities <i>Does your proposal represent a change in where students participate in the program?</i>	No	
Staffing <i>Does your proposal represent a change in the number of teachers in the program?</i>	No	
Staffing <i>Does your proposal represent a change in the required licensure of teachers in the program?</i>	No	
Current Students <i>Does your proposal represent a change in the anticipated experience of current CI students?</i>	Yes	
Curriculum & Resources <i>Does your proposal represent a change in the curriculum and/or resources required for the program?</i>	No	
Entry Point	No	

Does your proposal represent a change in the grade level in which students enter the program?

Program Type

No

*Does your proposal represent a change in the type of elementary program?
(e.g. 90/10 immersion, specials model, etc.)*

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

Only Task Force members
may submit proposals.

PURPLE PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

In modern education, language immersion programs stand as a beacon of innovation, aiming to cultivate students with linguistic prowess and a deep appreciation for diverse cultures. The Chinese Immersion program, an ambitious endeavor in our educational landscape, faces a series of challenges that necessitate careful consideration and innovative solutions. As our Task Force Meetings have emphasized, one of the most pressing issues revolves around the retention of proficient teachers on both the English and Chinese sides of the program, exacerbated by the scarcity of educators licensed in both Elementary Education and Chinese Language within the state of Kansas.

To overcome these challenges, a suite of proposed solutions has been crafted to address the complexities of teacher recruitment and retention. The first notable solution involves the establishment of an Interstate Compact. This strategic maneuver would offer a potential relief from the rigid requirement of Kansas licensure, significantly broadening the talent pool for Chinese-language instruction. Notably, this initiative has the potential to mitigate the recruitment challenge and attract English-side teachers versed in immersion pedagogies, thus fostering higher retention rates.

Another pivotal recommendation focuses on expanding the program's reach within Valley Park Elementary (VPE). By revisiting the policy of restricting transfers into VPE, the program could tap into the momentum generated by word-of-mouth endorsements, publicity, and the gradual maturation of the initiative. Specifically, granting access to a limited number of students within the Blue Valley North attendance area, alongside those from VPE boundaries, presents an equitable strategy to enhance the program's impact while preserving the integrity of other academic tiers.

Shifting the focus to program commencement, introducing the immersion experience in 1st grade mirrors

successful practices in comparable language programs nationwide. This would facilitate the integration of students who missed the inaugural kindergarten year and allow for more comprehensive information dissemination, garnering enhanced community engagement.

Furthermore, designating Valley Park Elementary and Westwood View Elementary as Signature Schools or Language Centers of Excellence could generate substantial growth momentum. This initiative would open doors for families across the district, capitalizing on existing interests while redistributing student populations to maintain equilibrium across schools.

The matter of staff recruitment and retention finds resolution through targeted measures. A mentorship program pairing seasoned educators with newcomers could foster a supportive atmosphere and reduce the challenges of adapting to the unique demands of immersion education. Job shadowing experiences would enrich educators' perspectives on immersive classroom dynamics, enhancing their preparedness.

For sustainable program growth, the inception of a parent-led non-profit organization emerges as a promising avenue. This entity could alleviate financial burdens on potential immersion teachers, further facilitating the entry of new talent into the program. An instructional coach or dedicated advocate at the district level could fortify program cohesion and support.

Finally, a distinctive instructional model mirroring the success of The Foreign Language Academy, wherein a full day is taught in Chinese, could ensure program viability even with lower enrollment. Gradually transitioning to a more balanced bilingual approach as students progress could effectively adapt to evolving educational needs.

The challenges facing the Chinese Immersion program present fertile ground for creative solutions. These challenges can be transformed into opportunities by orchestrating a symphony of strategic adaptations, recruitment initiatives, and external partnerships. These proposed solutions not only respond to the immediate needs of the program but also paint a portrait of a robust and dynamic educational journey for students, empowering them with linguistic mastery and intercultural understanding in an increasingly interconnected world.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3 = Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Does Mandarin instruction occur within the assigned times of the elementary instructional school day?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
To what extent does your proposal allow for students supported through the following services to access the program? <ul style="list-style-type: none"> • Gifted Education • Special Education • General Education • English to Speakers of Other Languages (ESOL) 	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	

Does your proposal meet the requirement that teacher salaries and benefits may not be privately funded or exceed the parameters set forth by the negotiated agreement?

☒ Yes
☐ No

To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.

☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?

