

**INDEPENDENT SCHOOL  
DISTRICT #624**



**WORK-STUDY  
AGENDA**

February 27, 2012

To: Members of the School Board

From: Dr. Michael J. Lovett  
Superintendent of Schools

Date: February 14, 2012

A work-study session of the White Bear Lake Area School Board will be held on Monday, February 27, 2012, at 5:30 p.m. in Room 201 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

## **WORK-STUDY AGENDA**

### **A. PROCEDURAL ITEMS**

1. Call To Order
2. Roll Call

### **B. DISCUSSION ITEM**

1. Update on Strategic Plan 5:30 p.m.
  - a. Goal II.1: All students will expand their global perspective through the study of world language and culture at the elementary schools.
2. Overview of Middle Level International Baccalaureate Program 6:15 p.m.
3. Update on School Board/Superintendent Goals 6:45 p.m.
  - a. Goal #2: Ongoing Financial Stewardship and Budget Management
4. Status Update on Joint Partnerships 7:30 p.m.
  - a. EMID
  - b. Northeast Metro 916
5. Negotiations Study Session\* 7:45 p.m.

### **C. ADJOURNMENT** 8:00 p.m.

\*This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes 179.A.01 to 179.A.25.

AGENDA ITEM: **Update on Strategic Plan**  
MEETING DATE: **February 27, 2012**  
SUGGESTED DISPOSITION: **Discussion Item**  
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

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**Background:**

*Goal II.1: All students will expand their global perspective through the study of world language and culture at the elementary schools.*

Ann Malwitz will present the Elementary World Language Program Review, attached.  
(Strategic Planning Priority II.2)

**WHITE BEAR LAKE AREA SCHOOLS:  
ELEMENTARY WORLD LANGUAGE  
PROGRAM REVIEW**

**Preliminary Data for Strategic Planning Priority II.2  
February 27, 2012**

**SUBMITTED FOR BOARD CONSIDERATION BY:**

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**ELEMENTARY WORLD LANGUAGE REVIEW COMMITTEE**

## CHARGE OF COMMITTEE

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### **A. Purpose:**

The School Board and Superintendent have identified priorities for implementing the strategic plan during the 2011-12 school year. Strategy II of the plan states, “We will create and implement a plan for global experiences and relationships to further understand world connections.” At the elementary level, all students will expand their global perspective through the study of world language and culture. The charge of this curriculum review committee is to conduct a study and review of exemplary elementary world language programs, examine world language curriculum standards and develop program recommendations to be shared with the School Board.

### **B. Specific Outcomes Expected:**

1. Conduct an initial exploration of elementary world language resources, programs, standards and exemplary practices.
2. Outline components of the review process.
3. Develop a framework identifying beliefs, vision, and research-based exemplary practices.
4. Make recommendations for elementary world language program implementation for 2012-13 and beyond.

### **C. Strategies:**

1. Consider best practice information, research, standards, and state guidelines.
2. Survey world language offerings in Metro area elementary programs.
3. Obtain feedback from parents, staff, administrators, students and other stakeholders.
4. Share results with Secondary World Language Review Committee.

### **D. Timeline**

- Mid-September Initial exploration of resources and program models, outline review process
- Late September - Form planning committee, formalize committee membership and  
Early November outline review process
- Late November Provide update to School Board at work study session
- December Begin formal review process
- January Continue gathering input on proposal and provide update at  
School Board work study session
- February Present proposal at School Board work study session
- March Action on proposal at School Board meeting
- April Begin implementation as approved by School Board

## ELEMENTARY WORLD LANGUAGE REVIEW COMMITTEE

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<b>Name:</b>	<b>Position:</b>
Jeanne Anderson	1 <sup>st</sup> Grade Teacher, Lakeaires
Barbara Bliss	5 <sup>th</sup> Grade Teacher, Vadnais Heights
Abby Eikenbary	Spanish Teacher, Matoska International
Lori Felton	5 <sup>th</sup> Grade Teacher, Matoska International
Shelly Grover	Parent, Oneka Elementary
Sara Svir	Principal, Vadnais Heights
Graciela Hammeken	Cultural Liaison
Gretchen Harriman	Curriculum Coordinator
David Law	Assistant Superintendent
Jennifer Leif	Parent, Lincoln Elementary
John Leininger	Principal, Matoska International
Ann Malwitz	Professional Learning & Development
Amy Oslund	Parent, Birch Lake
Kelly Picard	6-8 World Language Teacher, Sunrise Park

## ELEMENTARY WORLD LANGUAGE REVIEW PROCESS

The goal of the K-5 World Language Curriculum Review Committee is to conduct a study and review of exemplary elementary world language programs, examine world language curriculum standards and develop program recommendations to be shared with the School Board.

Review Process Timeline		
<i>Date:</i>	<i>Activity:</i>	<i>Participants:</i>
<b>September, 2011</b>	<ul style="list-style-type: none"> <li>Develop charge statement</li> <li>Initial exploration of resources and program models</li> <li>Outline review process</li> </ul>	Ann Malwitz David Law John Leininger
<b>September 26, 2011</b>	<ul style="list-style-type: none"> <li>Overview to School Board at work study session</li> </ul>	Ann Malwitz David Law John Leininger
<b>October 5, 2011</b>	<ul style="list-style-type: none"> <li>Planning meeting</li> <li>Form program review committee</li> <li>Continue exploration of resources and program models</li> </ul>	Ann Malwitz David Law John Leininger
<b>November 2, 2011</b>	<ul style="list-style-type: none"> <li>Planning meeting</li> <li>Met with representatives from the <i>Center for Advanced Research on Language Acquisition</i> (CARLA)</li> <li>Formalize review committee</li> </ul>	Ann Malwitz David Law John Leininger Consultants from University of MN
<b>November 29, 2011</b> 5-7 p.m. District Center, Room 201	<ul style="list-style-type: none"> <li>Kick-off session with featured speaker – Kendall King, Educational Linguist, University of MN</li> </ul>	David Law John Leininger K-5 Program Review Committee Members Consultant from University of MN
<b>December 13, 2011</b> 4-6 p.m. District Center, Room 210	<ul style="list-style-type: none"> <li>Program review committee meeting</li> </ul>	Ann Malwitz David Law John Leininger K-5 Program Review Committee
<b>January 9, 2012</b> 4-6 p.m. District Center, Room 210	<ul style="list-style-type: none"> <li>Program review committee meeting</li> <li>Develop parent survey</li> </ul>	Ann Malwitz David Law John Leininger K-5 Program Review Committee
<b>January 23, 2012</b> <ul style="list-style-type: none"> <li>Committee Meeting (4 – 6 p.m.)</li> <li>School Board Work Study (5:30 p.m.)</li> </ul>	<ul style="list-style-type: none"> <li>Program review committee meeting</li> <li>Update to School Board at work study session</li> </ul>	Ann Malwitz David Law John Leininger K-5 Program Review Committee
<b>February 6, 2012</b> 4-6 p.m.	<ul style="list-style-type: none"> <li>Program review committee meeting</li> </ul>	Ann Malwitz David Law

