

Immersion Steering Committee



3 May 2021 / 4:30 PM / Zoom

ATTENDEES

Amy Grundy, Harold Shaw, Helen Yung, Missy Brady, Jen Lougheed, Barb Silber, Fancia Tang, Ashley Sabo, Matthew Jenkins, Christopher Jackson, Fay Kennish, Cherry Gupta, Dayan Knox, Jessica Annand, Rosalind Chang, Meghan Bell, Paul Woodland, George Peart

AGENDA

- The Way We Will Operate
- Review/Revisit Goals
- Parent Team Share
- Mock Up with Kindergarten (as requested)
- Review Previously Presented Models(if needed)
- Q and A
- Next Meeting

NOTES

- **Amy reviewed the Meeting Agenda, The Way We Operate, Zoom Engagement and goals:**
 - Short Term
 - Review and discuss sustainability challenges
 - Understand the strengths and challenges of the program from the perspective of the LHE stakeholders
 - Review potential delivery models for immersion at LHE
 - Create consensus around a sustainable path forward for immersion at LHE
 - Long Term Goals
 - Explore the feasibility of a Red Clay Strand Mandarin Immersion Program
 - Create a K-12 overall plan
 - Create a sustainability plan(recruitment, commitment, intervention)

Parent Team Share- Meghan and Fay shared the parent proposal. This is the 2 teacher model split between 2 grade levels. In order to help mitigate the increased load for the teachers would request a para in the classroom to assist with teaching duties. Due to the critical number of incoming KN they propose to open at least 1 KN class this year for DLI. Would ask to advertise for a 2nd open house to communicate the program and reach out to parents that have registered for KN.

Mock Up with Kindergarten(as requested) - Jen shared the model adding in KN to 1 teacher model with 2 grade levels.

Discussion -

Meghan - if possible to have 1 KN class is it possible to also add another 1st grade class for the next year?

Amy - a concern would be having 2 1st grade classes but at different levels of fluency as the continuing 1st grade class had the KN experience.

Helen - want to be sure to think about the long term. The ideal model would be 2 KN classes to account for attrition. If the classes are not balanced, what happens as classes progress through the program.

Amy - the 1 KN class might inhibit a related arts class for the mandiran because it could be a resource issue.

Chis - in Utah the model is different, KN gets unified arts exposure and can choice into the program in 1st grade but teachers have different roles. Is it possible to add a teacher? How do we help teachers?

George- adding in 1st year class allows to choice in at current grade levels in the future can help with attrition.

Fay - can utilize parents for after school program(as support to KN unified arts model)

Shaw-teachers have shared how difficult the 1 teacher 2 grade level model can be but the district can work with teachers and collaborate with Helen find a model that supports students and work with teachers to collaborate similar to this group.

George - parents want KN class is it possible to bring in an aide, hire another teacher, use grant \$ for immersion program.

Amy - staff generated by how many students in the school and that includes counselors and other staff. Finite amount of money, some solutions(grant \$) not long term.

Shaw - feedback from teachers is that a para can generate more work.

Helen - In order for KN to be sustainable and align with the 2-teacher model, the total numbers would have to be large enough to prevent attrition in later grades. I expressed my concern that the 45 minutes FLEX model would not be enough to prepare the K cohort when they enter into 1st grade and align with the target language proficiency necessary for content-based instruction.

Fay - can use out of the box parent strategies to fill gaps.

George- parent sub-marketing committee would like a 2nd open house. Missy - to target feeder pattern families.

Amy - if there were 50 feeder students would solve the problem. Only 24 in a KN class with attrition would be a worry.

As discussion continued - a developing idea was to give parents and LHE staff an opportunity to market to current feed pattern families to fill the upcoming 2021-22 KN 2 class DLI model (needed 48-50 dedicated students/families). Fay said that parents have already been working on a brochure and a grassroots campaign. Needing to be mindful that these families need to be committed and not “strong armed” into the program as all parties acknowledge that would just bring back the attrition issue. A timeline would be needed - June 30th would allow for time to promote the 2 cohort KN model. This would be prior to rollover when classroom assignments and placements for the upcoming year need to be established. Make sure there would be time to staff 2 KN classes.

