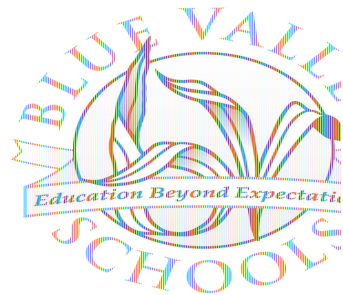


# Elementary Chinese Immersion **TASK FORCE**

## 25 April 2023

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

*Welcome back!*



# AGENDA

## **4:00 Welcome Back**

*Dr. Tonya Merrigan*

## **4:05 Task Force Norms**

*Jennifer Luzenske*

## **4:15 Option Development**

*Jennifer Luzenske*

## **4:30 Non-Negotiables**

*Dr. Merrigan and Dr. Collier*

## **4:45 Program Information & Data**

- *Human Resources | Dr. Eric Punswick*
- *Fiscal Resources | Kelly Ott & Jeremy McFadden*
- *Program Origins & Goals | Kelly Ott*
- *Academics | Jennifer Luzenske & Kelly Ott*

## **5:20 Future Planning & Closing**

## **5:30 Meeting Adjourned**

# PROCESS & PRODUCT

## 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”*

## **TASK FORCE NORMS**

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*“Norms can help clarify expectations, promote open dialogue, and serve as a powerful tool for holding members accountable.”*

(Lencioni, 2005)

# Elementary Chinese Immersion Task Force

## TASK FORCE NORMS

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- 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.

## **FIRST TEAM DECISION**

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**Options to  
Evaluate**

**or**

**Co-create  
Options**

## **FIRST TEAM DECISION**

---

**Options to  
Evaluate**

**&**

**Co-create  
Options**



# ESTIMATED TIMELINE

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

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

**JUNE**  
**7** Begin to Generate/Evaluate  
Options for Consideration

**AUGUST**  
**29** Identify Common Criteria of Quality Solutions

**SEPTEMBER**  
**19** Evaluate Options Based on Common Criteria

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

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

# Requested Data Report

Elementary Chinese Immersion Task Force

## REQUESTED DATA REPORT

25 April 2023



### Program Origins and Goals

As part of the 2015 strategic planning process, one of the top desires of the Blue Valley community was additional opportunities for students that would make them globally competitive. As a result, the Blue Valley School district began offering a 50/50 dual-language Chinese Immersion (CI) option for kindergarteners beginning in the 2017-18 school year at one site, Wolf Springs Elementary (WSE) coinciding with the building's opening. The following year, a second site was opened at Valley Park Elementary (VPE).

Beginning in the 2020-21 school year, the program at VPE was limited to students residing in the VPE residency boundaries and legacy siblings. A classroom addition of 6 classrooms was added at VPE to assist with the additional students for this program. However, the enrollment in traditional classes was larger than anticipated and it was determined there was no room for any students outside of the VPE boundaries.

Since the 2017-18 school year, there have been many successes. There are over 450 students currently in the program and it remains a marquee program for the district. The success and unique nature of the program has drawn families to the district since 2017. Assessments reveal that students are learning Mandarin at the rate set forth in program goals and academic testing in reading and math would put students on par, if not more advanced than their peers. The program provides a unique opportunity for students in Blue Valley and a life-long skill that can differentiate graduates from others in a global economy.

With the conclusion of the 2022-23 school year, the first cohort of kindergarten students will advance to middle school. The progression of this complete cohort marked an opportunity for program evaluation aligned with planning for middle school and high school Chinese language instruction opportunities. Additionally, the sustainability of the program required consideration given the increasing reality of shortages of qualified teacher applicants.

The Board of Education, after hearing the initial program evaluation, charged Dr. Merrigan, Superintendent, and the district administration with the creation of a Task Force inclusive of parents to review, together, current program realities and consider solutions for the maintenance of Mandarin instruction in the district.

### Program Core Academic Mandarin Language Goals

From the outset of the program, there were goals established that guided academic decision making and support for the program. These goals continue to be:

# Elementary Chinese Immersion Task Force

## REQUESTED DATA REPORT

- **Non-Negotiables**

- **Human Resources**

- Staffing patterns
- Recruitment
- Licensure & Work Authorization

- **Fiscal Resources**

- Program Excess Costs
- Sources of Funding

- **Assumption & Problem Statements**

- **Program Origins & Goals**

- Original Proficiency Goal
- Success Measures

- **Academics**

- Core Curriculum
- Assessments & Performance
- Interventions
- Professional Learning

# Non-Negotiables

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

# 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.

# Assumption & Problem Statements

What assumptions are being made?  
What problems are we trying to solve?