District Center, Room 210		John Leininger K-5 Program Review Committee
<b>February 13, 2012</b> 4-6 p.m. District Center, Room 210	<ul style="list-style-type: none"> <li>• Program review committee meeting</li> <li>• Analyze parent survey data</li> </ul>	Ann Malwitz David Law John Leininger K-5 Program Review Committee
<b>February 21, 2012</b> 4-6 p.m. District Center, Room 210	<ul style="list-style-type: none"> <li>• Program review committee meeting</li> <li>• Analyze parent survey data</li> <li>• Finalize program recommendations</li> </ul>	Ann Malwitz David Law John Leininger K-5 Program Review Committee
<b>February 27, 2012</b> 5:30 p.m. District Center, Room 201	<ul style="list-style-type: none"> <li>• Formal presentation to School Board at work study session</li> </ul>	Ann Malwitz David Law School Board Members
<b>March, 2012</b>	<ul style="list-style-type: none"> <li>• Potential action on proposal at School Board meeting</li> </ul>	Ann Malwitz David Law John Leininger Building Administrators
<b>April, 2012</b>	<ul style="list-style-type: none"> <li>• Begin program implementation</li> </ul>	Ann Malwitz David Law John Leininger Building Administrators
<b>May, 2012</b>	<ul style="list-style-type: none"> <li>• Program implementation</li> </ul>	Ann Malwitz David Law John Leininger Building Administrators
<b>June – August, 2012</b>	<ul style="list-style-type: none"> <li>• Program implementation</li> </ul>	Ann Malwitz David Law John Leininger Building Administrators



## ELEMENTARY WORLD LANGUAGE SURVEY RESULTS

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### Summary of Results

- 88% of the parents, who responded to the survey, believe it is important for their children to have opportunities to begin learning a second language prior to entering middle school.
- 80% of the respondents indicated that formal study of a World Language should begin in the primary grades (Preschool – Grade 3).
- 68% of the parents preferred an instructional program that meets 2-3 times per week for 30-40 minutes to acquire a basic level of proficiency in the second language.
- 15% of parents indicated that, given the choice, they would choose partial or full immersion programming for their child(ren).
- 93% of parents selected Spanish as their first or second choice when asked to identify a second language preference for World Language programming at the elementary level.
- 40% of parents selected Chinese as their first or second choice when asked to identify a language preference for World Language programming at the elementary level.
- 70% of the written responses (142) were very positive about the addition of a World Language at the elementary level.

## **ELEMENTARY WORLD LANGUAGE PROGRAM RECOMMENDATIONS**

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### **Program Structure**

- Provide an instructional program where students meet 2-3 times per week for 30-40 minutes to acquire a basic level of proficiency in the language.
- All students in grades K-5 will expand their global perspective through the study of the Spanish language and culture beginning in the 2012-13 school year.
- Proficiency levels will be developed for each grade level.
- Consider other languages and program structures upon further study and review.

### **Program Development and Support**

- Ongoing curriculum development and professional learning opportunities will be provided for World Language teachers.
- The World Language curriculum will be developed with continuity across grade levels.


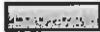

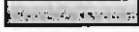
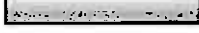





### **Parent Involvement, Communication and Marketing**

- Develop plan for parent involvement, communication and marketing.

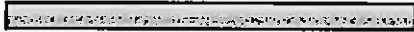




**1. Please indicate the number of children you have at each grade level.**
**Number of children**

	0	1	2	3	4
Preschool	31.4% (58)	<b>60.5% (112)</b>	7.6% (14)	0.5% (1)	0.0% (0)
Kindergarten	26.9% (54)	<b>71.1% (143)</b>	2.0% (4)	0.0% (0)	0.0% (0)
1st Grade	26.7% (51)	<b>71.7% (137)</b>	1.0% (2)	0.5% (1)	0.0% (0)
2nd Grade	32.4% (59)	<b>67.0% (122)</b>	0.5% (1)	0.0% (0)	0.0% (0)
3rd Grade	26.3% (52)	<b>68.7% (136)</b>	1.5% (3)	3.0% (6)	0.5% (1)
4th Grade	34.7% (58)	<b>59.3% (99)</b>	2.4% (4)	0.0% (0)	3.6% (6)
5th Grade	37.2% (58)	<b>59.6% (93)</b>	2.6% (4)	0.6% (1)	0.0% (0)
					<b>answered questi</b>
					<b>skipped questi</b>


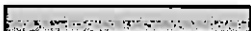



## 2. Which elementary school(s) does your child(ren) attend?

		Response Percent	Response Count
Birch Lake		3.1%	17
Lakeaires		14.1%	78
Lincoln		7.0%	39
Matoska International		20.4%	113
Oneka/Hugo		29.7%	165
Otter Lake		13.0%	72
Vadnais Heights		8.1%	45
Willow Lane		4.5%	25
Normandy Park (preschool)		2.3%	13
Other		0.9%	5
Other (please specify)			9
answered question			555
skipped question			0