If there was not enough interest to fill the 2 KN classes with interested feeder pattern families the committee could adopt the FLEX model with all KN students receiving 45 min (at minimum) of UA enrichment and spend the year to build interest and gather truly committed families. This model could also be supported by the dynamic parent group with tutoring, after school programming and other outside the box enrichment opportunities. These interested KN students would enter into the program in 1st grade.

Missy - Brought up the idea that Kn students who show an interest in the Chinese after the first MP could possibly “opt out” of another of the Related Arts in order to get Chinese 2 x in a 5 day rotation. This would be a parent choice and was only suggested as an option.

Cherry - asked that we extend the FLEX to 90 minutes. Missy/Amy - could work that out. Maybe begin to pick interested students and offer them other opportunities to experience dual language.

Amy - this 1 year would also give us a chance to see where to re launch the program for incoming KN for 2022-2023. While the current cohorts would stay at LHE. At the board meeting there was interest in looking at this as either a LHE program or a Red Clay strand program.

Chris believes that given the waitlist of non LHE feeder students there is enough interest to have this program continue at LHE and elsewhere.

Ashley - A Red Clay strand program as an opportunity for equity would get a lot of support.

Dayan - to summarize we hold a 2nd event to advertise the program if we can get to 48 students we have a chance to keep the program as is. This gives the parents a chance who have been working to promote and fill 2 KN classes.

Amy - if we get the 48-50 to continue the program as is at LHE next year it would pause the discussion of moving the program elsewhere for the time being

Missy wanted to consider further Ashley's comment about equity. For the team to consider only marketing the program to LHE - how does that look?

Fay - another concern would be families already in the program that want a younger sibling to attend. If the program moves- families would not like having 2 students at 2 different schools. Also a possible resource U of D has dual immersion maybe can leverage what is there.

It was requested that the Committee reflect on the 2 developing options and take a poll to see where everyone stood. **Option A** - Allow Parent Committee and LHE Admin to promote the program and look to recruit 48-50 LHE feeder families to the program by 6/30. This would continue the DLI 2 cohort model. **Option B** - pause KN 2 cohort model and offer all KN students 45 min unified arts exposure with additional outside parent support (before/after school). This allows a year of promotion to go back to 2 cohort model and time to look at a reboot of the program for 2022-2023 at either LHE or open up as Red Clay strand. This option would also include some additional school day time to expose students to immersion.

It is noted that for the upper grades currently enrolled in immersion - would adopt a 1 teacher 2 grade model to support these students continuation in immersion but also alleviate class capacity inequities at LHE.

Roll call of participants as follows:

Option A	Option B	Abstain
Matt	Amy	Barb
Chris (ok w/either)	Shaw	Fancia
Fay	Helen(with 90 min work around)	Ashley
Cherry	Missy	Jessica
Dayan(ok w/either)	Jen	Rosalind
George		

Paul

Discussion - George - parents are open to Option B but want to have the opportunity to see if they can get to Option A.

Helen - I indicated that as a DDOE employee, I support any model that could get us back to the two-teacher model. Therefore, if Option A can get us there, I would vote for that as well. My concern is more with the timing needed to recruit current feeder families by 6/30th and also with the equity of non-feeder Red Clay students to be able to have access to the Chinese DLI program in Red Clay.

Missy - need to market to feeder pattern families not yet registered but also to those that have registered.

Matthew - within this number of 48-50 students needed can this include siblings that already have another sibling in the LHE Immersion program and were on the list.

Amy is going to check with the Choice office on this matter.

Missy - the 48-50 can include the already 8 or 9 students that are in the feeder pattern that already expressed an interest.

Next steps -

- Missy and Jen to work with parents regarding marketing program and a 2nd KN promotion event highlighting LHE Immersion program with feeder pattern families
- Amy - check with choice office regarding the siblings on the waiting list for Immersion program - can they be admitted to the KN for the 2021-2022 school year
- Pause these meetings to work current plan of promotion of LHE Immersion program with feeder families.