☒ Yes
☐ No

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Facilities <i>Does your proposal represent a change in where students participate in the program?</i>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Staffing Does your proposal represent a change in the number of teachers in the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Staffing Does your proposal represent a change in the required licensure of teachers in the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Interstate Compact
Current Students Does your proposal represent a change in the anticipated experience of current CI students?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Curriculum & Resources Does your proposal represent a change in the curriculum and/or resources required for the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Entry Point Does your proposal represent a change in the grade level in which students enter the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1st-grade option
Program Type Does your proposal represent a change in the type of elementary program? (e.g. 90/10 immersion, specials model, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

Only Task Force members
may submit proposals.

WHITE PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

- It is important to have two sites for the CI program with one located in the north and another in the south of BV attending area to ensure students' equitable access to the program. I strongly recommend relocating the CI program currently at VPE to a different school in the north to continue the program. Families will have the option of choosing a closer school to attend.
- We need a Chinese and English speaking IDC in the CI program. It is vital for an immersion IDC to understand both languages and cultures so that he/she is able to effectively support teachers of both sites in instruction, curriculum design, and assessments.
- As far as I know, many Chinese immersion schools in the States do not have paraeducators. To limit the cost, the district can consider reducing the number of para employees in the program. With that said, we will need to limit the student number to 23 per class to meet the teacher-student ratio requirement.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3 = Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
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To what extent does your proposal
prioritize elementary core curriculum
(English reading/writing, math, social
studies & science) for all K-5 students in
the program?

☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Does Mandarin instruction occur within
the assigned times of the elementary
instructional school day?

☒ Yes
☐ No

To what extent does your proposal allow
for students supported through the
following services to access the program?

- Gifted Education
- Special Education
- General Education
- English to Speakers of Other
Languages (ESOL)

☐ 5
☐ 4
☒ 3
☐ 2
☐ 1

To what extent does your proposal comply
with the district's contractual obligations
within the negotiated agreement with the
Blue Valley Education Association?

☐ 5
☒ 4
☐ 3
☐ 2
☐ 1

To what extent does your proposal address
the challenge of finding adequate numbers
of appropriately licensed and skilled staff?
Teachers must have the appropriate
Kansas license for their district assigned
position and speak fluent Mandarin.

☐ 5
☐ 4
☒ 3
☐ 2
☐ 1

Does your proposal meet the requirement
that teacher salaries and benefits may not

☒ Yes
☐ No

be privately funded or exceed the parameters set forth by the negotiated agreement?

To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.

- ☒ 5
☐ 4
☐ 3
☐ 2
☐ 1

Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?

- ☒ Yes
☐ No

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Facilities <i>Does your proposal represent a change in where students participate in the program?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Staffing	<input checked="" type="checkbox"/> Yes	

Does your proposal represent a change in the number of teachers in the program? ☐ No

Staffing
Does your proposal represent a change in the required licensure of teachers in the program? ☐ Yes ☒ No

Current Students
Does your proposal represent a change in the anticipated experience of current CI students? ☒ Yes ☐ No

Curriculum & Resources
Does your proposal represent a change in the curriculum and/or resources required for the program? ☐ Yes ☒ No

Entry Point
Does your proposal represent a change in the grade level in which students enter the program? ☐ Yes ☒ No

Program Type
Does your proposal represent a change in the type of elementary program? ☐ Yes ☒ No
(e.g. 90/10 immersion, specials model, etc.)

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.

Elementary Chinese Immersion Task Force

FUTURE OPTION TEMPLATE

DUE 5:00 P.M. MONDAY, AUGUST 14, 2023



Contact Person:

Only Task Force members
may submit proposals.

YELLOW PROPOSAL

Proposal Summary:

Please describe your
proposal in 500 words or less.
(The box will expand.)

- The CI program should continue in a 50/50 model, with half the day taught in English and the other half in Chinese. Our K-5 immersion program gives students the opportunity to start learning the language and culture at the youngest age possible to achieve the ideal proficiency in the Chinese culture and language. To do so, it is crucial that the young learners participate in the Chinese Immersion Program from Kindergarten, so that they begin their education with the most adaptability to learn a second language. The program starting from Kindergarten is advantageous in more than just the language learning aspect, as the experience of learning Chinese improves cognitive development and problem-solving skills at a faster and more cohesive rate than those that only learn one language. These abilities can be applied to more than just language proficiency, but to math skills as well.
- I suggest we create a position of a bilingual Instructional Design Coach (IDC) who serves CI teachers in both VPE and WSE. According to the board meeting notes from February, there are budgets set aside to provide curriculum design to the CI program. However, it largely seems that CI teachers have not received the expected support. I suggest that we turn this funding to hire a bilingual Instructional Design Coach. This new bilingual IDC will benefit our program in the following ways:
 - The new bilingual IDC can support BOTH Chinese and English curriculum design. Currently, we do not have ready-to-use Chinese curriculum for social studies or science. The new IDC will be able to help with curriculum design in social studies and science, as well as bolster those of Chinese and math. Furthermore, the new IDC can support the alignment and the standardization of K-5 curriculum.
 - The new bilingual IDC can support BOTH Chinese and English assessment design. Currently, we use Acadiens reading test for K-5. However, we do not have a consistent mandarin Chinese assessment. This new IDC can devote part of their time to help in the creation of a

