

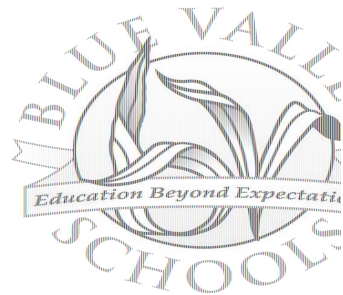
# Elementary Chinese Immersion **TASK FORCE**

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**8 June 2023**

9:00-10:00 | ZOOM

*Welcome back!*



# AGENDA

**4:00 Welcome Back & Updates**

*Dr. Tonya Merrigan*

**4:05 Task Force Norm Review**

*Jennifer Luzenske*

**4:10 Developing Options for  
Sustainability**

*Kelly Ott*

**4:55 Closing**

*Jennifer Luzenske*

**5:00 Meeting Adjourned**

# AGENDA

**9:00 Welcome Back & Updates**

*Dr. Tonya Merrigan*

**9:05 Task Force Norm Review**

*Jennifer Luzenske*

**9:10 Developing Options for  
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*Kelly Ott*

**9:55 Closing**

*Jennifer Luzenske*

**10:00 Meeting Adjourned**

# 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.

# Developing Options for Sustainability

revised  
**ESTIMATED  
TIMELINE**

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

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

**JUNE** Information About Process, Instructions for Option  
**7** Development, Template to Use, Next Steps

**AUGUST** Committee Review of Options  
**29** Small Group Discussion

**SEPTEMBER** Committee Discussion of Options  
**19** Development of a “Short List”

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

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

# Elementary Chinese Immersion Task Force

## ROLES & RESPONSIBILITIES

### Task Force Members:

**Design** program framework/model options for consideration by the BOE.

### Administration:

Design **delivery** solutions associated with the implementation of framework options.

### Board of Education:

**Review design and delivery solution options**, analyze the pros and cons of said options, vote to **approve a model** for Mandarin instruction moving forward.

# Elementary Chinese Immersion Task Force

## INFO & INSTRUCTIONS

### Elementary Chinese Immersion Task Force FUTURE OPTION DEVELOPMENT INFORMATION AND INSTRUCTIONS



#### Timeline & Process

The first two meetings have set the stage for the development of future programming options. At the April meeting a significant amount of information was shared in a report that was provided to the Task Force and greater community. Beginning with the June meeting, the Task Force will begin to generate options for the development of ideas were shared, and that information will be shared with the full committee prior to the August meeting. At the August meeting, members will be assigned a work group made up of heterogeneous roles/perspectives. This work group will have the task of discussing presented options, finding commonalities and evaluating those options. The September and October meetings will be used to narrow down the ideas into final proposals for the Board of Education.

For the sake of clarity, task force members are charged with designing options that address the general construct of a program ensuring Mandarin instruction. These ideas may or may not follow an immersion framework. That is up to the various members of the task force as they design options for consideration. District administration will, as a result, address the delivery of proposals or, in other words, the administrative needs associated with the implementation of the program design(s). In sum, the Task Force has been charged with determining solutions to program design allowing for the

#### Roles & Responsibilities

- Task Force Members:** Design program framework/model options.
- Administration:** Design delivery solutions associated with the implementation of framework options.
- Board of Education:** Review design and delivery solution options, analyze the pros and cons of said options, vote to approve a model for mandarin instruction moving forward.

### Assumptions, Problem Statements and Non-Negotiables

The following are considered non-negotiables when designing solutions for the continuation of the program specifically when designing potential options that will be evaluated based on how well that sustainability related to the problem

JUNE	Process to Develop Options for Consideration Expires (see August with Board of Education)
AUGUST	Committee Review of Options Small Group Discussion
SEPTEMBER	Committee Discussion of Options Development of "Short List"
OCTOBER	Arrive at Options to Present to the BOE
NOVEMBER	BOARD OF EDUCATION MEETING Present Task Force Recommended Options

#### Problem Statements

##### Problem Statement

One solution generated that removes action from Blue Valley Schools. The district (continuing to offer Mandarin as a world language) and would like an option to as possible.

Options will allow for a staffing pattern that meets high-quality instruction. The number of staff as the license requirements affect the to ensure high-quality instruction.

Options prepared to invest in a program design that require expenditures beyond the standard education per pupil expenditure.

Options align with staffing, including the turnover rate for teachers, viable options provide the relief from the stressors outside the control of the district to be elementary licensed, etc.