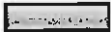



**3. I believe it is important for my child(ren) to have opportunities to begin learning a new language prior to entering middle school.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly agree</b>		<b>63.7%</b>	<b>352</b>
<b>Agree</b>		<b>24.8%</b>	<b>137</b>
<b>Disagree</b>		<b>3.8%</b>	<b>21</b>
<b>Strongly disagree</b>		<b>2.9%</b>	<b>16</b>
<b>Undecided</b>		<b>4.9%</b>	<b>27</b>
<b>answered question</b>			<b>553</b>
<b>skipped question</b>			<b>2</b>

**4. When do you think formal study of a World Language should begin?**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Preschool</b>		<b>27.4%</b>	<b>151</b>
<b>K-1</b>		<b>37.7%</b>	<b>208</b>
<b>2-3</b>		<b>15.1%</b>	<b>83</b>
<b>4-5</b>		<b>9.6%</b>	<b>53</b>
<b>Not until middle/high school</b>		<b>10.2%</b>	<b>56</b>
<b>answered question</b>			<b>551</b>
<b>skipped question</b>			<b>4</b>

## 5. Given the choice, what type of language instruction would you choose for your child(ren)?

		Response Percent	Response Count
An instructional program focused on learning basic conversational words/phrases and cultural appreciation, 6-8 lessons a year.		15.9%	87
An instructional program that meets 2-3 times per week for 30-40 minutes to acquire a basic level of proficiency in the language.		68.4%	375
An instructional program where the regular school curriculum is taught half in English and half in the identified world language.		13.3%	73
An instructional program where the regular school curriculum is taught in the identified world language for the entire school day.		2.4%	13
		<b>answered question</b>	<b>548</b>
		<b>skipped question</b>	<b>7</b>

## 6. Please select your top THREE language preferences (#1 being your "most" preferred)

	#1	#2	#3	Rating Average	Response Count
American Sign Language	12.5% (41)	42.8% (140)	44.6% (146)	1.00	327
Chinese	17.3% (59)	50.1% (171)	32.6% (111)	1.00	341
French	14.2% (29)	35.8% (73)	50.0% (102)	1.00	204
German	10.7% (16)	25.3% (38)	64.0% (96)	1.00	150
Spanish	78.4% (415)	18.1% (96)	3.4% (18)	1.00	529
Other	24.0% (12)	28.0% (14)	48.0% (24)	1.00	50
Other (please specify)					59
answered question					551
skipped question					4

## 7. Additional thoughts or suggestions?

	Response Count
	142
answered question	142
skipped question	413

**Q2. Which elementary school(s) does your child(ren) attend?**

1	One child will be starting at Lincoln in the fall.	Feb 23, 2012 11:46 AM
2	St. Mary of the Lake / First Discoveries	Feb 20, 2012 8:10 PM
3	currently at a home child care	Feb 9, 2012 4:42 PM
4	Tamarack Preschool	Feb 9, 2012 11:29 AM
5	Hugo ECFE preschool	Feb 9, 2012 8:36 AM
6	OH Anderson	Feb 8, 2012 11:08 PM
7	Rice Lake Elem Preschool (Centennial Dist)	Feb 8, 2012 8:28 PM
8	Lake Area Discovery Center, White Bear Lake	Feb 8, 2012 8:04 PM
9	Tamarac nature center	Feb 8, 2012 6:25 PM



**Q6. Please select your top THREE language preferences (#1 being your "most" preferred)**

1	finland	Feb 21, 2012 9:04 PM
2	Italian	Feb 19, 2012 1:38 PM
3	mandarin	Feb 17, 2012 8:24 AM
4	Hmong-due to the many Hmong refugees who have settled in Minnesota.	Feb 16, 2012 11:55 AM
5	Hmong and Somali would be useful languages in our community.	Feb 16, 2012 10:33 AM
6	Farsi	Feb 16, 2012 10:05 AM
7	Computer and typing classes	Feb 15, 2012 5:53 PM
8	norweigen	Feb 15, 2012 8:54 AM
9	Japanese	Feb 15, 2012 8:52 AM
10	ENGLISH!	Feb 14, 2012 7:20 PM
11	At any level you could teach ASL along with other things -since the ASL signs look so much like the words they describe. Sign language could be used in music classes even.	Feb 13, 2012 8:16 PM
12	Hindi	Feb 13, 2012 6:33 PM
13	For Minnesota - Hmong or Somali	Feb 13, 2012 11:47 AM
14	Gaelic	Feb 11, 2012 9:22 AM
15	hmong	Feb 10, 2012 10:36 PM
16	Proper English	Feb 10, 2012 3:49 PM
17	Arabic	Feb 10, 2012 7:43 AM
18	Hebrew	Feb 9, 2012 9:03 PM
19	Latin	Feb 9, 2012 6:58 PM
20	Hebrew	Feb 9, 2012 6:23 PM
21	Arabic	Feb 9, 2012 5:48 PM
22	Latin	Feb 9, 2012 11:31 AM
23	Japanesse	Feb 9, 2012 11:30 AM
24	Latin	Feb 9, 2012 11:29 AM
25	hmong	Feb 9, 2012 9:59 AM
26	Latin- great for the science field	Feb 9, 2012 9:50 AM