- Chinese assessment and assist in reporting student progress.
- The new bilingual IDC can support family engagement and communication. In addition to teaching, teachers often need to communicate with families on student matters including student progress, concerns, and school events. The new IDC can support teachers in these matters. This could possibly be seen through starting a volunteer program of parents in the classroom program to strengthen the connection between families and school. They could also organize more cultural and linguistic events to enrich the diversity of students' extracurricular activities. In addition to strengthening the family – school connection, the new IDC can also support the program in public communication, district communication, and connection with outside sources.

Non-Negotiables

Please read each non-negotiable and consider your proposal. Provide a rating (or mark yes/no) that describes how your proposal meets the details of the non-negotiable. As needed, provide an explanation for your response.

Rating scale:

- 5 = Significantly improves program sustainability
- 4 = Improves program sustainability
- 3 = Maintains program sustainability
- 2 = Reduces program sustainability
- 1 = Significantly reduces program sustainability

Non-Negotiable	Rating or Y/N	Explanation
To what extent does your proposal prioritize elementary core curriculum (English reading/writing, math, social studies & science) for all K-5 students in the program?	5 4 3 2 1	The CI program should continue to in a 50/50 model, with the core curriculum still taught in English and Chinese.
Does Mandarin instruction occur within the assigned times of the elementary instructional school day?	Yes No	Mandarin instruction occurs during the school day, as we will follow the 50/50 model.
To what extent does your proposal allow for students supported through the following services to access the program? • Gifted Education	5 4 3 2	Through the new bilingual IDC's work with family engagement and communication, teachers and families will be able to work together more closely to evaluate and adjust for the students as needed and to an extent that remains helpful to everyone in the classroom. Student progress and concerns will be able to be more readily

- Special Education
 - General Education
 - English to Speakers of Other Languages (ESOL)
- 1 addressed.

To what extent does your proposal comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association?	5 4 3 2 1	
To what extent does your proposal address the challenge of finding adequate numbers of appropriately licensed and skilled staff? Teachers must have the appropriate Kansas license for their district assigned position and speak fluent Mandarin.	5 4 3 2 1	<i>The bilingual IDC's work in setting a consistent curriculum and organized program will alleviate much of the stress and workload that many of the currently appropriately licensed and skilled staff shy away from. Having a more structured curriculum and material will attract a larger pool of qualified staff.</i>
Does your proposal meet the requirement that teacher salaries and benefits may not be privately funded or exceed the parameters set forth by the negotiated agreement?	Yes No	
To what extent does your proposal allow for the program to be administered in a fiscally responsible manner and not exceed current program expenses.	5 4 3 2 1	<i>The introduction of a bilingual Instructional Design Coach in place of the individual supports for curriculum design allows for the funds to be utilized in a more efficient, and likely even less costly manner.</i>
Does your proposal maintain the program goal of preparing students for the AP Chinese test in high school and providing a path to intermediate low/high proficiency levels?	Yes No	<i>The extent that students are prepared towards the goal of the AP Chinese test and intermediate low/high proficiency levels remains the same.</i>

Program Details Within Your Proposal

For each of the facets below, please indicate whether or not your proposal represents a change to the current program model. Please provide an explanation for any proposed changes (marked by a “yes.”)

Facet of Proposal	Y/N	If YES, please provide an explanation
Transportation <i>Does your proposal represent a change in how students are/are not transported to the program site?</i>	Yes No	
Facilities <i>Does your proposal represent a change in where students participate in the program?</i>	Yes No	
Staffing <i>Does your proposal represent a change in the number of teachers in the program?</i>	Yes No	
Staffing <i>Does your proposal represent a change in the required licensure of teachers in the program?</i>	Yes No	
Current Students <i>Does your proposal represent a change in the anticipated experience of current CI students?</i>	Yes No	
Curriculum & Resources <i>Does your proposal represent a change in the curriculum and/or resources required for the program?</i>	Yes No	
Entry Point	Yes No	

Does your proposal represent a change in the grade level in which students enter the program?

Program Type

*Does your proposal represent a change in the type of elementary program?
(e.g. 90/10 immersion, specials model, etc.)*

Yes

No

Additional Details

(Optional) Please provide any additional information about your proposal that was not captured in the information above.