Options in options would represent programming low for many years of uninterrupted learning program must evolve so that it is more of a human resource standpoint, attributing attrition include the requirement for Kansas broom teacher licensure and the general of teaching candidates for all positions in

Options students achieving success on the AP Chinese test should point. This level of proficiency would be the endpoint towards which all significant skill and positions students well for study or use in many workplace situations.

##### Explanation

The main challenge facing the Chinese immersion program in Blue Valley is that it has been able to identify and hire enough teachers to this point, it has been done with the elementary licensure that is required by the state to teach core areas. In the current model, teachers, requiring the elementary classroom licensure. Being licensed to teach Mandarin as a second language does not require a teacher to teach in the current immersion program, to speak fluent Mandarin.

Other challenges that can also be hurdles to placing a Chinese immersion program in the current state of licensure, immigration status and teacher standards and those standards are applied to immersion students.

Additionally, because the position on the English side can be more intense, with more students, there is a high turnover rate among those who fulfill the positions on the English side of the program. This turnover creates a need for additional, repetitive training as well as an impediment to long-term sustained growth/improvement.

##### AP Licensure Regulations

Options with the first group of immersion students matriculating to middle school and six years of program administration to be complete, it is appropriate to take stock of the program and plan for its future success.

Options there are many ways to achieve proficiency in a language. The best options will maintain the original rigorous goals of the program while the delivery model in the district. The original goals were based on guidance from ACTFL and to prepare students for language use in their post-secondary education.

##### AP Proficiency Levels in the Workplace from ACTFL

#### Non-Negotiables

##### Non-Negotiable

##### Explanation

#### Non-Negotiable

The program must be administered in a

##### Explanation

The district is committed to having Chinese as an option in Blue Valley and to the additional costs that come with that commitment. Viable options will maintain or reduce current levels of expenditures of district funds and human resources.

Options curricular areas are the priority in elementary school learning in the area of English literacy, mathematics and science is the bedrock of a student's academic experience and post-secondary success. Options to hold the learning of these four subjects as the

Options students and parents can participate, future programming must occur during the normal school day.

Options design must be accessible for all students for placement would be appropriate. For any special education services the type of placement is determined by the IEP team. Options driving ESOL services, this is determined by the ESOL program educators and family.

Options Blue Valley are under contract with the district. Options contract are outlined in the negotiated agreement. All teachers and administration are bound by the agreement. Only solutions that adhere to this agreement will be viable for consideration.

Options each core subject (ELA, math, social studies) must be licensed by ESOL. They must hold a license for elementary education. Teachers teaching content would only require K-12 Chinese licensure.

