Mandarin Immersion Magnet School
SDMC Minutes
September 27, 2021

Norms

● We will maintain a positive tone at our meetings.
● We will not complain about a problem unless we can offer a solution.
● We will begin and end our meetings on time and stay fully engaged.
● We will contribute equally to the workload of this team.
● We will listen respectfully and consider matters from another’s perspective.

Attendance

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<th>Attendance</th>
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<tr>
<td>Chung Ying, Principal</td>
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<tr>
<td>Marichu Tima-an - Asst. Principal</td>
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<tr>
<td>Bin Wang - General Ed Teacher</td>
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<td>George Pineda - General Ed Teacher</td>
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<td>Vanshay Stubblefield - Nurse</td>
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<td>Mathew Yang - Parent</td>
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<td>Xia Xian - Teacher Specialist</td>
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<td>Monia Bensouda - Parent</td>
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<td>Christine Chavez</td>
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4:40 PM - Mr. Ying welcomes committee members
4:38 PM - Discussion of the following items:

1. SIP Items

   ● Magnet Growth Plan. - Ms. Xia shared changes to the Magnet Growth Plan per School of Choice updates with regards to the magnet entrance agreement. Ms. Xia gave the committee a copy of the Language Magnet Thematic Entrance Agreement. She indicated that there were no major changes except that we can
only put a student in a growth plan in their mandarin courses and not in other core subjects.

- Per the agreement:

**Expectations for the student:** Magnet students should demonstrate commitment to the magnet theme by the completion of all assignments and course meetings as required. They will contribute to sustaining a school environment that promotes mutual respect and supports the success of others as outlined in the student code of conduct.

**Expectations for the Family:** Family engagement and partnership is required for the Magnet Educational Experience. Families are expected to be responsive to communication from the school regarding academic progress, attendance, and behavior.

Continuation Requirements:

1. Students are required to achieve on level of progress in acquisition of second language
2. Grades PK-8 maintain a grade of at least 70% in Magnet Class (Mandarin Chinese) during each grading cycle.
3. Grades 6-8 - maintain an average of 80% or higher in Magnet Classes (Mandarin Chinese Beginner, Mandarin Chinese Advance, Chinese 1, Chinese 2, Chinese 3, Chinese 4) during each grading cycle.
4. Students failing the magnet course (Mandarin) will attend summer school as part of the growth plan and failing summer school program will result in non-renewal.

Students who do not meet program continuation requirements are placed on an HISD Magnet Growth Plan for a minimum of one grading cycle. The growth plan is intended to help students and parents successfully meet the program expectations. A growth plan committee comprised of campus
professionals, parent(s) will evaluate progress on this plan at the end of the specified time period. The growth plan is reviewed each grading cycle that it remains in place and is used to determine if the student should continue in the magnet program for the following school year. All Magnet transfers are for one year and may only be denied at the end of the year.

- The changes will not be implemented this school year but proposed for implementation by next year, 2022-2023 school year.
- The committee agreed to specify the magnet program in MIMS to be Mandarin Chinese.
- Ms. Xia: Since we do not offer Mandarin courses in Summer school, I suggest that we do to accommodate students who are placed in the growth plan, if the growth plan needs to be extended through the summer school and Mr. Ying said that we have the ability to do that.

As a committee, we agreed that we will implement the growth plan this school year, but will ask parents to sign the HISD Languages Magnet Thematic Entrance Agreement before the start of the school year 2021-2022.

- The committee asked the following questions:
  1. How do we support students who missed the requirements and are not showing growth after a grading cycle?

    Response: A Magnet committee consisting of the parent, teachers, magnet coordinator, interventionist (if applicable) will offer intervention support so students. A plan of action will be created with identified support and a timeline for reevaluation of support will be set. If action plan is not successful, the committee will reevaluate/assess or adjust the plan to ensure adequate support is given to students to exit the growth plan.

- Committee also shared that since MIMS parents expect that students who come to our school will learn the language, they also need to know the requirements to maintain the Magnet qualification, and the roles and responsibilities of both
parents and students in ensuring that requirements in schools are met, while also offering necessary support at home so student learn the language.