## Elementary Chinese Immersion Task Force

# ASSUMPTION STATEMENTS

- Mandarin language instruction should continue in the Blue Valley School District.
- The existence of an instructional program should be designed to avoid sporadic program interruption year to year as a result of staffing difficulties.
- The district can maintain its financial obligation to sustain the program designed to provide Mandarin language instruction.
- The current delivery model is not sustainable and needs to be adjusted to increase long-term sustainability.
- The program's proficiency goals of intermediate-low (listening/speaking) and novice-high (reading/writing) and success on the AP Chinese exam remain unchanged.



## Elementary Chinese Immersion Task Force

# PROBLEM STATEMENTS

- The ability to attract and retain high-quality KSDE-licensed elementary teachers, who speak Mandarin and have work authorization impacts the sustainability of the Chinese Immersion Program.
- The current delivery model (dual-language immersion beginning in kindergarten) presents challenges in the area of human resources.
- The current delivery model has not been evaluated for efficiency and sustainability since the program's inception; different delivery models that accomplish the original goals have not been explored.

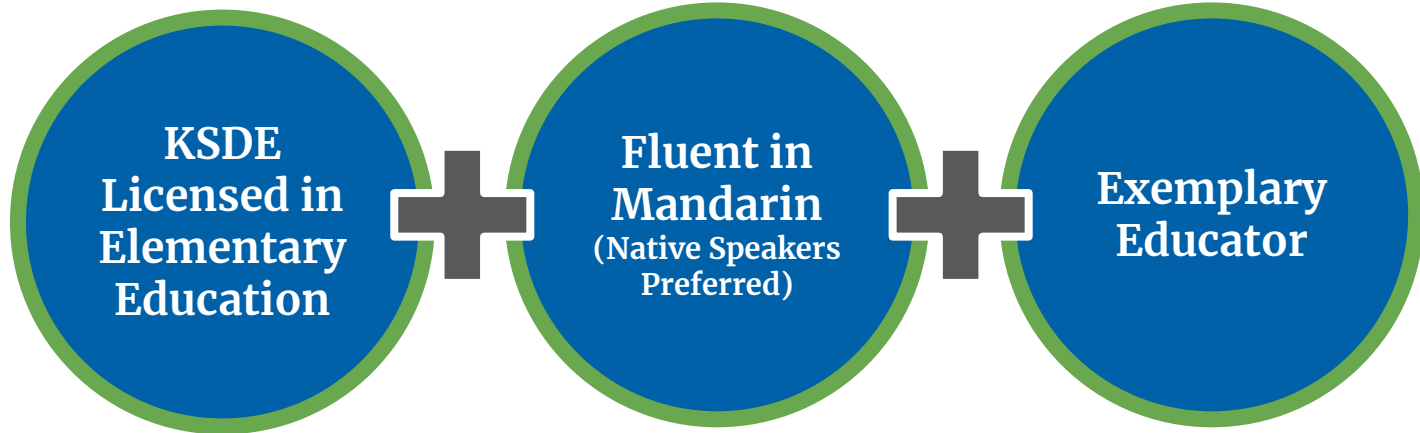
# Program Information & Data

What additional information must we learn to better understand the sustainability problem?

