



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

GROUP A

Bayouth
Byard
Hurst
Ramsey

GROUP B

Shaw
Pan
Sandmoen
Ganheart

GROUP C

Myers
Astill
Lew
Duffy

GROUP D

Wachel
Cheung
Cantu
McMullen

GROUP E

Tavelli
Carlson
Liou
Ray

District
Staff

District
Staff

Welcome back!

front of room

AGENDA

4:00 Welcome Back & Today's Agenda

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

4:10 Data Review

We will spend time reviewing data from our last meeting, looking at the survey data and discussing information we have learned thus far about where there is consensus.

4:25 Our Ideas & the Non-Negotiables

As part of the process, district leaders have evaluated the top ideas from the last meeting against our non-negotiables. This assessment will be shared and viability of options from an administrative standpoint will be discussed.

5:10 High-Leverage Ideas

Collaboratively, we will dialogue about high-leverage ideas that both have some level of consensus from the group and viability from an administrative standpoint. It is during this time that we will begin to prioritize ideas for eventual presentation to our Board of Education

5:25 Future Planning & Closing

5:30 Meeting Adjourned

Process

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

Our Process Will Be

Collaborative
Forward-Thinking
Student-Centered
Focused

Conditions for Dialogue

“Dialogue is the thinking approach to communication.”

humility

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

hope

“we believe a better future is possible.”

faith

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

critical thinking

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

love

“recognize our mutual humanity”

Elementary Chinese Immersion Task Force

TASK FORCE NORMS

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

Goals for Today

- Continue to evaluate ideas for proposed options.
- Identify and discuss commonalities and ideas with broader support.
- Hear from district administrators about viability of ideas.
- Narrow down ideas with which to move forward.

Elementary Chinese Immersion Task Force

ROLES WITHIN SMALL GROUPS

RECORDER

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

TIMER

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

SPEAKER

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

PARKING LOT ATTENDANT

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

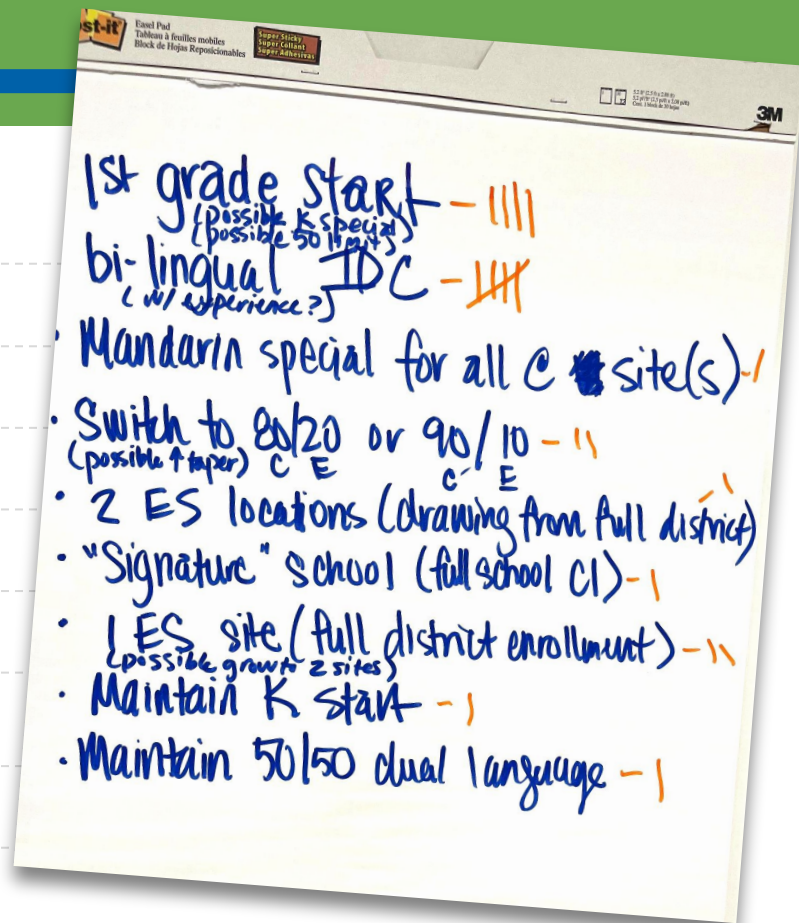
Data Review

- Review data collected/shared at August meeting.
- Review data from the individual survey.
- Dialog around this data and potential insights within the information.

Elementary Chinese Immersion Task Force

REVIEW OF TOP IDEAS

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



Elementary Chinese Immersion Task Force

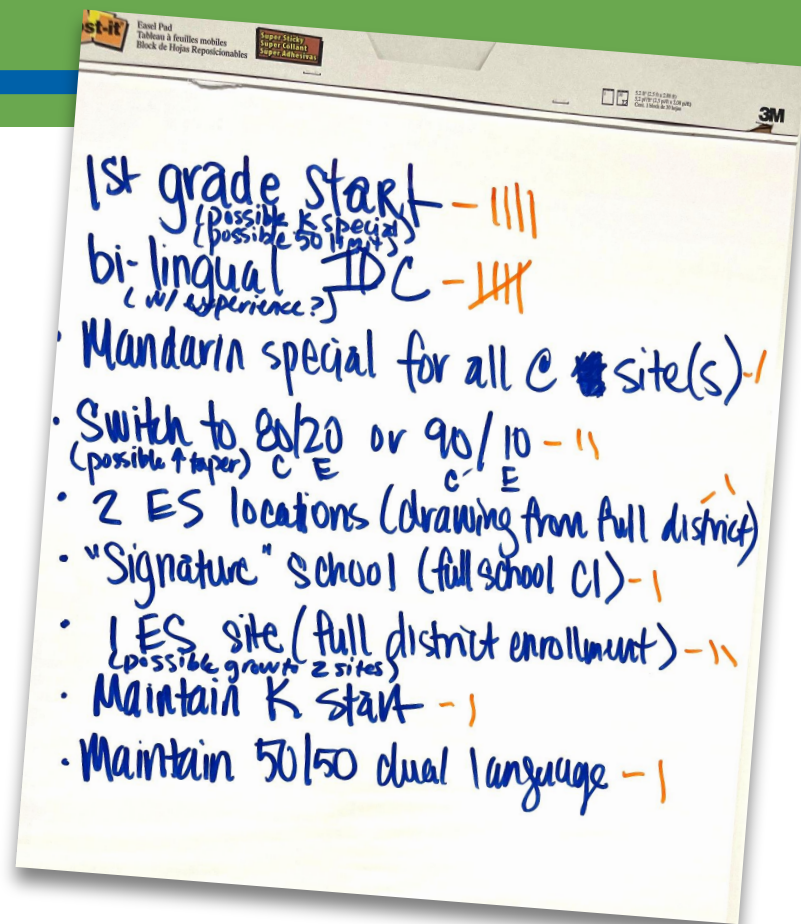
REVIEW OF TOP IDEAS

Four Dimensions

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

Data Metrics

- Raw Number
- Average
- % Favorable (■/■)