**Q6. Please select your top THREE language preferences (#1 being your "most" preferred)**

27	Arabic	Feb 9, 2012 9:41 AM
28	Latin	Feb 9, 2012 9:32 AM
29	Chinese	Feb 9, 2012 9:18 AM
30	HMONG OR VIETNAMESE	Feb 9, 2012 9:18 AM
31	Hmong	Feb 9, 2012 9:13 AM
32	The universal language in the world is English. Focus on teaching everyone to fluently speak and understand English.	Feb 9, 2012 8:21 AM
33	Ho-Chunk, Lakota, Dakota, Ojibwe	Feb 9, 2012 8:07 AM
34	Arabic	Feb 9, 2012 8:06 AM
35	no other language	Feb 9, 2012 7:39 AM
36	One or two is enough. Give them more time in Phy Ed. and Music.	Feb 9, 2012 7:35 AM
37	NONE!	Feb 9, 2012 7:18 AM
38	Russian	Feb 9, 2012 5:28 AM
39	Latin	Feb 9, 2012 2:53 AM
40	Japanese	Feb 9, 2012 12:54 AM
41	hmong	Feb 8, 2012 11:22 PM
42	Japanese	Feb 8, 2012 10:20 PM
43	Somali	Feb 8, 2012 10:00 PM
44	Russian	Feb 8, 2012 9:37 PM
45	Hmong	Feb 8, 2012 9:17 PM
46	hindi	Feb 8, 2012 9:07 PM
47	Latin for a year or two	Feb 8, 2012 8:18 PM
48	Arabic	Feb 8, 2012 8:13 PM
49	hmong	Feb 8, 2012 8:05 PM
50	Spanish only. Hello we live in a country divided by these two languages and I have been in the military to see that having learned Spanish would have made my time there easier.	Feb 8, 2012 7:54 PM
51	Latin	Feb 8, 2012 7:41 PM
52	Hmong	Feb 8, 2012 7:39 PM

**Q6. Please select your top THREE language preferences (#1 being your "most" preferred)**

53	italian	Feb 8, 2012 7:37 PM
54	latin	Feb 8, 2012 7:25 PM
55	Persian #2	Feb 8, 2012 7:10 PM
56	Hindi	Feb 8, 2012 7:01 PM
57	Possibly a combination of the top two - this provides exposure to not only different languages but opens to door for discussion about different cultures	Feb 8, 2012 6:58 PM
58	Italian	Feb 8, 2012 6:44 PM
59	Japanese	Feb 8, 2012 6:23 PM

**Q7. Additional thoughts or suggestions?**

1	We chose Matoska International (Centerpoint) because of it's global focus and authentic Spanish language instruction. I don't believe my children who are enrolled there are receiving this any longer. There is not enough Spanish and it seems to be a lot of "Spanglish." We would prefer a stronger Spanish program at Matoska.	Feb 23, 2012 9:04 AM
2	My daughter had Spanish as part of her curriculum at the school she attended in kdg and 1st grade. That is the one thing she continues to ask about ("when do I get to have Spanish) now that she is at Otter Lake and she is asking Spanish speaking peers to help her retain the information she learned at her previous school. Hopefully, a program can get started soon.	Feb 22, 2012 11:35 AM
3	My daughter was taught spanish in Kindergarten and first grade, then it stopped. I loved it when she would come home and tell me the words she learned. Please start teaching the children again.	Feb 22, 2012 11:31 AM
4	-After school clubs or classes can be a great way of reinforcing languages - Native speakers are invaluable for teaching correct accents, slang, customs - Younger children (preschool, K-1) would benefit from basic instructional classes [30-40 min. 2-3x week] but as students progress (2-5), they would benefit most by using the world language for an entire session [class taught solely using the other language]. Without this, students will rarely become proficient.	Feb 22, 2012 11:26 AM
5	I appreciate that our district is investigating bringing the world languages to the elementary levels. My oldest son is currently in 6th grade taking Spanish. Any prior lessons or exposure in elementary school would have prepared him better for his current middle school class. Though I support bringing the world languages to the elementary, I would prefer the district to examine the possibility of a stronger art program at the elementary level. I mistakenly thought that the middle school experience years would be the years of art instruction, but have been very disappointed to learn that 6th graders get just one quarter of art - and in 7th grade my son has to choose between band and art class. No other art is available to him that year. Art is an area that continues to have holes in our district curriculum.	Feb 21, 2012 11:56 AM
6	Children embrace new languages much more readily than adults. The earlier they are introduced, the better. When learning a new language, you need to be able to use it on a regular basis in order for it to 'stick'. To make the lessons fun and applicable, possibly a themed after school get-together/club so children to talk to one another in their new language would reinforce and make learning another language fun.	Feb 21, 2012 6:26 AM
7	I think it is very important to have a world language option at Otter Lake Elementary. I would love for my son to be in Spanish class for some time period every day, alongside his other classes. It would be nice for parents and children to have at least 2 options for a second language (when I was in elementary, I could take Spanish or German). Thanks for inquiring!	Feb 20, 2012 1:52 PM
8	For number 5, I would prefer a lesson once every week up to my answer of 2-3 times per week. 6-8 lessons per year is not enough, but 2-3 per week might be too many considering everything else they are learning.	Feb 20, 2012 12:53 PM
9	I think this is very important to begin this program ASAP- as there are alot of	Feb 19, 2012 8:07 PM

**Q7. Additional thoughts or suggestions?**

other districts that already has this implemented so I feel our children are already behind. Thank you for bringing this important subject forward to review.

- |    |   |                       |
|----|---|-----------------------|
| 10 | I still am seeing my 5th grader struggle with his grade level reading & I'd much rather have him focus on that then try to learn another language in elementary school.   | Feb 19, 2012 4:19 PM  |
| 11 | I feel strongly in favor about the opportunity for my children to learn a second language as early as possible in elementary school. I am a 35 year old mom who has been struggling to learn Spanish as a second language for the past 2 years. I have to say that the 6 years of German classes I took in Junior High and High School has NOT been valuable to me at all. If I could do it all over again, I would have taken Spanish and, if given the opportunity, would have started even earlier. I have been able to use the Spanish I know regularly to help communicate with my dental patients and traveling to Spanish speaking places. I would sign my children up right away if it offered. | Feb 19, 2012 3:20 PM  |
| 12 | simple things like signs with names of items in different languages Toilet = Bano Water = Agua Red = Rojo We live in a world that we run into people every day that speak Spanish and its become a second language in our community. It needs to become a 2nd language in our schools too.  | Feb 19, 2012 12:20 PM |
| 13 | I do not believe that grade school is the proper place to teach language's except ENGLISH. Your survey is flawed by not giving the option for that choice. Primary education from k-5 needs to be READING, WRITING, AND ARITHMETIC. Anything else does a great disservice to the children and the parents that PAY FOR THE PUBLIC SCHOOLS. mediocre test scores are not a good thing concentrate on the PROPER curriculum before going off into NOT NEEDED AREAS like other languages.  | Feb 18, 2012 8:29 AM  |
| 14 | I think 6 to 8 lessons a year is too few. but having classes 2 - 3 times a week is a bit much in elementary. Somewhere in between would be better. as another topic would surely need to be shortened to allow time for this.   | Feb 17, 2012 8:35 PM  |
| 15 | I think they should of learned sign language right away   | Feb 17, 2012 4:20 PM  |
| 16 | My personal opinion is that it is very beneficial for children to be given every available opportunity to learn new things at earlier ages. I think that it has been proven that younger minds are able to bring in more information than we as adults sometimes think.   | Feb 17, 2012 10:20 AM |
| 17 | I feel this would be an amazing addition to our elementary schools. Perhaps we wouldn't lose so many children to other schools if this was offered. My kindergartener is a sponge and would have picked up a second language quickly!   | Feb 17, 2012 10:01 AM |
| 18 | I don't think it is necessary at the elementary level to add a language. My kids hag too much homework as it is now. You are not goliving them time to relax and have fun, some nights. It takes us 2 hours or mord to do my 4th graders homework. That's too much.   | Feb 16, 2012 9:13 PM  |
| 19 | We need to think of the future of our children. Who will they be interacting with in business relations? Where will they be working and where are the companies   | Feb 16, 2012 8:44 PM  |