# Human Resources

# Elementary Chinese Immersion Task Force

## HUMAN RESOURCES



# Elementary Chinese Immersion Task Force

## HUMAN RESOURCES

### ● Staffing Patterns

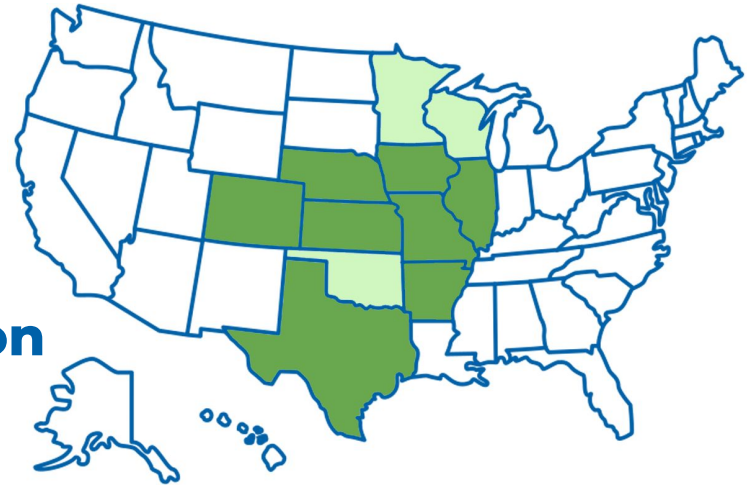
- Chinese Immersion has greater teacher retention compared to the English-side.
- Chinese Immersion and English-side have fewer applicants compared to other classroom teacher openings.
- Enrollment in teacher education programs is not currently meeting state and national need.

### ● Recruitment

- University partnerships
  - Student teaching
  - Identification of talent
- Regional teacher recruitment fairs
- National promotion

### ● Licensure and Work Authorization

- Elementary licensure required
- Assisting/sponsoring employees



# Fiscal Resources

# Elementary Chinese Immersion Task Force

## FISCAL RESOURCES

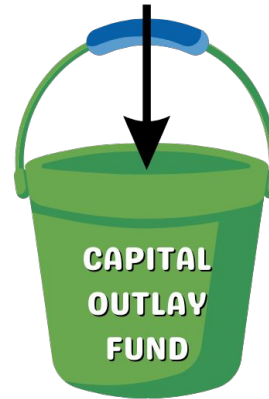
**SALARIES**  
**BENEFITS**  
**UTILITIES**



**FACILITIES**  
**SAFETY**  
**TECHNOLOGY**



**CONSTRUCTION**  
**MAINTENANCE**  
**SOFTWARE**



# Elementary Chinese Immersion Task Force

## FISCAL RESOURCES

Extended Workday Stipend (+3%)	Paraeducator Support	Mandarin Consultant	Additional IDC Support	Work Authorization Costs & Attorney Fees
\$39,340 actual	\$510,000 budgeted	\$46,800 actual	\$72,000 budgeted	\$45,000 budgeted
Mandarin Instructional Resources	Substitutes for P/T Conferences	OnBoarding & Summer PL	Program Maintenance	
\$25,100 budgeted	\$6,600 budgeted	\$4,950 budgeted	\$3,000 budgeted	

### 2022-23 In-Excess Cost

# \$752,790

General Operating Funds\*

*\*Learning Resource Fund was used to purchase instructional materials.*












# Elementary Chinese Immersion Task Force

## FISCAL RESOURCES

### Target Pupil-to-Teacher Ratios

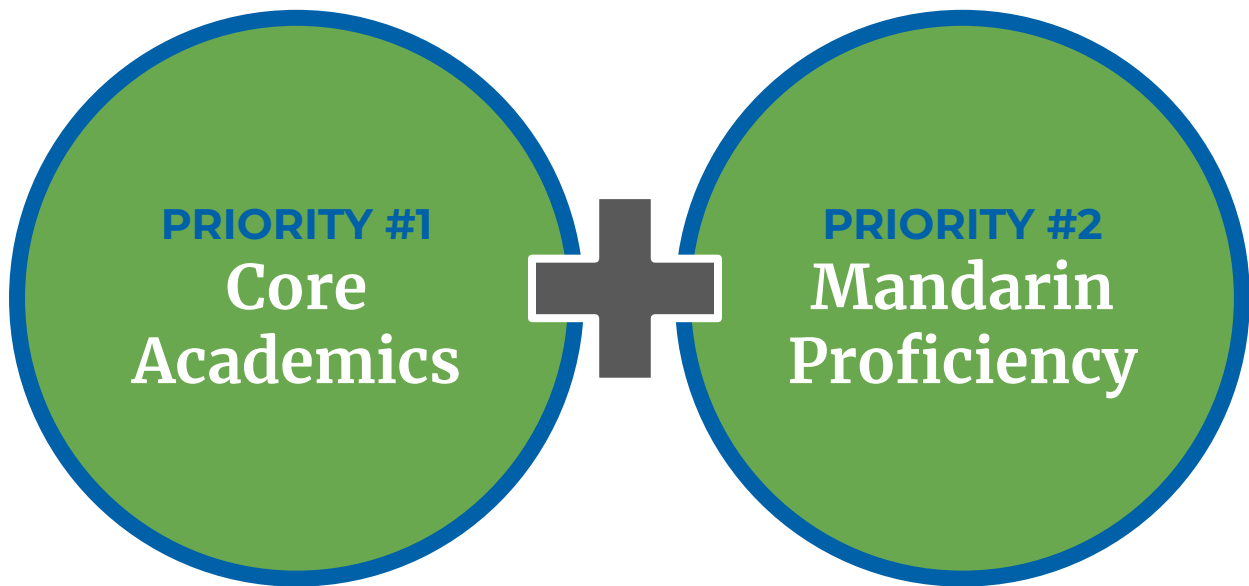
Blue Valley has target pupil-to-teacher ratios (PTRs) for each grade at the elementary level. The human resource department applies these PTRs to efficiently staff classrooms. PTRs are guidelines and followed the majority of instances; occasionally there is a situation where a staffing decision is made that does not align with the PTR for that grade level.