Elementary Chinese Immersion Task Force **NOTE SHEET**

Chinese Immersion Task Force
individual notes

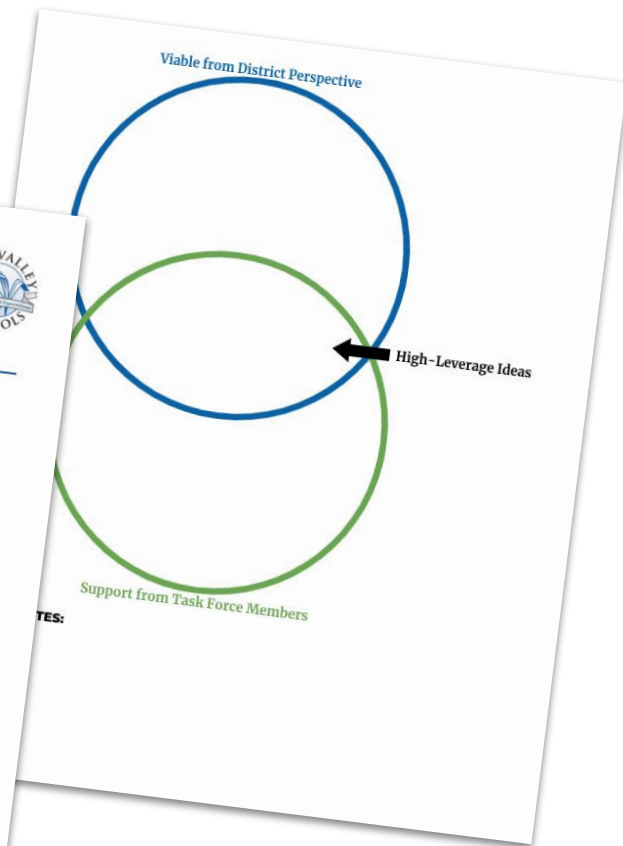


Entry Point _____

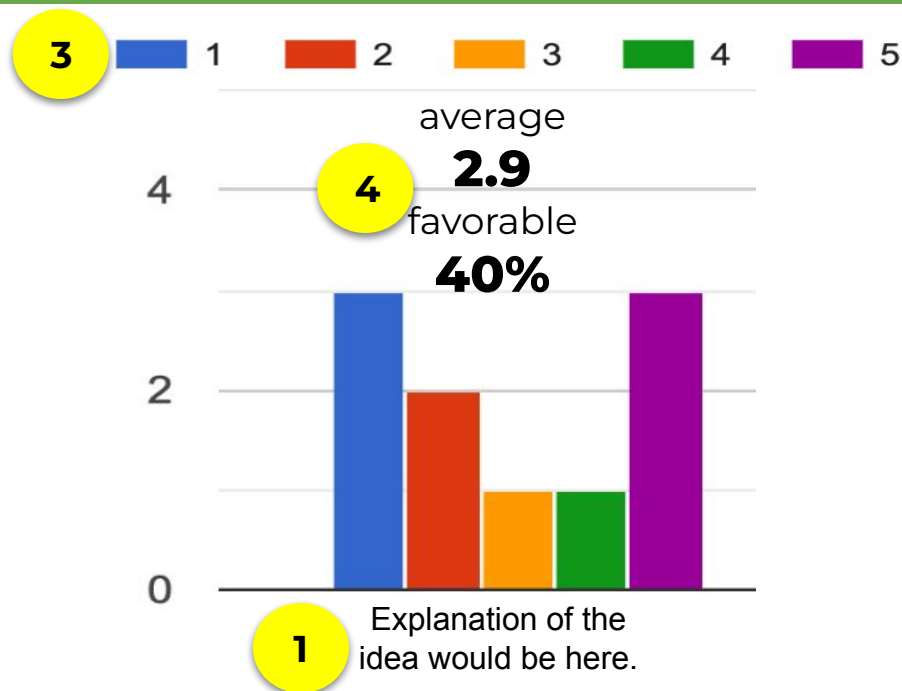
Location/Site(s) _____

Type of Program _____

Other _____



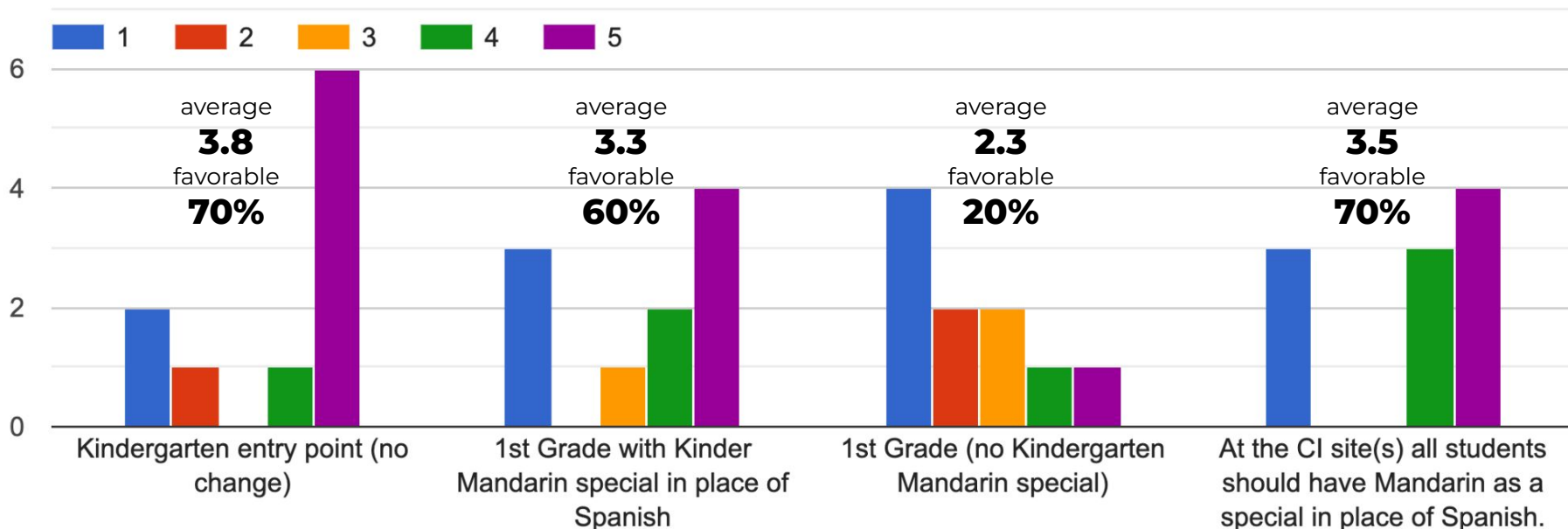
REVIEW OF SURVEY DATA: EXAMPLE



1 = Very Low Support 5 = Very High Support

Elementary Chinese Immersion Task Force

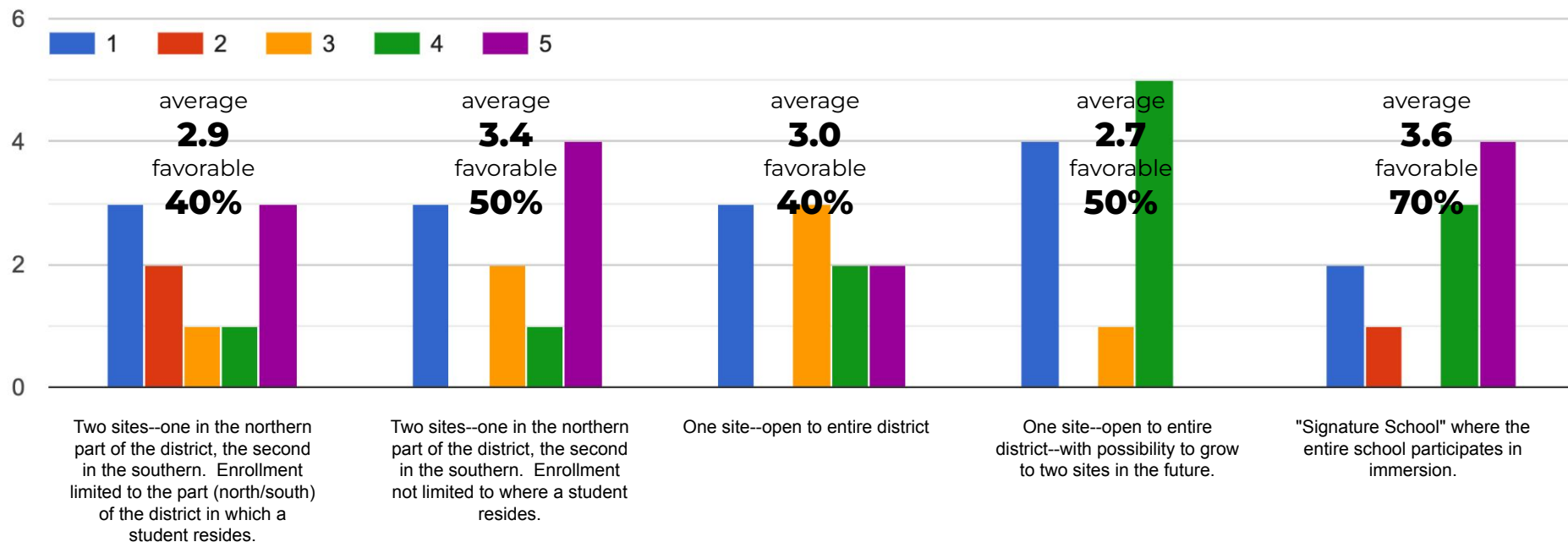
REVIEW OF SURVEY DATA: ENTRY POINT



1 = Very Low Support 5 = Very High Support

Elementary Chinese Immersion Task Force

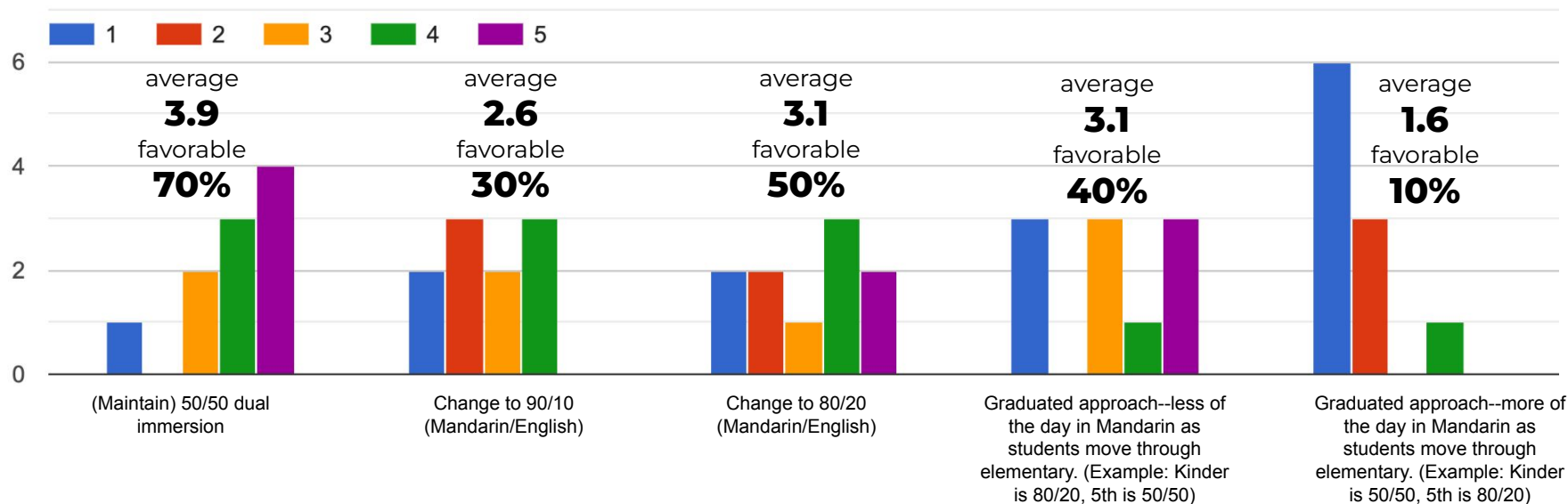
REVIEW OF SURVEY DATA: LOCATION



1 = Very Low Support 5 = Very High Support

Elementary Chinese Immersion Task Force

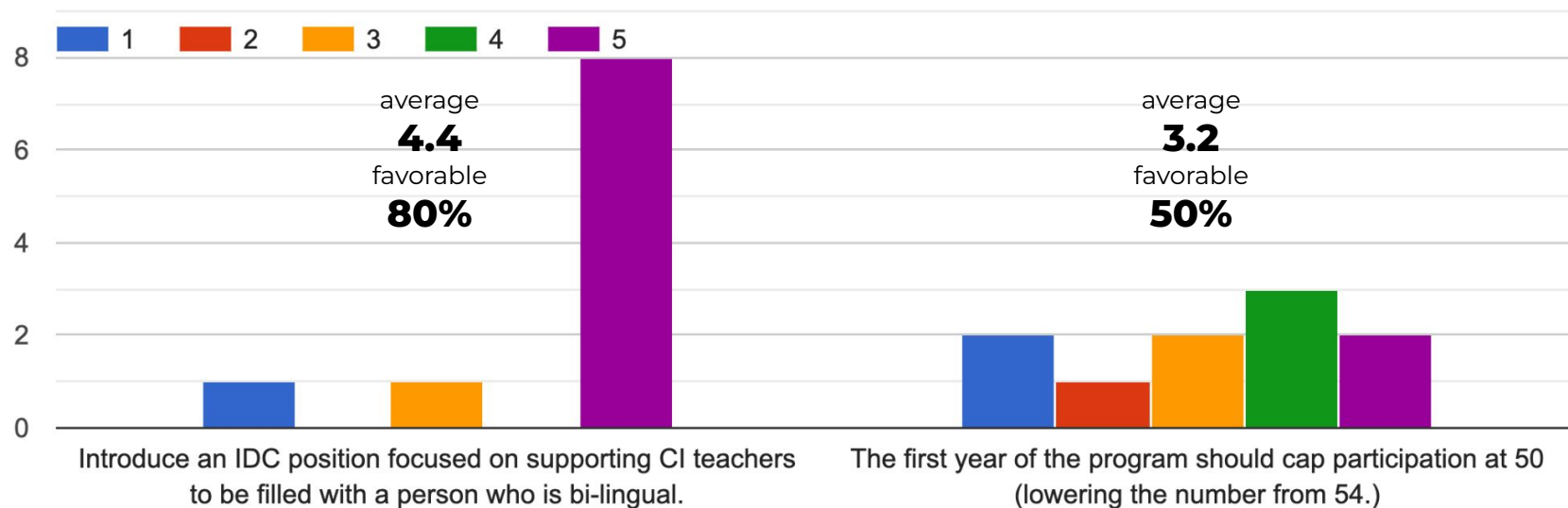
REVIEW OF SURVEY DATA: TYPE OF PROGRAM



1 = Very Low Support 5 = Very High Support

Elementary Chinese Immersion Task Force

REVIEW OF SURVEY DATA: OTHER



1 = Very Low Support 5 = Very High Support



IN SMALL GROUP

What insights can you draw?
What questions do you have?

<<3:00->>



What did we learn from that data set?
What questions do we have?

<<3:00->>

Non-Negotiables

What are those parameters
that must be met in our solution(s)?

How do the different
ideas affect sustainability?

Elementary Chinese Immersion Task Force

NON-NEGOTIABLES

- Elementary **core curriculum is the prioritized** curriculum for all K-5 students.
- When Mandarin instruction is provided, it will occur **within the assigned times of the elementary instructional school day.**
- The program may be **accessed by students** from the following student populations*:
 - Gifted Education
 - Special Education
 - General Education
 - English to Speakers of Other Languages (ESOL)

**The above access may occur, in some instances, in consultation with a child's Individualized Education Plan team or in consultation with the ESOL teacher and family.*
- All solutions and related details must comply with the **district's contractual obligations within the negotiated agreement** with the Blue Valley Education Association.

Elementary Chinese Immersion Task Force

NON-NEGOTIABLES

- Teachers must have the **appropriate Kansas license** for their district-assigned position.
- Teacher salaries and benefits may **not be privately funded or exceed the parameters set forth by the negotiated agreement.**
- The **assignment to specific school sites** of specialized instructional programs is an **administrative function** and is outside the charge of the Chinese Advisory Task Force.
- The program must be administered in a **fiscally responsible** manner and **shall not exceed current program expenses** and require human resources consistent with the needs of the program.
- The program outcome must **prepare students for the AP Chinese test** in high school and **provide a path to intermediate-low** (speaking/listening) and novice-high (reading/writing) proficiency levels.

ENTRY POINT

Idea

1

2

average
3.8
favorable
70%

4

EFFECT ON SUSTAINABILITY