**Q7. Additional thoughts or suggestions?**

located that they will most likely be working for and/or with? My guess, China. This is also proven that our future with China will grow and bilingual Americans are going to be beneficial in the work force. I honestly do not agree with teaching Spanish in our schools because our children interact with Spanish children and families. Spanish children are learning English (if they don't already know it) and the odds are lower that our children will work in a Spanish speaking community or companies in the future. This is what school is for, to prepare our children for the workforce and to be well educated adults with a well rounded education. My child needs to be taught what will help her be successful in her future careers. Thank you. :- ) (schools teaching Chinese are on the rise and I think it would be great to be a step ahead/above the rest )

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| 20 | I feel it would be in the best interests of all elementary students to begin learning a second language at an early age. The younger students would do well at absorbibg the language and I believe would also have fun in the process. The need for a second language is critical to their success in our more diversified world. Thank you for considering this as an option. My older kids who are both taking language classes in middle and high school are jealous that their brother may have this opportunity  | Feb 16, 2012 7:08 PM  |
| 21 | Great Idea!  | Feb 16, 2012 11:55 AM |
| 22 | I believe learning another language opens minds to other cultures and can be used lifelong. I also know that reports prove that the earlier you learn a new language, the easier it is. However, I have one student on an I.E.P, and another with hyperactivity/impulsivity, and anxiety. While they both do well academically, this would be a subject to learn in addition to core subjects. Students this age are already missing out on daily gym, which is disappointing, and art barely exists anymore. I don't know how the district thinks we can accomodate for a language lesson, when we can't even accomodate physical education daily. I think a better approach is to have introductory sessions to a new language for students slotted in with other subjects on a rotation, or, a cluster session where students focus on a new language for 6 weeks as an extracurricular activity. | Feb 16, 2012 10:33 AM |
| 23 | If my children had the opportunity to learn a world language at a young age (elementary school) I believe they would have an easier time learning and retaining the language. I would be so happy if world language was added to the curriculum.   | Feb 16, 2012 9:46 AM  |
| 24 | We can barely pass levys, where is the money for this going to come from!??? We have kids that need extra help in reading and math but don't qualify for help. Shouldn't getting them extra help be a priority. What about large class sizes? Class sizes are on the rise again! Maybe we should look at teaching what we need to teach effectively before we add more to an over stuffed plate for most teachers.   | Feb 16, 2012 9:25 AM  |
| 25 | Kids learn language so quickly - it is a waste to not have language until 6th grade. My daughter is learning Spanish in preschool - she has memorized so many words and phrases - just imagine how far ahead she would be if she could keep going all through Elementary school!!  | Feb 16, 2012 9:15 AM  |
| 26 | How will there be time for the teachers to get all of their other curriculum in? The day seems pretty packed.  | Feb 15, 2012 10:05 PM |

**Q7. Additional thoughts or suggestions?**

27	IT is about time you offer Chinese in the White Bear Schools. A little late to the game. Should also offer more typing for the kids. Kids are asked to do so much HOMEWORK on computers they need to be good and fast typer!	Feb 15, 2012 5:53 PM
28	We would love to have language opportunities available for our kids via their regular curriculum. I don't think an immersion program is necessary (those schools are available, we opt for our kids to attend Otter).	Feb 15, 2012 3:15 PM
29	I think this is a wonderful Idea - however, my 1st grader and kindergartener are having difficulty with regular english as it is getting the sounds down.... we are very thankful for Mrs. Gratz - I think introducing another language into the mix would just be very frustrating! Dawn O.	Feb 15, 2012 11:54 AM
30	I believe that ASL and an additional spoken language should be taught to the children from preschool on. My child went to St. Mary's preschool last year and she was exposed to both of these languages. She loved it and was thrilled to learn them.	Feb 15, 2012 9:37 AM
31	I speak two languages- the earlier we introduce another language, the better! It needs to be incorporated into the curriculum at least daily for children to remember and become more natural with it. This would be a wonderful addition to White Bear Lake Schools. I was pondering sending my younger two to the Spanish Immersion program in Forest Lake but I would love to keep them in WBL.	Feb 15, 2012 8:52 AM
32	Hmong or Somali language is also an option due to the high population in the metro area.	Feb 14, 2012 9:13 PM
33	Need to focus on the basics. Learning math facts and becoming proficient in the core basic subjects is more important than a secondary language. Perhaps the school can offer a before or after school program for those that are interested. Currently there is not enough class time to allocate to another language.	Feb 14, 2012 7:20 PM
34	I wish you would have approached this about 8 years ago so both our children could have participated!	Feb 14, 2012 1:47 PM
35	I think in grade school it is important for them to concentrate on basics of learning. don't need additional stress or work of an additional language. I feel 2nd language should be a choice and not a requirement.	Feb 14, 2012 1:41 PM
36	As part of the curriculum, it would be great to offer some classes/opportunities for parents to learn along with their child -whether through a monthly/quarterly class or through books/CDs that can be purchased, etc... It would be nice to support my child in the learning process by applying the language at home as well.	Feb 14, 2012 12:02 PM
37	One thing that I don't like, is that students are given a sampler class to try the different languages. In other school districts, 6th grade students have the opportunity to try various languages. Each semester is focused on a different language. That way when they get to 7th grade, they have a better idea of which language they want to focus on. Having kids just pick a language that they have to stick with through 8th grade, blindly, as they head into 6th grade is so hard. How do the kids really know which language they like unless they try one.	Feb 14, 2012 8:21 AM

**Q7. Additional thoughts or suggestions?**

Should a sampler class be offered in 5th grade or 6th grade? The 5th graders are already working hard at preparing for middle school...so I'm not sure how feasible it would be to add yet another task on to their busy schedules.

