

# Welcome Spring Lane & Oakwood Communities

**Chinese DLI Information**



# Special Guests & Introductions



# Program

1. Welcome
  - a. Purpose, Norms, Agenda items
2. Overview of Dual Language Immersion - Jayne Young/Sheri Sorensen
3. Elementary Master Schedule Overview - Eric Bailey
4. Submitted questions - Eric Bailey/Steve Hogan
5. Other questions - Steve Hogan/Sheri Sorensen



# Dual Language Immersion

- Jayne Young -  
Chinese DLI Teacher  
Specialist



# A Few Things:

---

01.

## Intro to DLI

An overview of the Chinese Dual Immersion Program



## Program Goals

What students can achieve

02.



03.

## Program Benefits

What students can benefit from



## Application Process

Who can apply and how to apply

04.



01

---

# Intro to DLI

UTAH DUAL LANGUAGE



IMMERSION

*Providing a world of opportunities for students.*





**READ**



**WRITE**



**SPEAK**



**LISTEN**



02

● —————

# Program Goals





# Program Goals



- Academic Achievement across all subject areas
- Proficiency in Chinese AND English
- Prepare students for cross-linguistic and cross-cultural encounters; enhanced intercultural understanding

03

Program  
Benefits



IMMERSION

*Providing a world of opportunities for students.*

# Program Benefits



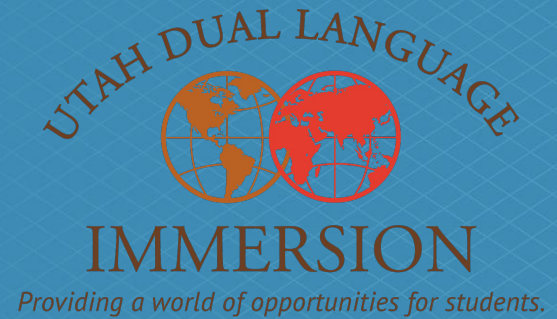
- **Cognitive-** Cognitive flexibility, attention control, memory, problem solving.
- **Educational-** Enhanced understanding of primary language.
- **Economic-** Better prepared for global community and job markets
- **Social-** More awareness and appreciation of other people.



04

---

# Application Process



# DLI Application Process



- **December 7, 2022** – Registration begins
- **December – January** – Information meetings held at schools
- **February 3, 2023** – Registration closes at 4:00PM
- **February 24, 2023** - Notification of selection in program

# Elementary Master Schedule Overview

Eric Bailey - Principal of Oakwood Elementary



# If DLI and Spring Lane were in Oakwood today:

Grade Level	Non-DLI Students	DLI Students
All Day Kindergarten	36	NA
½ Day Kindergarten	52	NA
1st	72	22
2nd	78	21
3rd	83	19
4th	82	30
5th	68	20
Totals	471	112
<b>Combined total = 583 students</b>		

# Benefits of an increased student body (583 students)

- Number of teachers
  - 27.25 students = 1 teacher
  - 583 students = 20 - 21 teachers
  - Roughly 3 - 4 teachers per grade level
- Necessary classrooms
  - 22 available instructional spaces
- Increase funding
  - School operations
  - State Funding (LAND Trust, TSSA, ESSER III)
- Increase support staff hours
  - Social worker, School psychologist, Speech pathologist, paraeducators, literacy and tech specialists

# Goals of a Master Schedule

1. Every student is taught by a qualified teacher
2. Student : Teacher ratio (or class sizes)
  - a. Determined by Administration, teachers, and approval by Community Council
    - i. Smaller class sizes in the younger grades
    - ii. Increased paraeducator support in the upper grades
3. Proper instruction time for reading, math, science, social studies
4. Collaboration time for teachers
  - a. Students attending specialty classes (i.e. BTS Art, PE, Library) and teachers having that time to plan, instructional prep, and PLC
  - b. Blended collaboration between DLI and non-DLI teachers for the benefit of the entire grade
5. Lunch and Recess time

# Submitted Questions

## Why Chinese and not Spanish? Utah has more Spanish speakers

- Chinese is the most widely spoken language in the world and is a language used frequently in global economic situations. The study of any language provides cognitive benefits to students. <https://youtu.be/7F-0kFDctsk>

- US News Article

<https://www.usnews.com/opinion/knowledge-bank/articles/2016-10-25/teaching-mandarin-chinese-should-be-a-priority-for-american-schools>



## Will current Oakwood students be allowed into the program if it moves?

Students can enter dual immersion in first or second grade. If another cohort starts at Oakwood in the 2023-24 school year all Oakwood students in kindergarten would be eligible to apply for the program. If there are more applicants than space available in the first grade program, a lottery would be held for the available spots in the first grade. Students could be added to the second grade. If there were more applicants than space available, a lottery would need to be held for the openings in second grade.