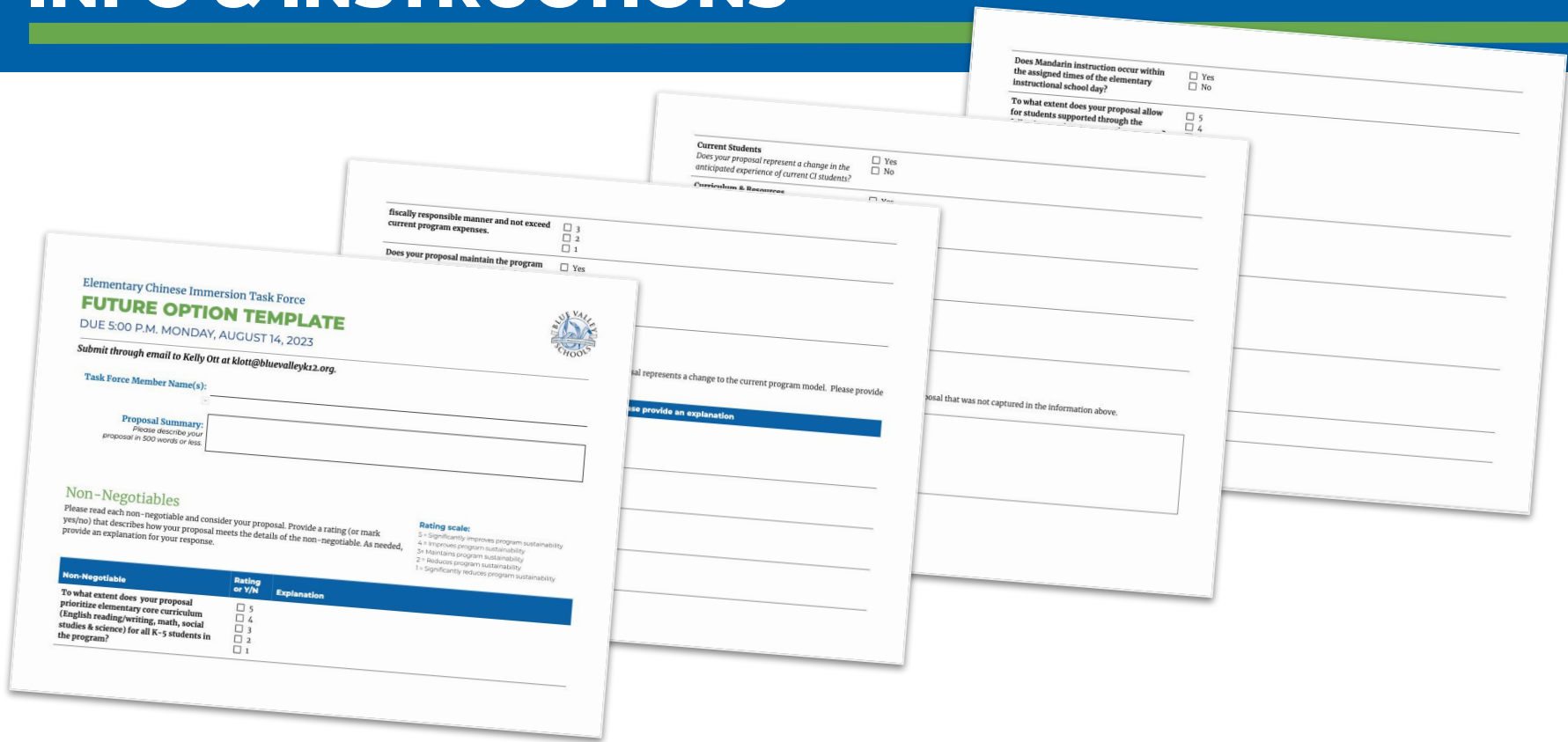
Options to pay some teachers outside the terms of the agreement. Private funding sources for the program are prohibited and violate the agreement.

Options has been charged with determining possible options. How that program is eventually implemented is the responsibility of the superintendent and administrators. Proposals should focus on recruitment and while the administration has the authority of said program such as recruitment location, site location, etc.



# Elementary Chinese Immersion Task Force

# INFO & INSTRUCTIONS



Elementary Chinese Immersion Task Force

## FUTURE OPTION TEMPLATE

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



Submit through email to Kelly Ott at [klot@bluevalleyk2.org](mailto:klot@bluevalleyk2.org).

Task Force Member Name(s): \_\_\_\_\_

Proposal Summary:  
Please describe your proposal in 500 words or less.

### 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 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	_____

fiscally responsible manner and not exceed current program expenses.  3  
 2  
 1

Does your proposal maintain the program  Yes  No

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

**Curriculum & Resources**  Yes  No

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 \_\_\_\_\_  5  4

\_\_\_\_\_ represents a change to the current program model. Please provide \_\_\_\_\_

\_\_\_\_\_ also provide an explanation \_\_\_\_\_

\_\_\_\_\_ proposal that was not captured in the information above.

## Please Note:

- Task Force members' proposals will be public.
- Task Force members may work individually or with others to develop a proposal.
- Task Force members may each submit one proposal.
- Only Task Force members may submit proposals, but input may be used from stakeholders not part of the Task Force.
- Refrain from using names of specific staff in proposals.
- The program model and student experience should be the focus on each proposal. Administrative details should not be part of the proposal. Examples include the items below. These topics may be addressed after a program model is approved by the BOE:
  - specific program site
  - teacher recruitment
  - teacher assignment
  - new family recruitment
  - program communication

revised  
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**Closing**

## Task Force Team

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

## Greater Community

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

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

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

# Elementary Chinese Immersion **TASK FORCE**

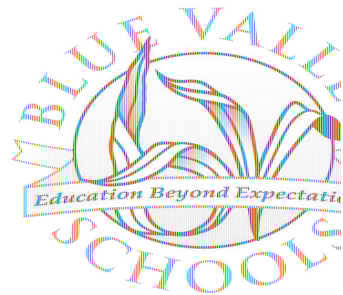
**NEXT MEETING**

**29 August 2023**

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

**OPTIONS DUE MONDAY, AUGUST 14th at 5:00 p.m.**

*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