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| 38 | I would not want gym or music to be eliminated  | Feb 13, 2012 9:21 PM  |
| 39 | While learning a language can be an important part of school, I wonder what would be cut in order to offer a program in the elementary grades. If this were developed in place of media then it may be more worthy of my recommendation. I do feel, however, that social studies and science are currently shortchanged. If a language were to take time away from these important curricula it would be a shame. Furthermore, with the advent of a state test in science, it would be more beneficial to explore instituting a science specialist in grades 3 - 5 instead of trying to bring in additional courses of study like foreign languages. I am assuming this survey is also being given to staff and their opinions are listened to and considered since this could represent a fundamental shift in how our elementary schools are organized. | Feb 13, 2012 8:33 PM  |
| 40 | I'd actually prefer a language program that was everyday for 30-45 minutes per day. Immersion programs are great as well, but parent support should be included in the planning for that type of program (optional language classes for the parent, informational meeting at the start of the program, as well as other resources/packets/websites/etc) so that parents can best support their kids and communicate/practice the language at home. Before/after school language program options would also be of interest to our family.  | Feb 13, 2012 2:47 PM  |
| 41 | I think that Question #5, there should be an option of between 6-8 lessons a year, and 2-3 times per week. The 6-8 lessons might be too few for them to retain anything, and 2-3 times per week seems a lot to add on to their regular learnings. I wouldn't want them to have trouble with math, science, etc. for the sake of an extra language at their age.   | Feb 13, 2012 10:36 AM |
| 42 | I think a language should be offered at the earliest age possible. It's a disgrace that we don't have this implemented yet.   | Feb 13, 2012 9:59 AM  |
| 43 | I agree with current beliefs that young children may be able to learn many languages and retain more. However I think it is more important to push more Math and Science than to have kids commit to (or spend time) on a second language in grades 1-5. More Math, Science.  | Feb 12, 2012 6:45 PM  |
| 44 | I think that it is important to learn a language, but ideally there should be equal emphasis on math and science because America is getting left behind in these areas. I also feel that the students should do more to help the community out. Would it be possible to integrate learning about a language/culture and do some community projects at the same time? For example, work on a community project for the Spanish community while speaking Spanish the entire time?   | Feb 12, 2012 3:38 PM  |
| 45 | Would love to see a Spanish immersion program in WBL!   | Feb 12, 2012 7:14 AM  |
| 46 | children are like sponges. The younger you can reach their evolving brains coupled with a reasonable length of time so you don't lose their attention the better. I personally would love 1/2 in spanish and 1/2 english but understand that their are spanish schools I could drive to but prefer to stay at lincoln.  | Feb 11, 2012 8:42 AM  |



**Q7. Additional thoughts or suggestions?**

47	My husband thinks language should start in high school. I think it's good to expose kids earlier. The Chinese intro was a great idea this year.	Feb 10, 2012 5:39 PM
48	I feel that kids at the elementary and middle school stage should be focusing more on learning the importance of proper English, rather than learning a foreign language. They can learn that when they get older and have a better handle on their home language first. My child speaks English and I want her to get a better understanding of our language rather than jumping into a language she won't use until she is older.	Feb 10, 2012 3:49 PM
49	I think that it would be fantastic if our children were introduced to world languages at a younger age.	Feb 10, 2012 2:46 PM
50	I think that learning a second language needs cannot be a one size fits all situation. For example, one of my children has special needs. Learning a second language would have been very difficult and confusing for her, when just learning the English language was a huge struggle. I think a choice could be offered, but I think it should not be forced upon a person. PS. I also think that the instant alert system is overused. If it gets used for everything (like school fundraisers, etc.) people will be less likely to take notice of the very important, urgent matters.	Feb 10, 2012 2:14 PM
51	I was a nanny in Germany for a year. They start their children learning English at third grade. By the time these students were in the eighth grade they could speak and read English almost fluently. The younger a child is the more they are able to absorb.	Feb 10, 2012 2:11 PM
52	We feel very strongly about our kids learning at least a basic level of Spanish. In fact, it was this issue alone that made us almost opt for private elementary school. I think 2-3 sessions a week would be more than sufficient.	Feb 10, 2012 1:49 PM
53	This should start as soon as possible. I wish more schools would have this option.	Feb 10, 2012 1:07 PM
54	Learning a foreign language in elementary school is just too much for the kids. My daughter is in 4th grade and she is still struggling a lot with English. My kids tell me that they do not like Spanish class and I really don't feel that it should be a part of the school curriculum. I would appreciate more gym class, five days a week. Our society is so focused on being knowledgeable in all areas, but the truth is, is that if we don't use Spanish, you lose it. It's just as important to work the body as it is the mind, and I don't mean with just recess. They need to be pushed physically. They are already being pushed mentally. I am not a gym teacher, I am an accountant, who knows just how many jobs these days are sedentary.	Feb 10, 2012 11:40 AM
55	I can't tell you how excited I am to have received the request for this survey. Over the past 2 years I've been concerned that other elementary schools are beginning world language classes and our schools are not. I think this is a mandatory as part of our children's curriculum. If the results of this survey are the opposite of that, or cut down the middle, I'd like the opportunity for parents to select world language classes as an option in our schools. Those parents that would like to have their children exposed to other languages should have the opportunity, and where they already go to school every day. I can't wait to hear	Feb 10, 2012 11:17 AM

**Q7. Additional thoughts or suggestions?**

more.