Core curriculum prioritized



Fully staffed with
appropriate licensure



3

School site



Fiscally responsible



Language proficiency/AP test



5

Instruction during
school day



Access for all



Comply with
Negotiated Agreement



Salaries/benefits not
privately funded



6

VIABILITY RANKINGS

These dimensions are evaluated on a continuum of the effect on sustainability.

	Decrease in future sustainability	Increase in future sustainability
Core curriculum prioritized <i>How does this idea affect our ability to guarantee quality learning outcomes in ELA, math, science and social studies throughout the K-5 experience?</i>	The idea makes it more difficult or less likely to ensure high-level learning outcomes in core areas.	The idea makes it less difficult or more likely to ensure high-level learning outcomes in core areas.
Fully staffed with appropriate licensure How does the idea affect the number of highly-qualified staff and the licensure/skill needed to be successful in the position?	The idea impacts staff such that it increases the number of teachers needed for the program and/or requires licensure(s)/skill(s) that are difficult to find.	The idea impacts staff such that it decreases the number of teachers needed for the program and/or requires licensure(s)/skill(s) that are more easily found.
School site How does the idea affect how much space is needed to have the program?	The idea requires a larger “footprint” or additional district facilities.	The idea requires a smaller “footprint” or less district facilities.
Fiscally responsible How does the idea impact the district budget?	The idea may require additional funding than the current program.	The idea may require less funding than the current program.
Language proficiency/AP test How does the idea affect how students will achieve the language proficiency goals of the program or length of time it takes?	The idea requires a longer amount of time to achieve program goals with respect to language proficiency.	The idea requires a shorter amount of time to achieve program goals with respect to language proficiency.

VIABILITY RANKINGS

These dimensions
are evaluated with
a YES (✓) or NO
(X) response:

- **Instruction during school day**
Does the idea allow for instruction to occur during the school day?
- **Access for all**
Does the idea allow for all students to access the program as appropriate?
- **Comply with Negotiated Agreement**
Does the idea comply with Negotiated Agreement with our licensed staff?
- **Salaries/benefits not privately funded**
Does the idea utilize only school district funds to pay teachers?

Entry Point/Site(s)

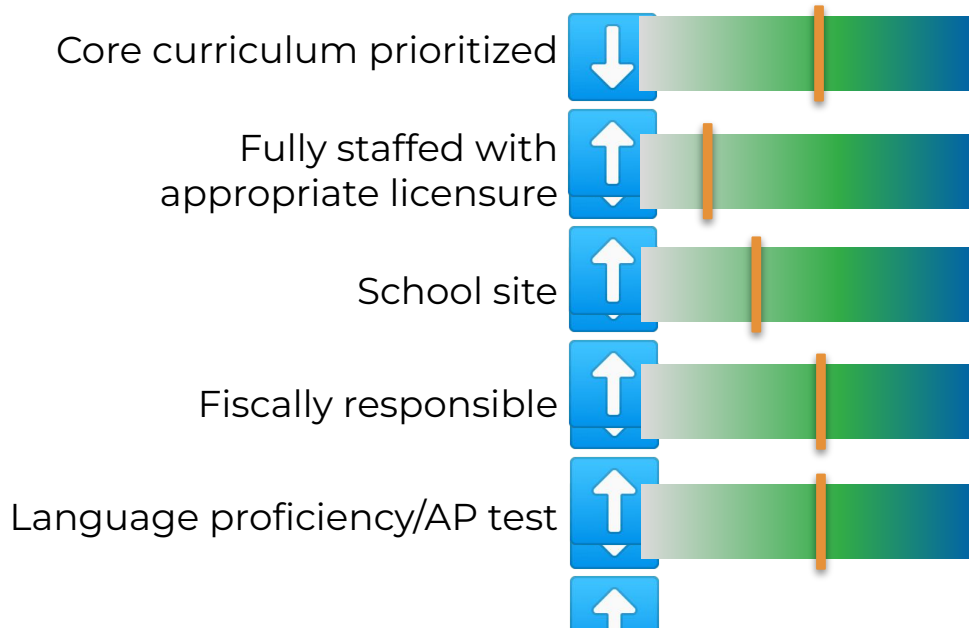
In what grade should students
begin the immersion experience in Mandarin?
Can any adjustments enhance sustainability?

ENTRY POINT

Kindergarten entry point
(no change)

average
3.8
favorable
70%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ✓

Comply with Negotiated Agreement ✓

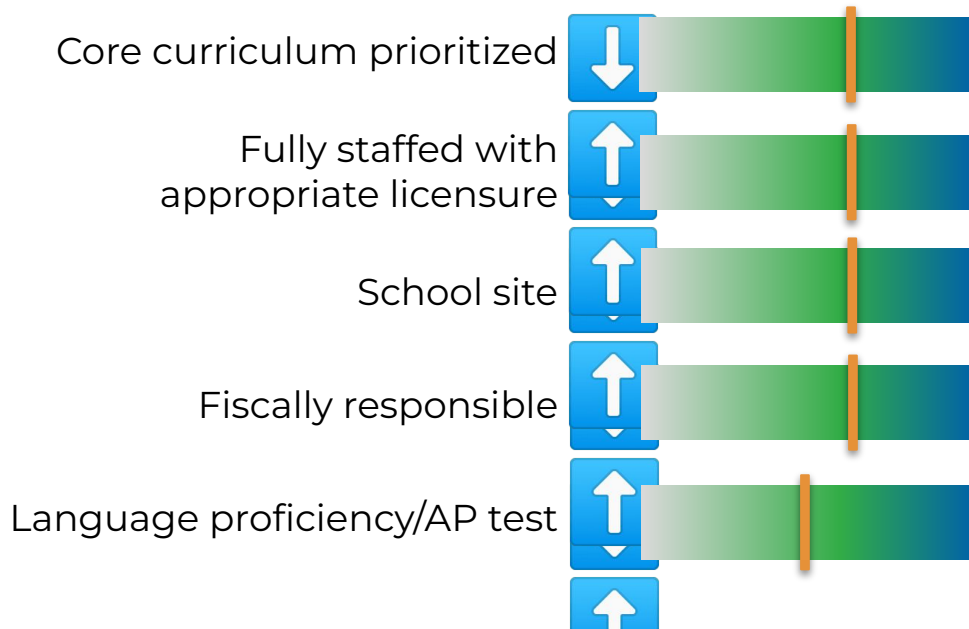
Salaries/benefits not privately funded ✓