**Would kids already attending Oakwood be pushed out and sent to different schools if they don't participate in the DLI program?**

Dual immersion would not push students out of Oakwood. Dual Immersion schools have DLI classes and traditional general education classes in the same building. The students and teachers are part of the community at each grade level. Children attend recess together and other activities such as PE and art together. DLI and general education teachers work together as a grade level team.



## Will students be required to participate in the dual immersion curriculum?

Only students who are enrolled in the DLI classes will be learning the content in Chinese. All non-DLI students will continue learning in English



## Will the class sizes for non-Chinese immersion students get bigger?

Dual Immersion classes in 1st grade are typically higher in enrollment to compensate for the attrition that will occur with students moving out of the school and DLI program. When the school size is sufficient to adequately support a DLI program, class sizes generally remain a reasonable size at each grade level. When necessary, the DLI delivery model can be adjusted to minimize the impact on the general education program.



**Are there OPTIONS??? Is DLI going to be in ADDITION to normal elementary or INSTEAD of?**

DLI would be in addition to the general education program.  
Participating in DLI would be a parent and student decision.



The Dual Immersion Program takes up much needed Elective classes when students get to Junior High School. There have been schools in other Utah districts that have abandoned dual immersion programs as they saw NO benefit in students as well as test scores suffering. As parents how can we vote to keep Oakwood how it is and not take away the arts from our students?

- DLI students entering junior high have the option to continue the dual immersion program and the DLI class does use their elective option. This is no different than a student who chooses to take another world language as their elective in junior high. This is an individual student and parent decision on what classes will be meet the needs of the student. The L2TReC Department of the University of Utah has done extensive research on DLI outcomes for students including student achievement scores. The data indicates that test scores do not suffer for students in DLI programs. The research can be viewed at this link:

<https://l2trec.utah.edu/research/index.php>



What support is the district willing to give when DLI class sizes are smaller than the FTE?

After a decision has been made by the Board, and general class sizes are projected for next year, GSD will evaluate the need for and degree of "support".





How will marketing be handled? Will Oakwood be marketed as the new DLI Chinese school or a traditional school with a lot of great opportunities for students?

Both will be marketed. But Oakwood Elementary is fundamentally a traditional school, which also happens to house a Chinese DLI program



Best Practices:.....How much control do we have in this? For instance, for a school of Oakwood's size could it make more sense to stick with a one-class per grade model? Is there flexibility with the starting grade? Could we load the first year slightly higher than normal to account for expected attrition? Just wanting to be flexible to think outside the box to find an agreeable solution that makes the most sense for the entire community.

- Dual Immersion classes in 1st grade are typically higher in enrollment to compensate for the attrition that will occur with students moving out of the school and DLI program. When the school size is sufficient to adequately support a DLI program, class sizes generally remain a reasonable size at each grade level. When necessary, the DLI delivery model can be adjusted to minimize the impact on the general education program.



Integration: Something Oakwood is really well known for is the integration of students across grades and collaboration of teachers. The students do not just stay in their classroom with one teacher all day. They rotate groups and teachers for different lessons. A mistake at Spring Lane has been the the lack of integration between the DLI and traditional students. This is a problem and something that Spring Lane students and teachers would desperately love to change. We acknowledge that adding Chinese language instruction for only some students does complicate the integration of all the students in a grade, but we feel with time and care it can be done and Oakwood is starting with such a great foundation that we would love to join and build on. By adding our numbers, we will bring more classes per grade which will equate to more opportunities for rotation and integration. We would love it if the students mingled with each other to the point they were not even aware of which students were in the DLI or not! We have heard some great ideas from our friends in Canyons District. Is this something we can pursue or are we restricted to the Spring Lane model of half the day with Chinese teacher, half the with English partner teacher? Do we have the flexibility to sit down with Principal Bailey and teachers, share our ideas, brainstorm and work out the details to see how an integrated model could be done?



## ***“Integration” question continued***

There are some state assurances in regard to DLI that must be followed; however, schools have some flexibility to integrate DLI and traditional students in a variety of ways that meet the needs of the individual school. Depending on how the master schedule is created students may have the opportunity to be mingled together in PE, BTS, and other opportunities within the school



You keep saying you made promises to the DLI families, but what about the promises to the current families of Oakwood? We just get pushed to the side in order to accommodate the DLI classes.