	K	1	2	3	4	5
Target PTR	23.0	24.0	25.0	27.0	28.0	28.0
WSE CI PTR	26.5 	25.0 	23.5 	21.5 	24.5 	16.5 
VPE CI PTR	16.0 	16.5 	16.5 	20.5 	15.5 	

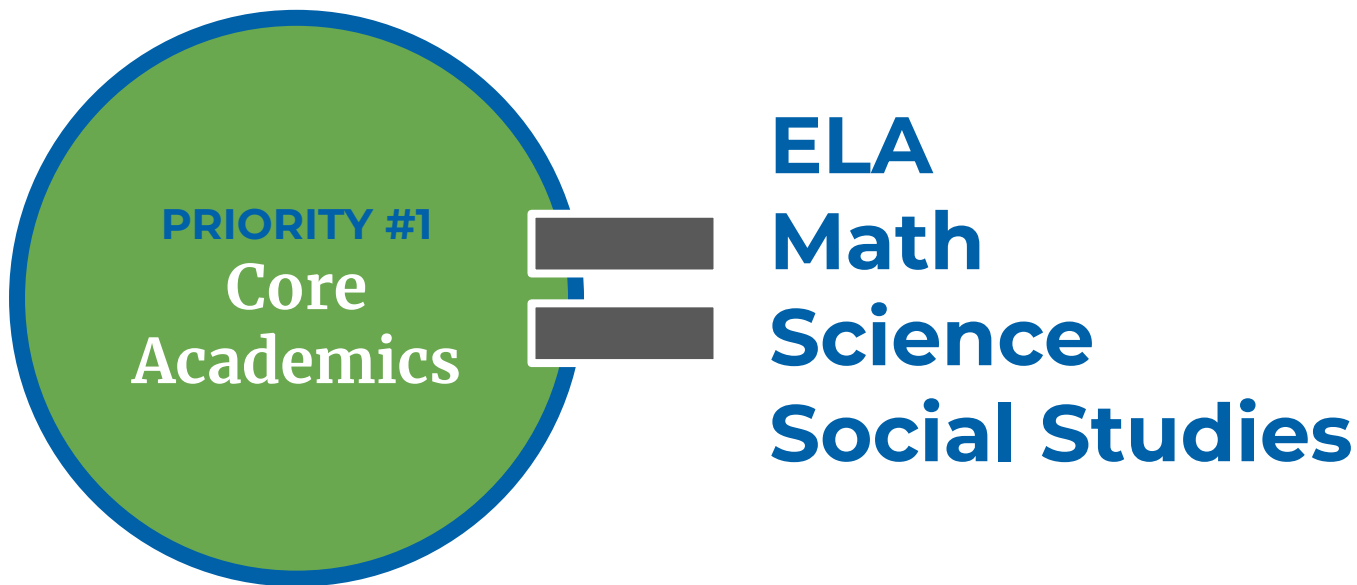
# Program Origins & Goals

Elementary Chinese Immersion Task Force  
**PROGRAM ORIGINS & GOALS**

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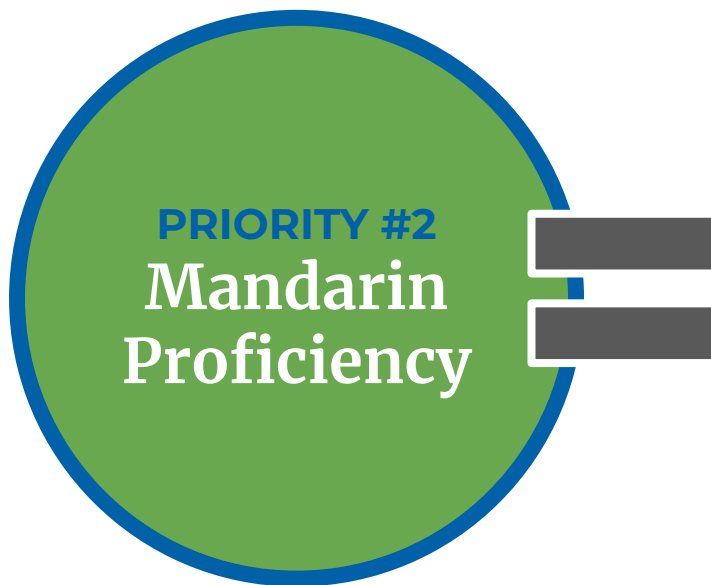


Elementary Chinese Immersion Task Force  
**PROGRAM ORIGINS & GOALS**



# Elementary Chinese Immersion Task Force

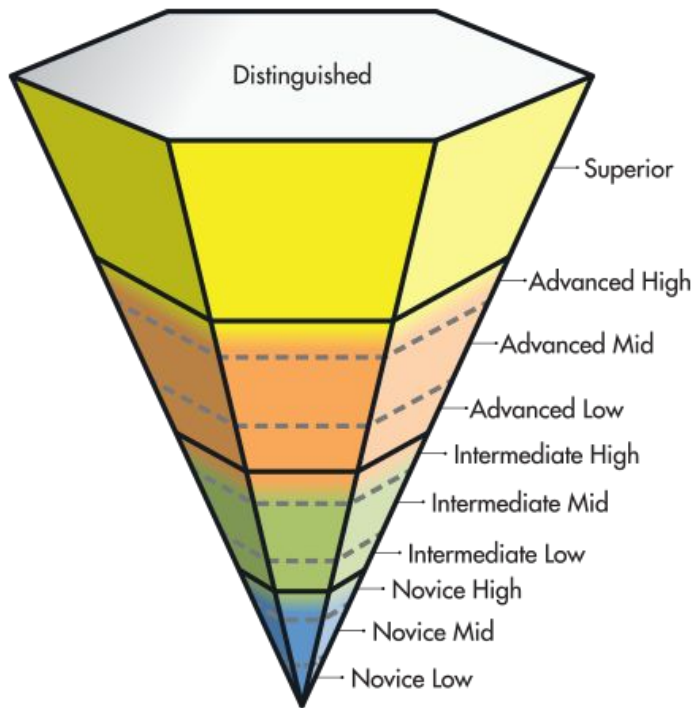
## PROGRAM ORIGINS & GOALS



	Listening	Speaking	Reading	Writing
K	Novice Mid	Novice Low	Novice Low	Novice Low
1	Novice Mid	Novice Mid	Novice Mid	Novice Low
2	Novice Mid	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice High	Novice Mid	Novice Mid
4	Novice High	Novice High	Novice High	Novice Mid
5	Intermediate Low	Intermediate Low	Novice High	Novice High

# Elementary Chinese Immersion Task Force

## PROGRAM ORIGINS & GOALS



	Listening	Speaking	Reading	Writing
<b>K</b>	Novice Mid	Novice Low	Novice Low	Novice Low
<b>1</b>	Novice Mid	Novice Mid	Novice Mid	Novice Low
<b>2</b>	Novice Mid	Novice Mid	Novice Mid	Novice Mid
<b>3</b>	Novice High	Novice High	Novice Mid	Novice Mid
<b>4</b>	Novice High	Novice High	Novice High	Novice Mid
<b>5</b>	Intermediate Low	Intermediate Low	Novice High	Novice High