56	I think a world languages program should be ramped up according to age/grade level. For example, it could start with some basic lessons and cultural appreciation at the preschool/kindergarten level and then as the child progresses through the grade levels the language instruction becomes more focused and formal. As another topic of suggestion- although it is great to have instructors from the White Bear Center for the Arts come and do formal lessons with our Lincoln students, it still, in my opinion, is not enough art.	Feb 10, 2012 6:21 AM
57	I am very happy this topic has come up. I have nieces and nephews attending Mahtomedi elementary schools. They have been learning Spanish since Kindergarten.	Feb 9, 2012 10:43 PM
58	This could be a "specialist" teacher (prep provider). I believe this is a wonderful addition to the schools and will allow students to become enriched citizens. I also believe that the earlier you teach a second language the better. It is harder to learn a second language when you are older.	Feb 9, 2012 9:36 PM
59	<a href="http://mat.usc.edu/u-s-education-versus-the-world-infographic/">http://mat.usc.edu/u-s-education-versus-the-world-infographic/</a> See link. While the US spends more per school-aged child compared to our global peers, the US student population is near the bottom of the barrel in math and science. Our children are receiving a competitive education relative to our MN peers according to the WBL Annual Reports. The more educational opportunities WBLAS provides the better, but please ensure that our students are competitive regionally, nationally and GLOBALLY on the "languages" of math & science. 2+2=4 in every language. Additionally and ideally opportunities would be provided within the current financial constraints. Material economic growth is not present nor widely expected in the coming years. Families are facing exponentially rising health care costs. Retirement funding for the parents of current WBL children is likely to be dependent personal savings rather than Social Security. Please continue to be good stewards of our community's education dollars and avoid imposing additional funding requests upon the people of the district. I appreciate the opportunity to comment and look forward to continued communication on these efforts.	Feb 9, 2012 9:34 PM
60	If studies show immersion schools are successful, I'd be inclined to vote that way. I would even put my child in a spanish immersion, even though i dont speak spanish. Otherwise, I think middle or high school is early enough.	Feb 9, 2012 9:33 PM
61	Instead of a language program, I suggest a cultural program that includes the instruction of language.	Feb 9, 2012 9:22 PM
62	Is there time to add one more thing into the elementary school day? Can we make sure our kids can read and WRITE well? I kind of think the amount of material stuffed into the school day is crazy. Plus with all of the testing, won't teaching a world language interfere with teaching the kids what is expected on the tests? Maybe a world language that is offered after school would be an idea. I do like the idea of kids learning a world language at a younger age but this isn't a new idea. See what failed in other schools because I remember this happening years ago and I don't think it was sustainable.	Feb 9, 2012 9:21 PM
63	I strongly feel that children at an early age should have a chance to learn	Feb 9, 2012 9:03 PM

**Q7. Additional thoughts or suggestions?**

another language.

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| 64 | PLEASE add Chinese to your elementary , middle school and high school curriculum! It is the most widely spoken language in the world and learning it before the age of 12 yrs is critical according to research on any 2nd language acquisition. There are federal grants available to help build a MANDARIN language program as it is considered a "critical" language. I would highly consider moving my 3 children to St. Paul Schools to the Highland Complex when they start 6th grade. so they would have the opportunity to learn Chinese. I hope that White Bear Lake's Schools will have Chinese in the next 1-2 years.  | Feb 9, 2012 8:14 PM |
| 65 | This is great opportunity for our children- hopefully it will be implemented b/4 our kids are out of elementary school! Thanks!   | Feb 9, 2012 7:56 PM |
| 66 | Provide supplemental summer programs.   | Feb 9, 2012 6:58 PM |
| 67 | Spanish , Korean, Japanese, Mandarin Chinese, all can help with employment. French and German are useless except in the EU. Italian is good because if you can speak, read and write Italian you can use Latin, which is used in medicine. Arabic and Hebrew are increasingly used in transportation and engineering. Of all these Korean and Spanish are the easiest to learn; Korean (Hangul), because it is a simple layered orderly language and Spanish because it is a close relation to English.   | Feb 9, 2012 6:23 PM |
| 68 | For #5, I would have liked another option of 40 minutes daily. 2-3 times per week isn't enough, but 1/2 and 1/2 daily seems like a big jump. It would be nice to have a range of options for parents from which to choose from full immersion, partial immersion or introduction to world languages with a daily class.   | Feb 9, 2012 6:06 PM |
| 69 | I strongly support the adoption of teaching world language(s) at the elementary. I think this is absolutely critical to preparing our students to compete in the global economy. My understanding is that research has shown that children are much better able to acquire a 2nd language if they start in elementary school rather than waiting until Middle School or High School, and that this is due to brain physiology and development. It is one of my greatest frustrations that I have been unable to learn to speak another language with any fluency - and I wish I would have had the opportunity to start in elementary school rather than junior high. Maybe that would have made a difference for me. | Feb 9, 2012 5:48 PM |
| 70 | Any language instruction in the schools would be wonderful and greatly appreciated.   | Feb 9, 2012 5:45 PM |
| 71 | I don't want my kid taking any foreign language!  | Feb 9, 2012 5:45 PM |
| 72 | Question 5: If programing could meet 2-3x's a week to learn new signs/words and then have what they learn used in the classroom throughout the week, I believe that would be the most beneficial. Question 6: ESL is strong @ Lakeaires so I struggle with this-- I want our kids to be able to communicate in Spanish but if Spanish is offered, how does that benefit those children who speak Spanish regularly. Sign Language would be new to all children; however, would those children with ESL be overwhelmed with learning basically 2 new languages?  | Feb 9, 2012 5:10 PM |