Granite School District has a solemn obligation to all students. We do not want anyone to feel “pushed to the side”. In fact, the basis of this study is to create more resources and educational opportunities for all students.



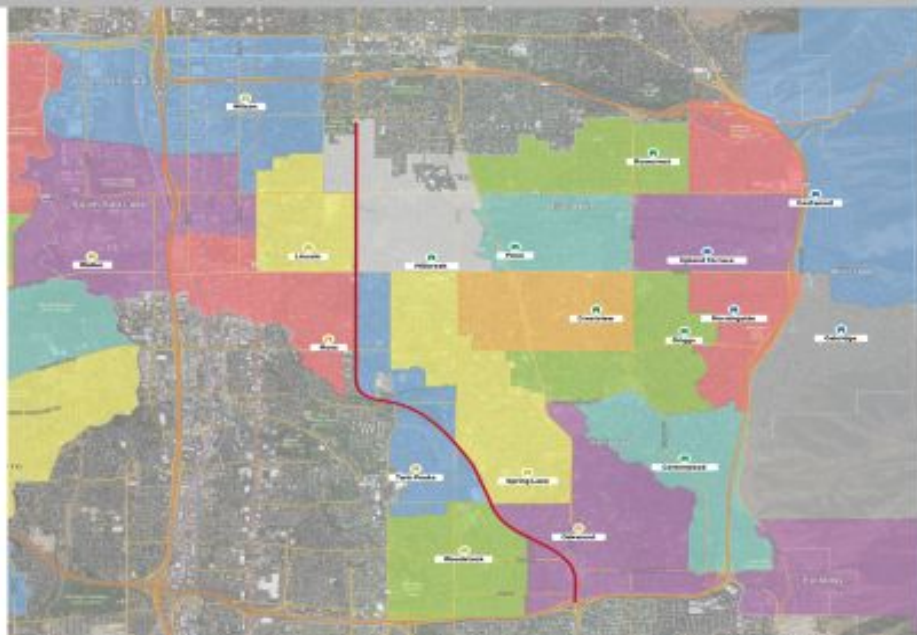
It seems the data shows that this community cannot support/is not interested in a DLI. Moving Spring Lane to Oakwood keeps it in the same community. At what point do you just call it and say the DLI didn't work here?

Penn and Millcreek also share a 'community', and are also both about 1 mile apart. Yet Penn's DLI program has a waiting list and Millcreek's is still trying to establish itself.





## Van Winkle/700 East Corridor Study



# 3-C, Close Twin Peaks, Spring Lane and Millcreek

Address Envelope	Current Boundary 2021	Current Zone	Current School	Proposed Boundary 2021	Proposed Zone	Proposed School
4500-7000	80	R-10	662	WEEKS/FORK	80	500
4500-7000	81	R-10	662	DAKWOOD	80	500
5000-5000	8	R-10	662, 674	SPRING LANE	80	500, 662
5000-5000	81	R-10	662	TWIN PEAKS	80	500, 662
5000-5000	82	R-10	662	BRICK	80	500
5000-5000	83	R-10	662	MILLCREEK	80	500
5000-5000	84	R-10	662	WALKER	80	500
5000-5000	85	R-10	662	WALKER	80	500
5000-5000	86	R-10	662	WALKER	80	500
5000-5000	87	R-10	662	PENN	80	500

All projections are estimates, based on current enrollment trends.  
Diagonal lines indicate an area of proposed boundary change.

#### Additional Information

Road would change to 3+ high feeder pattern  
GPS to Bonneville.

GPS 2021 = 920  
GPS 2022 = 760  
Bonneville Jr 2021 = 420  
Bonneville Jr 2022 = 770

All of the former Millcreek Elem boundary would continue to feed into Evergreen Jr and Oly HS (making Lincoln Elem a split feeder). EXCEPT for the area west of 7th east (15-20 students). This area will begin feeding into GPS and Cottonwood HS.

Mill Creek boundary east of 1200 East would be bounded to Penn.

Students from Turnberry apartments - Spring Lane (25), Bonneville (13), Cottonwood (18) to Cheyenne, Oly Jr, Oly HS

Students from Driggs (4), Oly Jr (3), Oly HS (4) to Oakwood, Bonneville, Cottonwood