ENTRY POINT

First Grade with Kinder Mandarin
special in place of Spanish

average
3.3
favorable
60%

EFFECT ON SUSTAINABILITY



Instruction during
school day ✓

Access for all ✓

Comply with
Negotiated Agreement ✓

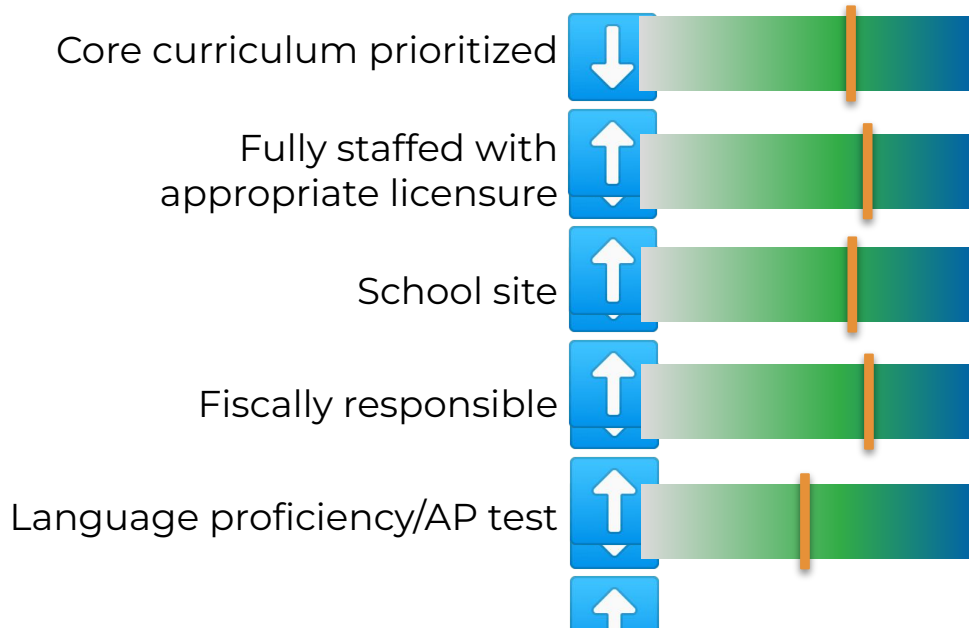
Salaries/benefits not
privately funded ✓

ENTRY POINT

First grade
(no Kindergarten Mandarin special)

average
2.3
favorable
20%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ✓

Comply with Negotiated Agreement ✓

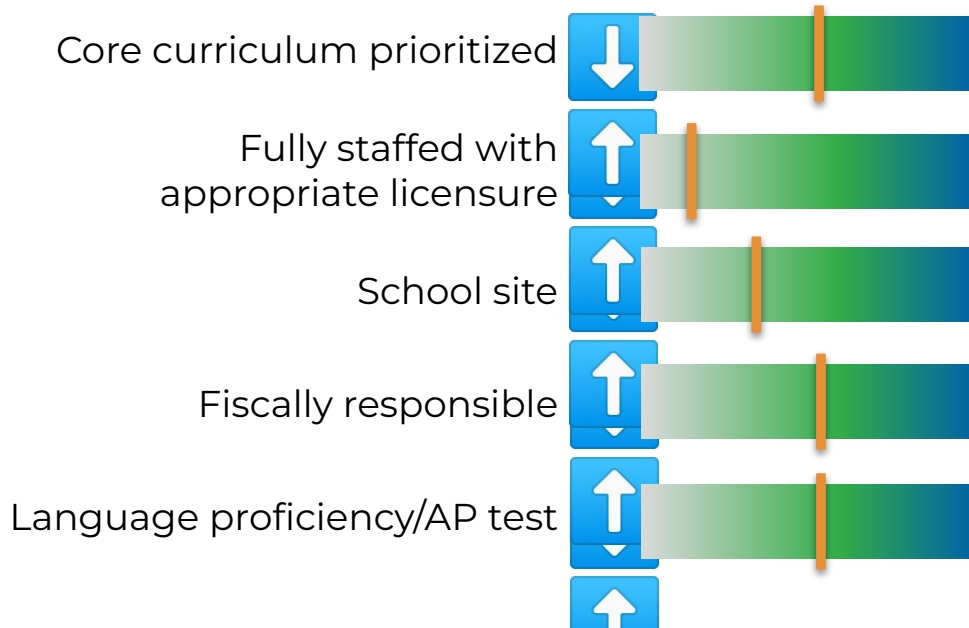
Salaries/benefits not privately funded ✓

ENTRY POINT

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

average
3.5
favorable
70%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ✓

Comply with Negotiated Agreement ✓

Salaries/benefits not privately funded ✓

Location

Where should Mandarin be taught in Blue Valley?
At how many sites?

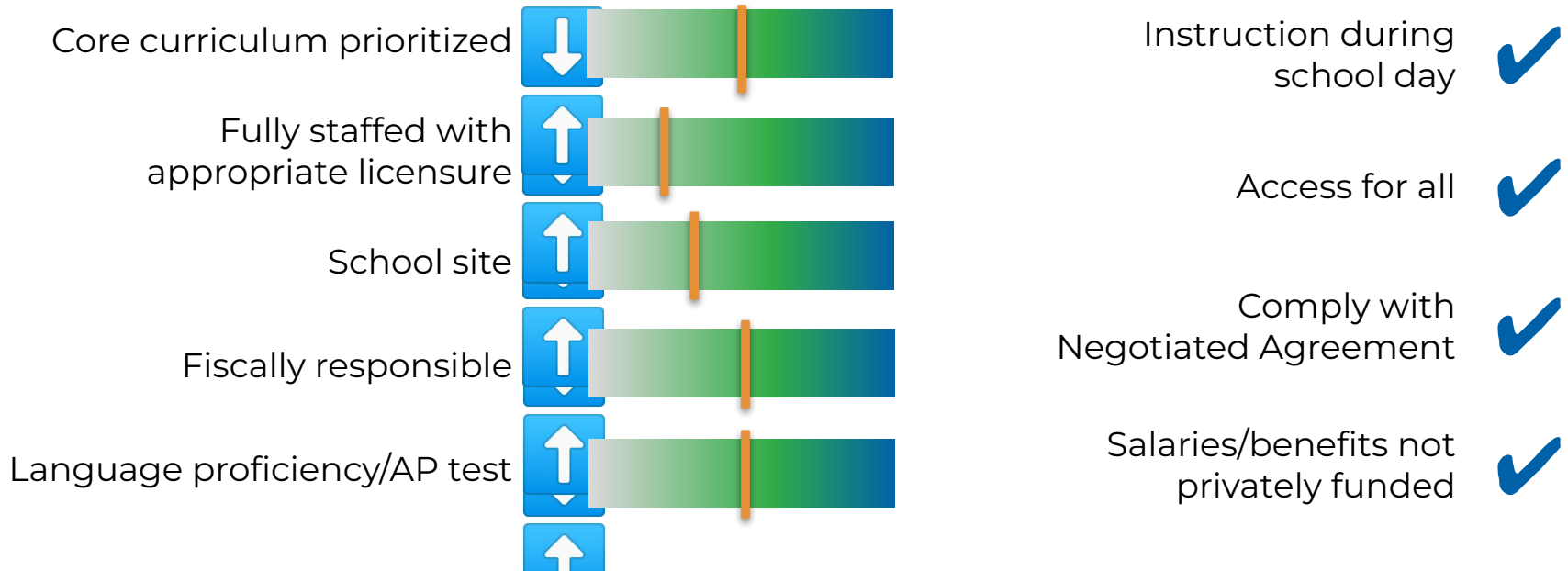
Can choice of location/site(s) enhance sustainability?

LOCATION

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

average
2.9
favorable
40%

EFFECT ON SUSTAINABILITY

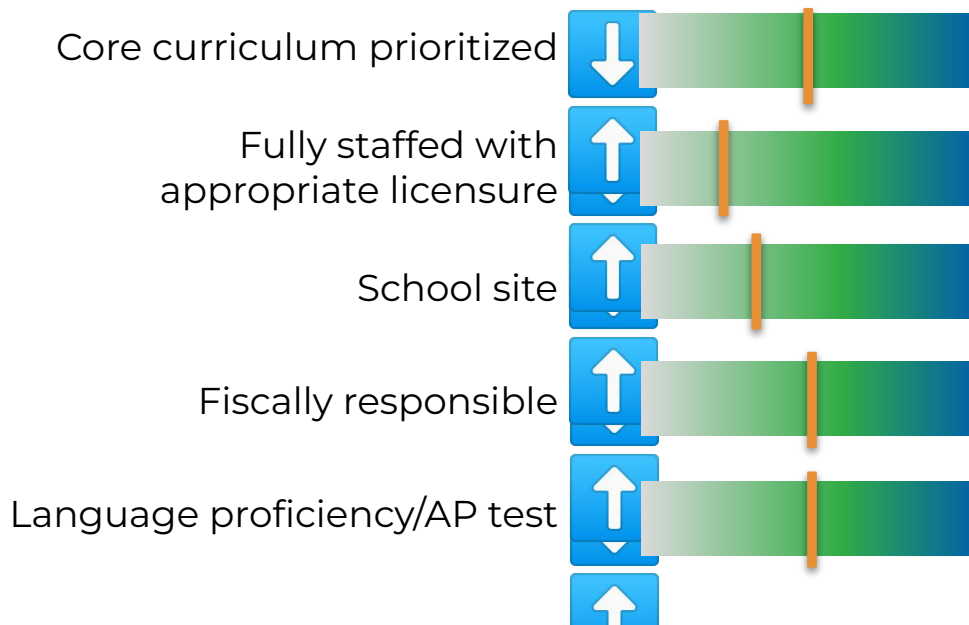


LOCATION

Two sites -- one in the northern part of the district, the second in the southern. Enrollment not limited to where a student resides.