**AP****CI**

ACTFL Level	ILR	Language Functions
<b>Distinguished</b>	<b>5</b>	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>
	<b>4</b>	
<b>Superior</b>	<b>3</b>	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>
<b>Advanced High</b>	<b>2+</b>	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>
<b>Advanced Mid</b>		
<b>Advanced Low</b>	<b>2</b>	
<b>Intermediate High</b>	<b>1+</b>	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>
<b>Intermediate Mid</b>		
<b>Intermediate Low</b>	<b>1</b>	
<b>Novice High</b>	<b>0+</b>	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>
<b>Novice Mid</b>		
<b>Novice Low</b>		

**AP****CI**

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*
<b>Distinguished</b>	<b>5</b>	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist
	<b>4</b>		
<b>Superior</b>	<b>3</b>	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter
<b>Advanced High</b>	<b>2+</b>	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator
<b>Advanced Low</b>			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel
<b>Intermediate High</b>	<b>1+</b>	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist
<b>Intermediate Low</b>	<b>1</b>		
<b>Novice High</b>	<b>0+</b>	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>	
<b>Novice Mid</b>	<b>0</b>		
<b>Novice Low</b>			

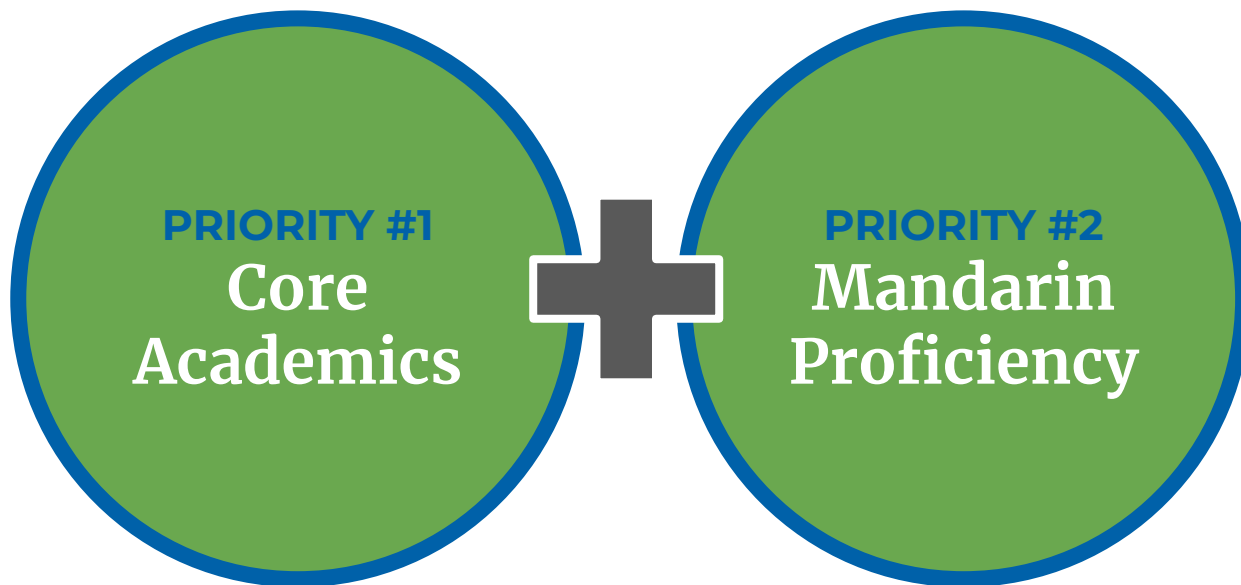


**AP**

**CI**

**Academics**

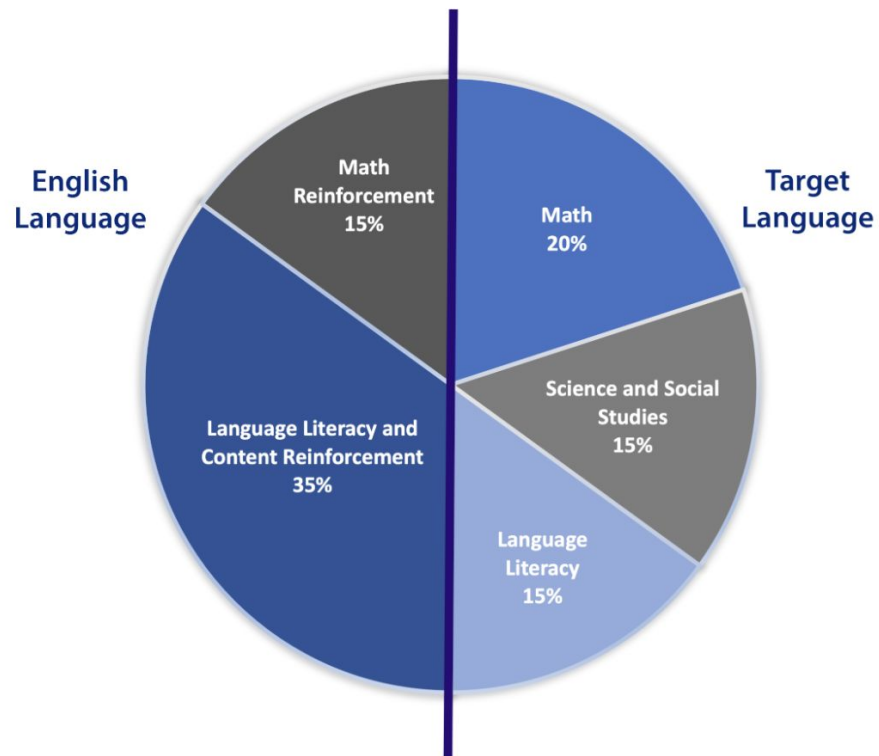
# ACADEMICS



# Elementary Chinese Immersion Task Force

## ACADEMICS

INSTRUCTIONAL MINUTES



# Elementary Chinese Immersion Task Force

## PROFESSIONAL LEARNING

- Additional Immersion-Specific Pre-Service Training
- District World Language Coordinator
- Dr. Sheree Willis
- Additional 0.5 Instructional Design Coach (IDC)
- Targeted Professional Learning During School Year

### Training Topics

Curriculum &  
Supporting Documents

Chinese Language  
Arts (CLA)

Resources

Immersion Framework  
& Strategies

Co-Teaching in BV  
Culture

# **Closing & Future Plans**

# Elementary Chinese Immersion Task Force

## **CLOSING & FUTURE ITEMS**

- Recap of today's meeting
- June 7th revised meeting plan