- Nurse S. shared that when she placed her son in a magnet program she committed to provide some sort of support at home.
- Mr. Wang asked how were those expectations communicated to you by the school? The Nurse responded that the school clarified these expectations during the beginning of the school year. They told me upon enrollment.
- Mr. Yang suggested that we should send out this important communication to the parents and make sure that we put that in writing.
- The committee agreed that clarifying expectations is essential and making sure that parents and families know these expectations but at the same time the school has to offer support.
- Ms. Monio asked about different guidance to resources to be provided to the parents so they can successfully support the program at home.
- Ms. Xia suggested that we will ask parents to sign the agreement next year.
- Mr. Yang recommended that the campus starts the operation this school year including the growth plan committee even though we do not expect parents to sign the contract this year. The committee agrees to hold magnet growth plan but require parents’ signatures next school year.

Mr. Ying’s Staffing Updates:

Mr. Ying shared that MIMS Immigration Committee has been working hard with us to get our teachers back into the classroom and also shared the plan for 1st/2nd grade staffing for the 2021/2022 school year. Mr. Ying shared the following staffing information. In first grade, the teachers are Ms. Russo (ELA), Ms. L. Liu (Mandarin) for cluster 1. For Cluster 2 we have Ms. Perkins (starting Sept 30), Long-term sub Ms. Feng (Mandarin).

He also shared that Ms. Liu returned to the classroom on Tuesday, Sept 21, 2021. Ms. Feng is the long-term sub for Ms. T Chen. Ms. T Chen had shared all her curriculum files (for the last two years) with Ms. Feng. Files shared include: lesson plans, PowerPoint slides, homework, quizzes, etc. Ms. Wang is the teacher induction coordinator. Ms. Wang will help mentor Ms. Feng on our teaching process. Our goal is to re-hire Ms. T Chen. However, this is dependent on the timing of
her visa approval. Ms. T. Chen’s timeline is uncertain. She can return very quickly or never. We have to make a plan for the unknown. We have a long term sub. In second grade, for cluster 1, we have Ms. Butler (ELA), Ms. Zhao and Ms. Su (sub Mandarin). For Cluster 2, we have Ms. Espinoza (ELA) and Mr. Chin (Mandarin).

Ms. Su has an early Childhood Masters Degree from China. She has previous teaching experience in China, but not in the US. Ms. Su is a volunteer, but is going through the HISD sub approval process. Ms. Zhao was previously a sub for 1st grade Ms. T Chen’s class. Ms. Zhao is an HISD employee and approved sub. Ms. Qiu: her working visa was approved Friday, Sept 24! Ms. Qiu is currently going through the HISD job application process. We are hoping she will be back in the classroom by end-October 2021.

We have recruited a group of mandarin speakers for subs that are HISD approved.

Nurse asked: Do we have qualified Mandarin teacher applicants right now?

Mr. Ying: Yes. She needs to pass the certification and when she passes she can be offered the position.

The committee had a conversation around staffing expenses and how to utilize funds for the teacher. Mr. Ying explained the pros and cons and the reasons why we are spending conservatively. He also added that due to attendance during a global pandemic, staffing fund is unpredictable. He explained that we don't get funding for furlough students. He further explained that enrollment Projection is 720 and we are currently at 720.

**Arrival and Dismissal Items:**

Mr. Ying shared that the Owner of the rug store came to give a complain/suggestion regarding parents using his parking areas. He suggested to review decisions regarding side gate to be opened and remind parents to not park in the business parking areas.

- Parent Monia shared a couple of request/concerns from parents regarding an attempt to connect with the Arabic school to request for district support. Mr. Ying responded that yes, it is ongoing. Alliance abroad partnership and TEA assess teachers qualifications.
We talked about advertisements using billboards to promote the hiring of Mandarin speaking teachers.

- Committee suggested to keep communication with Arabic Immersion about curriculum, visas and funding.

- Crossing guard request was not granted after a traffic study conducted in our school and surrounding streets. Mr. Ying shared that he brainstormed with the district to see if we can pay the crossing guard a little extra to come here and help us. Mr. Yang suggested that we should just communicate to parents to follow dismissal and arrival traffic and guidelines.

- Mandarin Speaking student teachers - to request from Universities to come support our campus.

Mr. Wang brought up a suggestion to leverage Parent Volunteer support to reach out to Universities who might have Mandarin speaking aspiring teachers.

Meeting ended at 5:50 PM