average
2.9
favorable
40%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ✓

Comply with Negotiated Agreement ✓

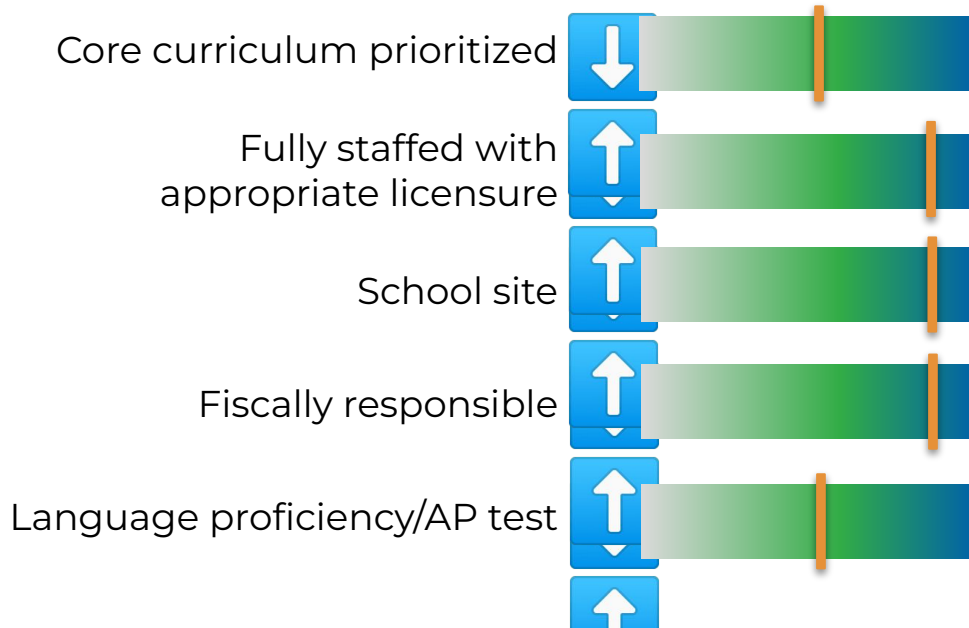
Salaries/benefits not privately funded ✓

LOCATION

One site – open to entire district
(Assuming max 54 students per grade)

average
3.0
favorable
40%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ✓

Comply with Negotiated Agreement ✓

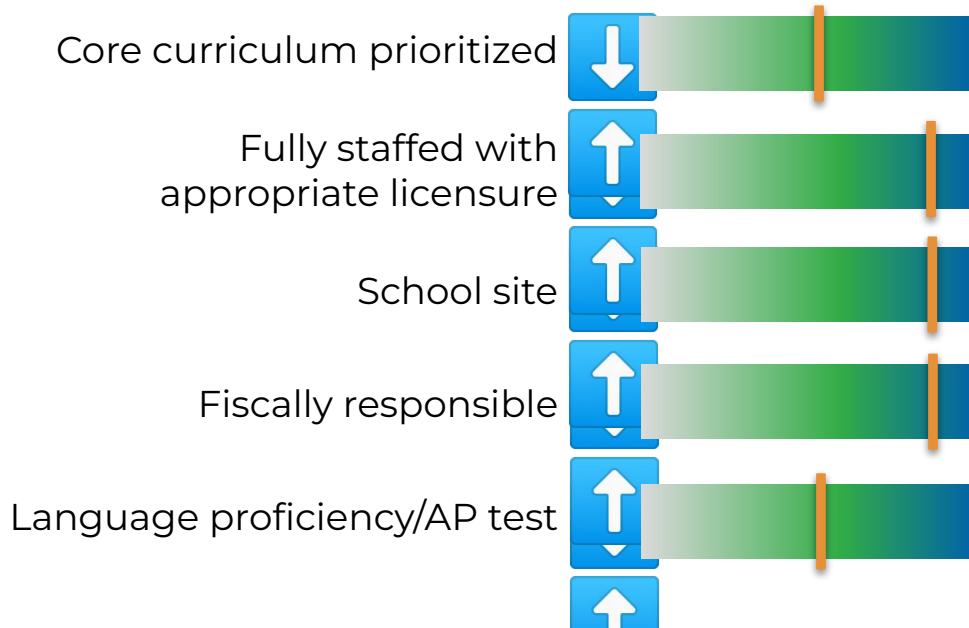
Salaries/benefits not privately funded ✓

LOCATION

One site -- open to entire district -- with possibility to grow to two sites in the future.
(Assuming max 54 students per grade per site)

average
2.7
favorable
50%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ✓

Comply with Negotiated Agreement ✓

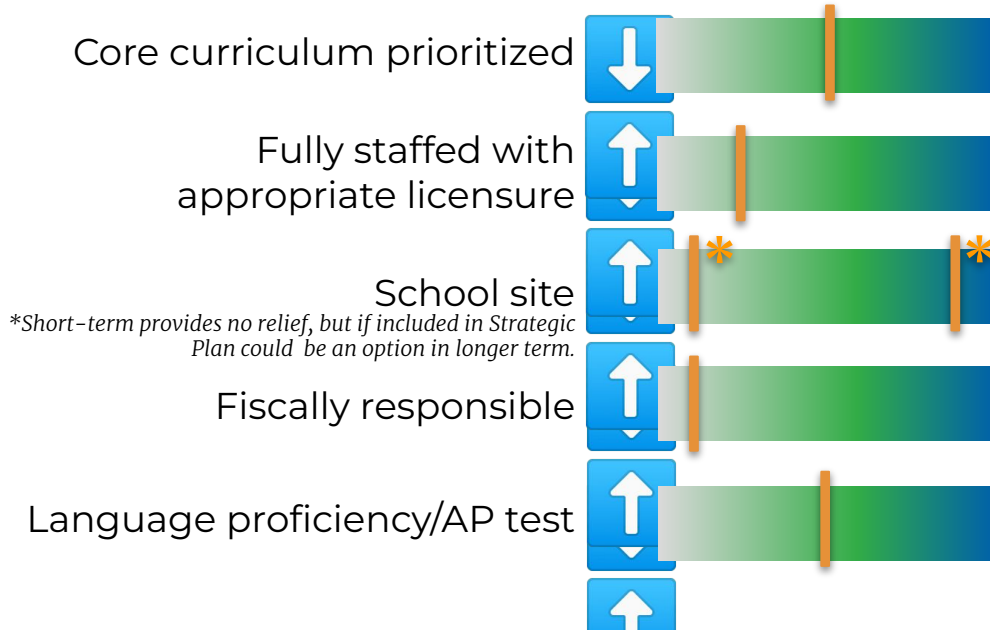
Salaries/benefits not privately funded ✓

LOCATION

"Signature School" where the entire school participates in immersion.
(Assuming max 108 students per grade level)

average
3.6
favorable
70%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ✓

Comply with Negotiated Agreement ✓

Salaries/benefits not privately funded ✓



IN SMALL GROUP

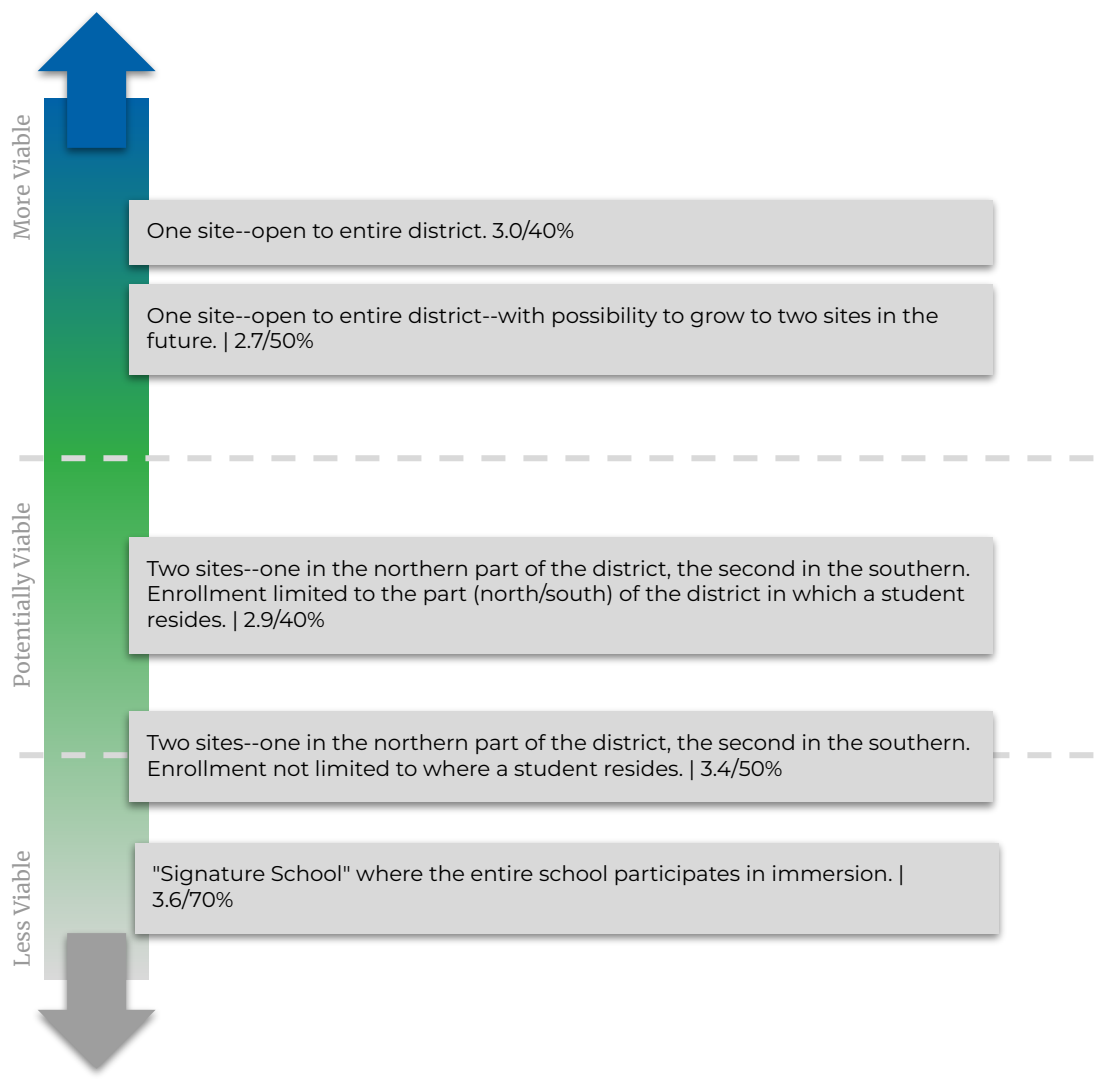
What insights can you draw?
What questions do you have?