- Communication

## Task Force Team

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

## Greater Community

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

[bluevalleyk12.org/immersion](http://bluevalleyk12.org/immersion)

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



# ESTIMATED TIMELINE

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

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

**JUNE**  
**7** **LOOK FOR INFO IN MAY**  
**ABOUT OUR REVISED JUNE MEETING**

**AUGUST**  
**29** Identify Common Criteria of Quality Solutions

**SEPTEMBER**  
**19** Evaluate Options Based on Common Criteria

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

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

# Elementary Chinese Immersion Task Force

## KINDERGARTEN 2023-24

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### Fully Enrolled

#### **The student's family has:**

- accepted the invitation.
- provided appropriate proof of residency.

### Estimated Enrollment

#### **The student's family has:**

- accepted the invitation.
- not yet provided appropriate proof of residency, but in conversation with the family seem likely to be able to soon.

# Elementary Chinese Immersion Task Force

## KINDERGARTEN 2023-24

### Fully Enrolled

#### The student's family has:

- accepted the invitation.
- provided appropriate proof of residency.

### Estimated Enrollment

#### The student's family has:

- accepted the invitation.
- not yet provided appropriate proof of residency, but in conversation with the family seem likely to be able to soon.

	VPE	WSE
Fully Enrolled	22	41
Estimated Enrollment	22-27	43-46

# Elementary Chinese Immersion **TASK FORCE**

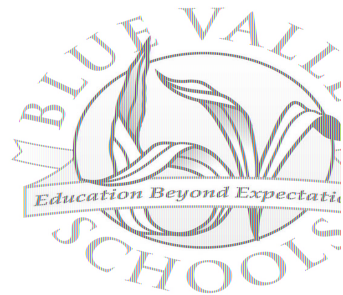
**NEXT MEETING**

**7 June 2023**

**LOOK FOR INFO IN MAY ABOUT OUR JUNE MEETING.**

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

*Thank you.*



**WELCOME**

**Dr. Tonya Merrigan**  
Superintendent

**Dr. Katie Collier**  
Deputy Superintendent

**Kelly Ott**  
Executive Director of Curriculum,  
Instruction & Innovation

**Jennifer Luzenske**  
Director of Curriculum & Instruction