<<3:00->>

ADMINISTRATIVE PERSPECTIVE

Viability

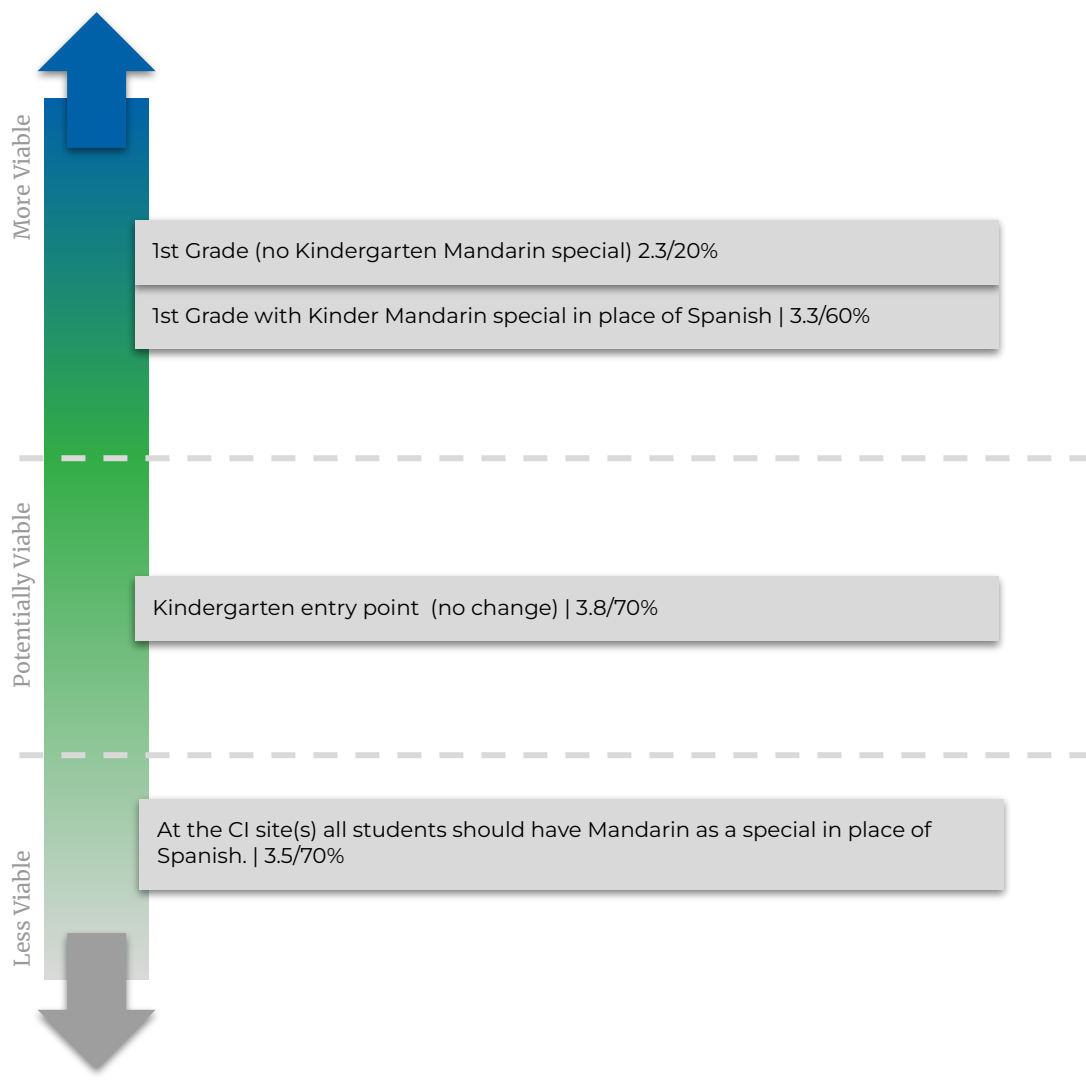
LOCATION



ADMINISTRATIVE PERSPECTIVE

Viability

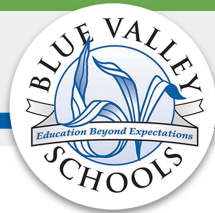
ENTRY POINT IDEAS



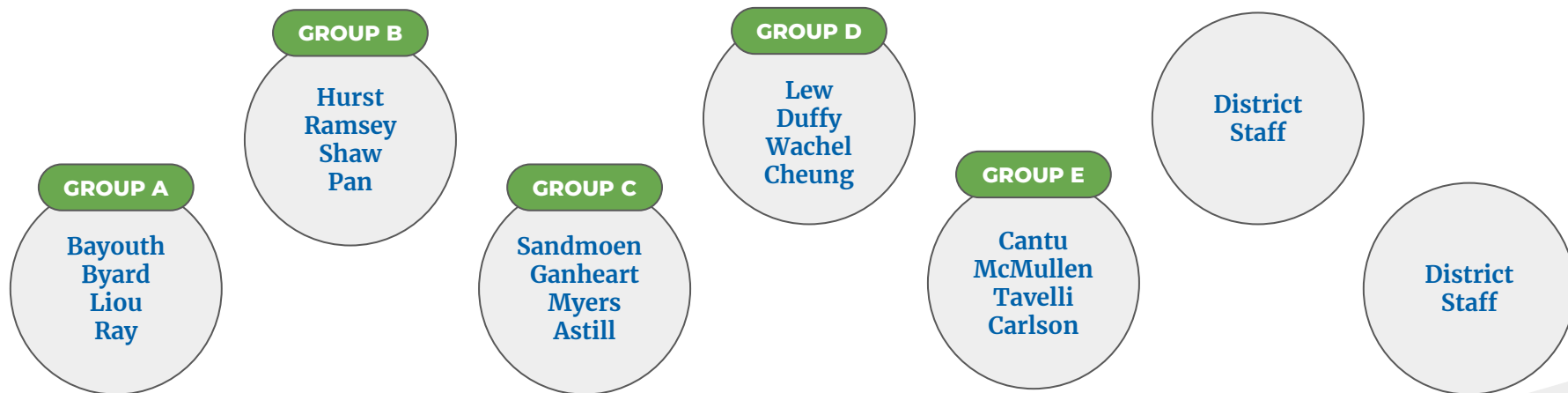


What did we learn from that data set?
What questions do we have?

<<3:00->>



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



Welcome back!

front of room

Type of Program

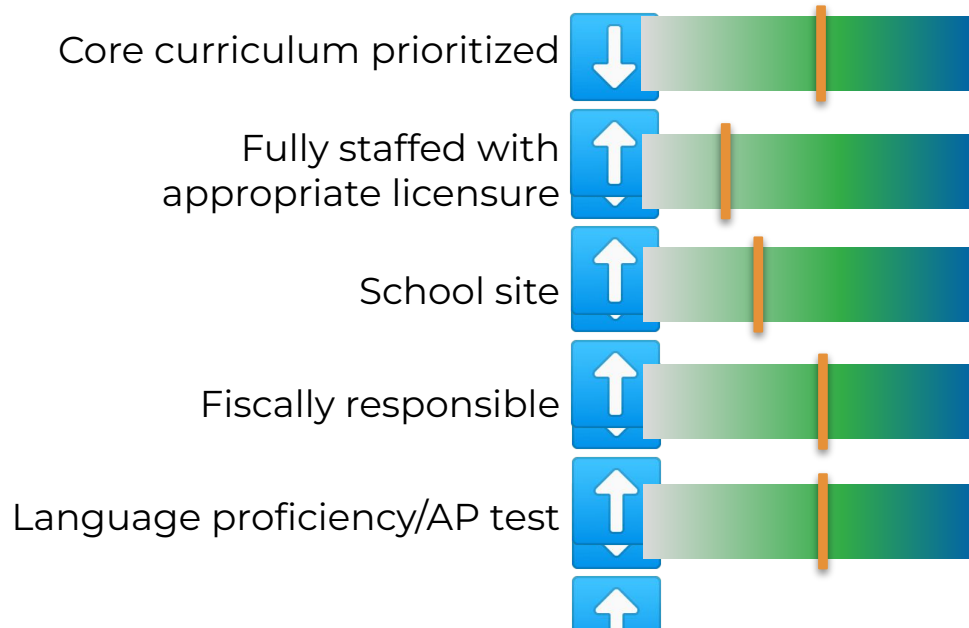
What type of program has the most support
and can enhance sustainability?

TYPE OF PROGRAM

(Maintain) 50/50 dual immersion

average
3.9
favorable
70%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ✓

Comply with Negotiated Agreement ✓

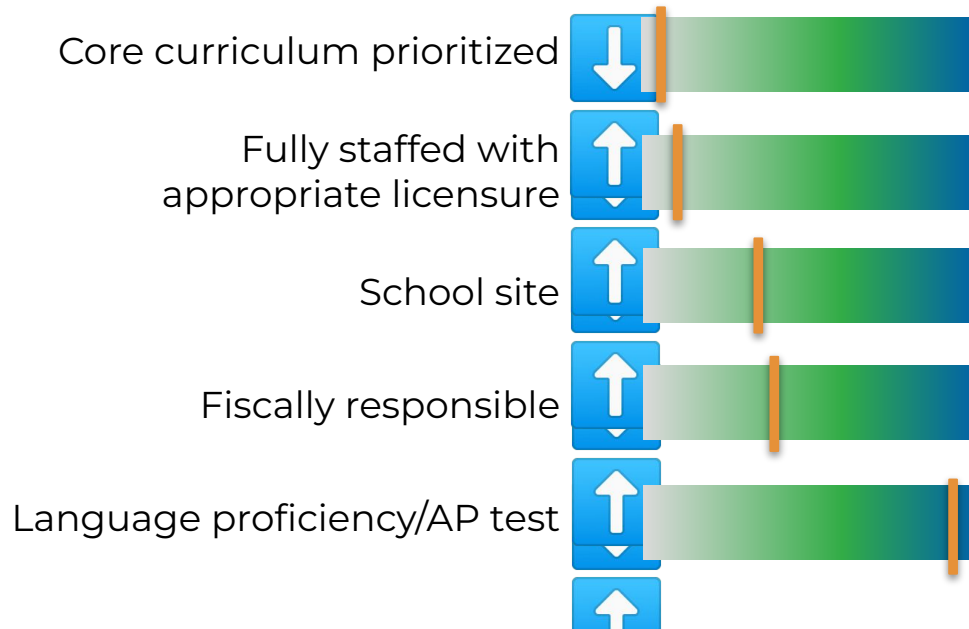
Salaries/benefits not privately funded ✓

TYPE OF PROGRAM

Change to 90/10 (Mandarin/English)

average
2.6
favorable
30%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ?

Comply with Negotiated Agreement ✓

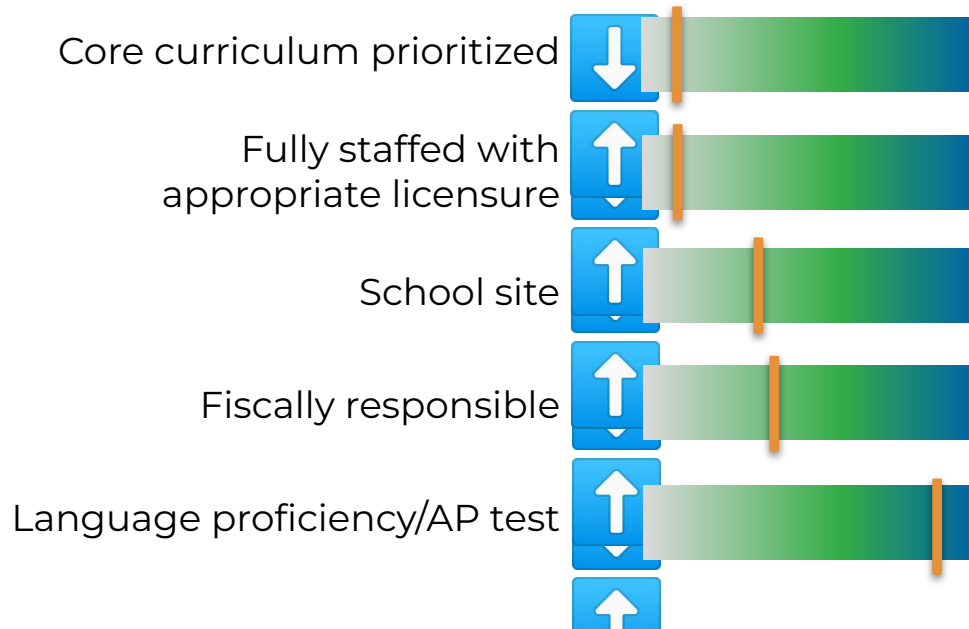
Salaries/benefits not privately funded ✓

TYPE OF PROGRAM

Change to 80/20 (Mandarin/English)

average
2.6
favorable
30%

EFFECT ON SUSTAINABILITY



Instruction during school day ✓

Access for all ?

Comply with Negotiated Agreement ✓

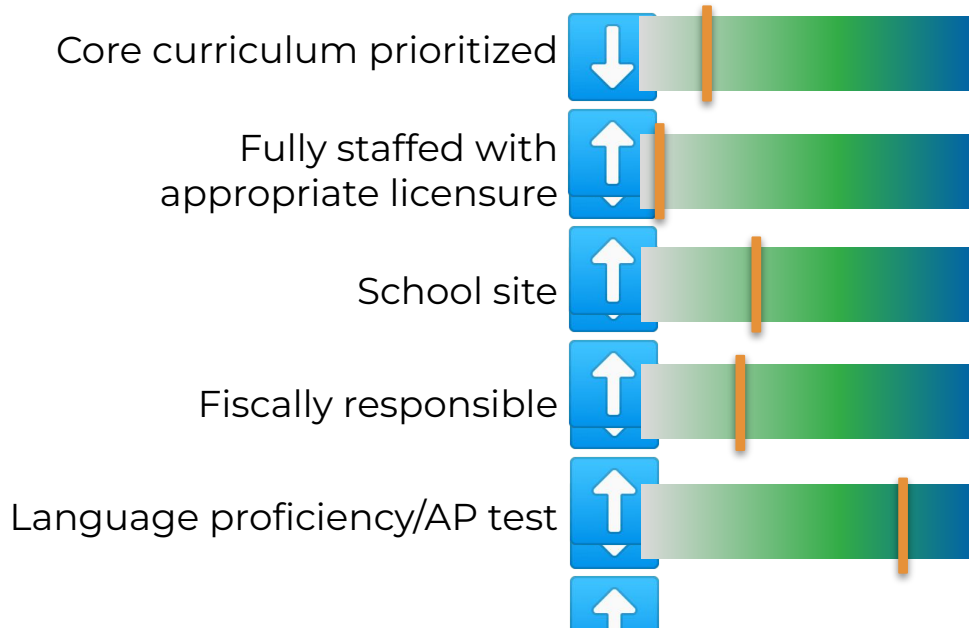
Salaries/benefits not privately funded ✓

TYPE OF PROGRAM

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

average
2.6
favorable
30%

EFFECT ON SUSTAINABILITY



Instruction during school day



Access for all



Comply with Negotiated Agreement



Salaries/benefits not privately funded

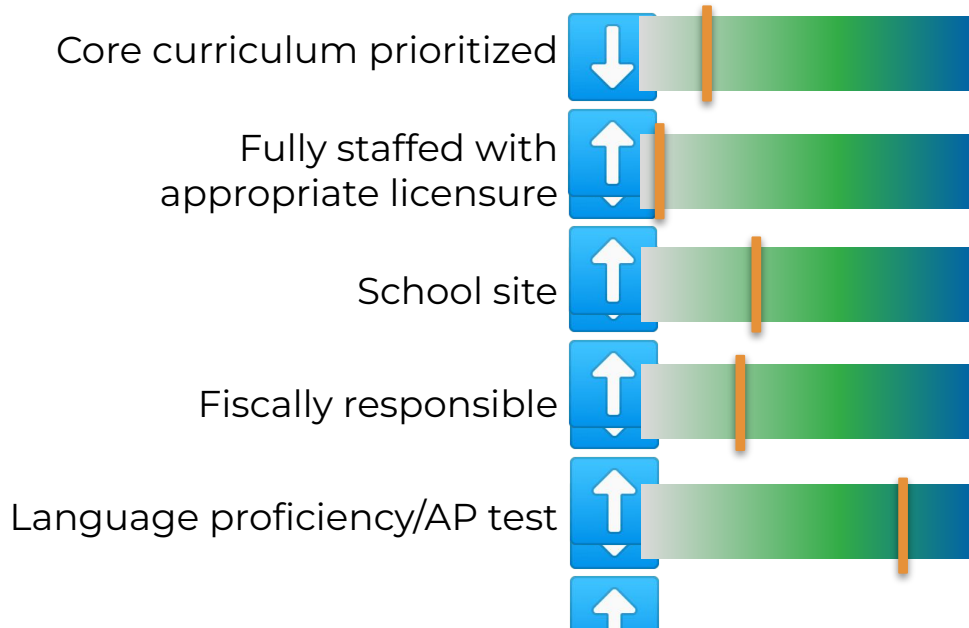


TYPE OF PROGRAM

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

average
2.6
favorable
30%

EFFECT ON SUSTAINABILITY



Instruction during school day



Access for all



Comply with Negotiated Agreement



Salaries/benefits not privately funded





IN SMALL GROUP

What insights can you draw?
What questions do you have?

<<3:00->>



What did we learn from that data set?
What questions do we have?

<<3:00->>

Other Ideas

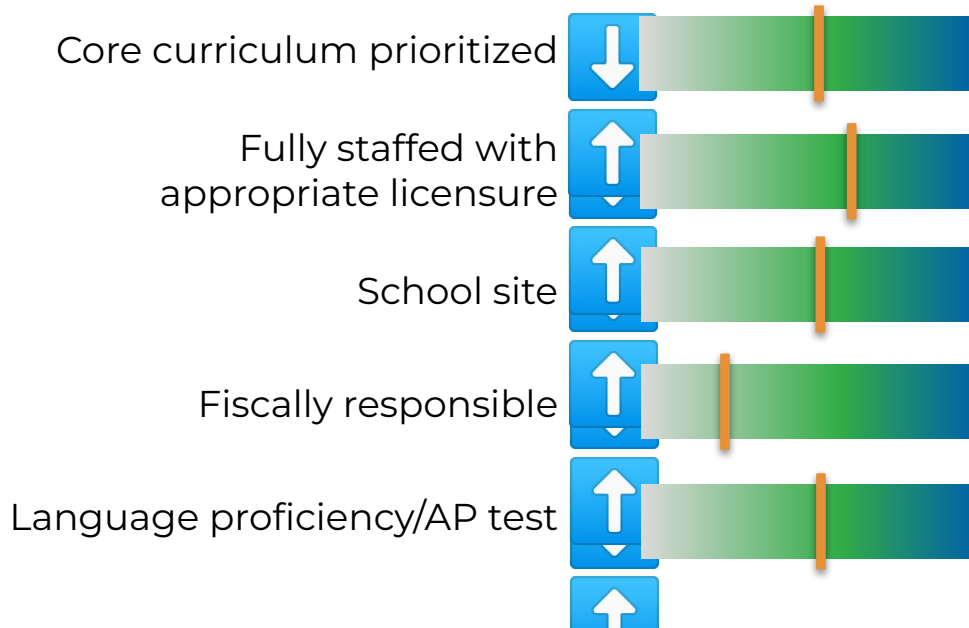
Are there other ideas that
can enhance sustainability?

OTHER

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

average
4.4
favorable
80%

EFFECT ON SUSTAINABILITY



Instruction during school day



Access for all



Comply with Negotiated Agreement



Salaries/benefits not privately funded

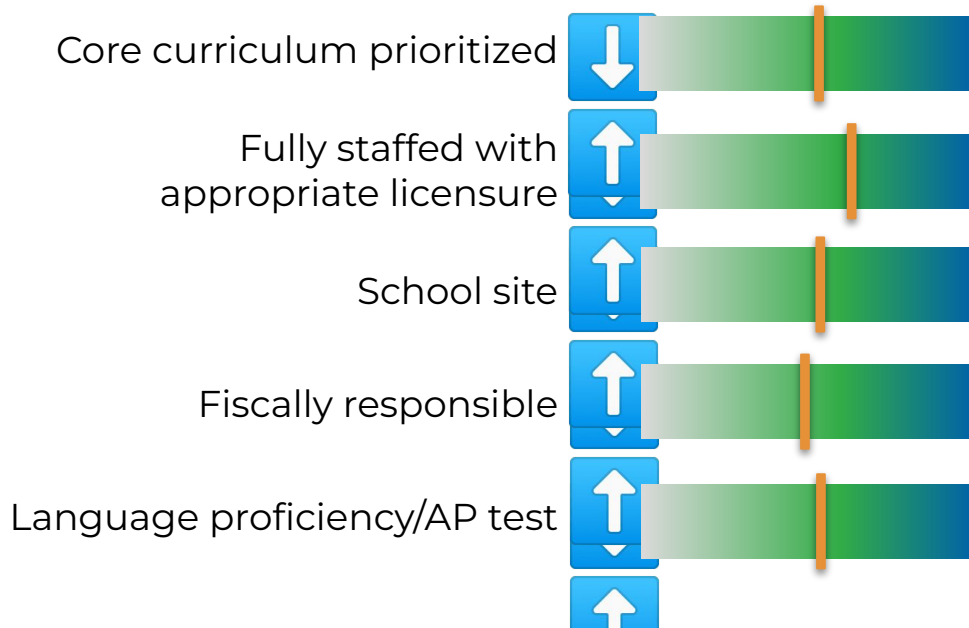


OTHER

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

average
3.2
favorable
50%

EFFECT ON SUSTAINABILITY



Instruction during school day



Access for all



Comply with Negotiated Agreement



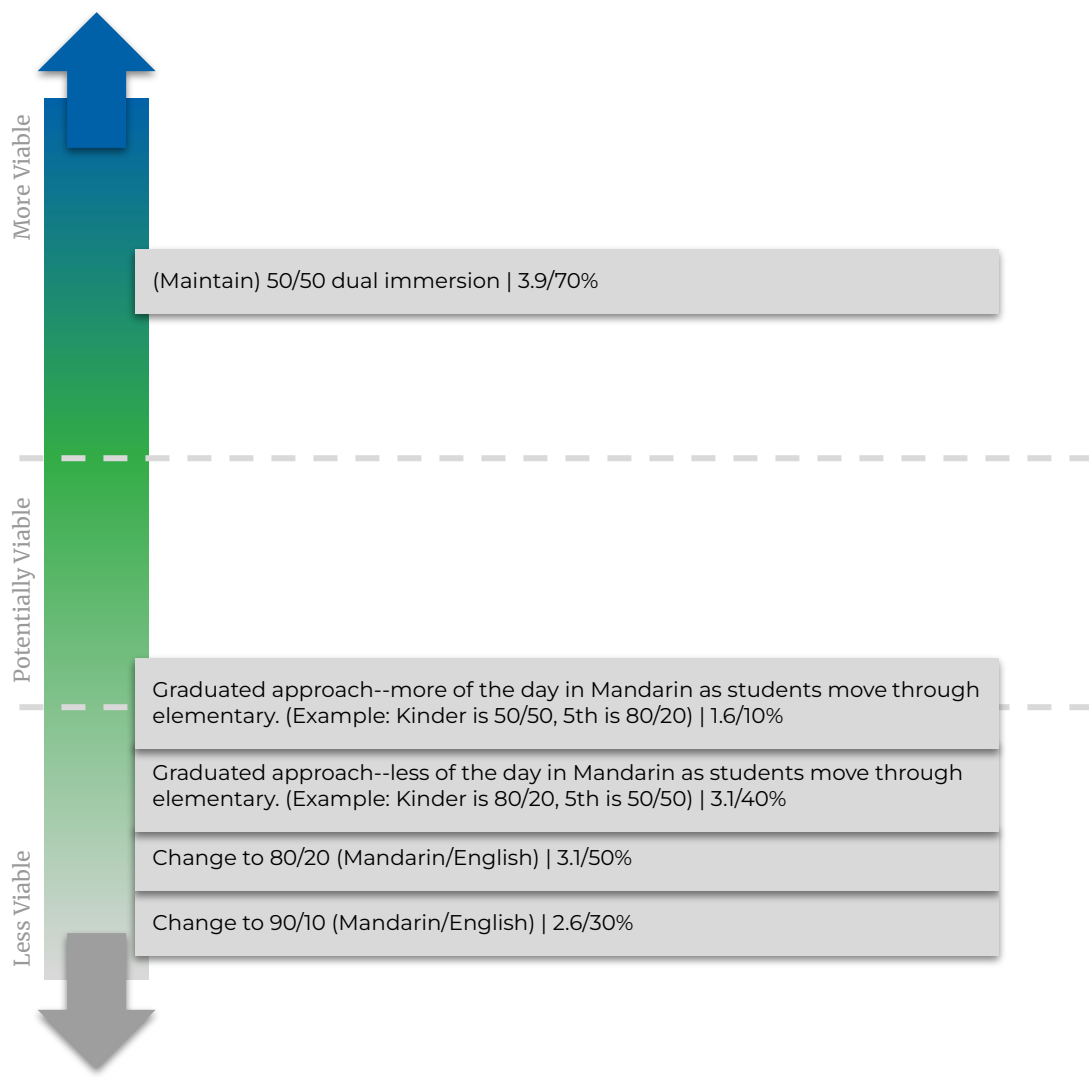
Salaries/benefits not privately funded



ADMINISTRATIVE PERSPECTIVE

Viability

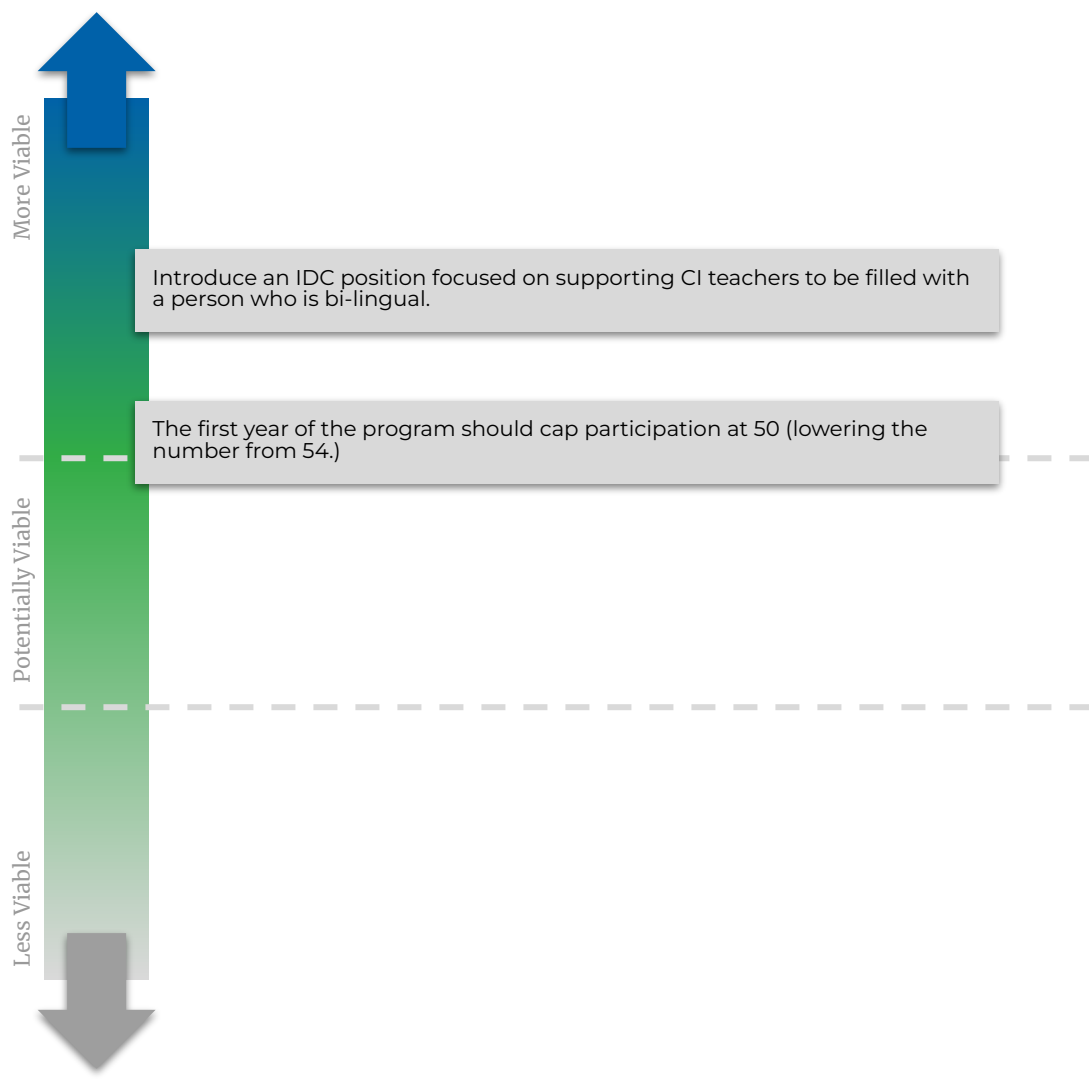
TYPE OF PROGRAM



ADMINISTRATIVE PERSPECTIVE

Viability

TYPE OF PROGRAM





IN SMALL GROUP

What insights can you draw?
What questions do you have?

<<3:00->>



What did we learn from that data set?
What questions do we have?

<<3:00->>

High-Leverage Ideas

Finding common support for
ideas to move forward.



Are there ideas that have
committee support and
can enhance sustainability
that we want to move forward?

<<10:00->>