**Q7. Additional thoughts or suggestions?**

73	What does "formal study" of a world language mean? Can a "formal" introduction be done for younger students and still fit their developmental learning needs?	Feb 9, 2012 4:42 PM
74	You should make sure that every child learn English!!!!!! I'm tired of having to cater to the kids that come here from other countries and we bow to them to make them feel more comfortable. Our fore-fathers had to learn english, they should too!! I do feel that they should not forget where they came from. But they can that at home.	Feb 9, 2012 2:47 PM
75	If this is going to be an extra burden to students because they will be graded for it then I don't think this is something we should be focusing on. Learning the school basics is more important then learning another language at this age. I also don't want my children to have all or partial day instruction in another language. Not being fluent in another language myself having their school work in another language would make it difficult for me to help them at home and participate in their school environment. This would also be an added burden to my son who has autism and learning things in another language would be difficult for him. Instruction 2 to 3 days a week would be okay with me.	Feb 9, 2012 2:43 PM
76	I would LOVE to see half the day in english and half the day in another language, HOWEVER, I would hate to see a child being a bit behind on their learning, IF they weren't comprehending the additional language. It may also be beneficial if families are willing to start this at home prior to their child starting school, that the material be available (little to no cost) for parents that want to give their child a head start. This is an amazing opportunity for our children, that I wish could have been available for my generation! :)	Feb 9, 2012 2:32 PM
77	I sincerely hope that a foreign language curriculum gets implemented before my children complete elementary school!!!! I hope things can move forward in an efficient and timely manner.	Feb 9, 2012 12:41 PM
78	Any additional language that can be brought into the school would be beneficial.	Feb 9, 2012 11:48 AM
79	At the elementary level there should be an option for which language your child can learn. For example starting in Kindergarten give the parents 3 choices for language classes that are available as an elective. The language class should be in addition to their normal studies and not take away from. I think world language is a great idea and hope to see it offered to my elementary child. Thank you for the opportunity to share my thoughts.	Feb 9, 2012 11:31 AM
80	Kids learn languages better when they are younger so starting earlier will make it easier for them to learn the language.	Feb 9, 2012 11:29 AM
81	After sending my son to a private preschool where Spanish was taught on a bi-monthly basis, I was thoroughly disappointed to find that Lakeaires Elementary did not offer any language lessons. Given the number of families that attend Lakeaires where English is not the primary language spoken at home, offering a language at school would be beneficial not only to those families in keeping their culture alive, but to other English speaking students to better communicate with those where English is their second language.	Feb 9, 2012 11:03 AM
82	I would like it if there was something in between 2-3 times per week and half a day in English and the other half in another language. It is important that the	Feb 9, 2012 10:47 AM

**Q7. Additional thoughts or suggestions?**

children not just learn the grammar but how to have conversations, especially as our own community becomes more diverse. Exposure to other languages such as Hmong, Laotian, and Arabic will become increasingly important. For now, it is important to put a lot of resources toward Spanish instruction.

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| 83 | Thank you for requesting input on this matter.   | Feb 9, 2012 10:45 AM |
| 84 | Our 2nd grader went to preschool for two years at Mahtomedi Area Preschool and Kindergarten at Wildwood in that district as well. We moved her to Oneka for 1st grade and have been very happy. That being said, the major thing we miss about that district is that Spanish was a part of her day at school for those three years. She misses it and we are thrilled at the possibility that it will be a part of the Elementary program at Oneka/Hugo and the other schools in the district.   | Feb 9, 2012 10:22 AM |
| 85 | I feel having my child in a Spanish class since Kindergarten has been a very good option, however I feel having a different instructor every year has not been beneficial. There are so many dialects and ways of teaching the child does not grasp the basics of the language. I feel by now in the 5th grade my child should be able to speak the language some what fluently and that has not happened. My child states learning the language from 6 different people has been hard and not consistent.   | Feb 9, 2012 10:16 AM |
| 86 | This is NOT what I want my tax dollars to go towards. We have enough trouble trying to teach our kids the basics. They do offer these classes already in High School. I think at that age they can make that choice without the School system making it for them.  | Feb 9, 2012 10:03 AM |
| 87 | I would have liked my son in a full day spanish but my 2nd and 3rd choice I'd prefer the 6-8 lessons a year.   | Feb 9, 2012 9:59 AM  |
| 88 | Although it is important to learn a secondary language, I feel that if we allocate more time to this at the elementary level that other core subjects will be impacted.  | Feb 9, 2012 9:56 AM  |
| 89 | I think it would be great to have different variations of this available. But most importantly I want my children to have exposure to different languages at a very young age.   | Feb 9, 2012 9:45 AM  |
| 90 | This is America, I think people should learn and speak English!  | Feb 9, 2012 9:38 AM  |
| 91 | Most classical education programs agree that exposure to Latin at an early age is an imperative tool for improving communication skills. My 'strongly agree' answer only pertains to Latin, not any other language. I choose 'agree' for Spanish being taught at 3rd grade (after two years of Latin), 2-3 times per week for 30-40 minutes, with optional study at the student's/parent's request. We would be interested in an elective-type situation with Spanish. I do not choose a more comprehensive curriculum for Spanish so young, only because of our community's current demographic, since I don't think it will benefit my children at the elementary age. (I would even argue in favor of basics in Somali, if our community was closer to the Twin Cities.) Thank you for the opportunity to give my family's opinion! | Feb 9, 2012 9:32 AM  |

**Q7. Additional thoughts or suggestions?**

92	Starting in grade 2 learning basics and increasing levels as the children advance in school	Feb 9, 2012 9:21 AM
93	Offering another language at the elementary school level is a wonderful idea! My 1st grader was introduced to spanish at her daycare center/preschool with monthly classes. My now-preschooler (starting Kindergarten in the fall of 2012) is at a daycare center/preschool that offers a formal Spanish class that meets weekly as well as Chinese and he is picking it up remarkably well. I would love to be able to have him continue with at least one of them - preferably Spanish.	Feb 9, 2012 9:18 AM
94	I would actually prefer daily lessons in Spanish instead of 2-3 times per week. The younger they are, the more likely they are to pick it up. I think immersion is much more successful.	Feb 9, 2012 9:17 AM
95	When my daughter had lessons in Spanish in Mr. Cardenas' kindergarten class, she loved it. She would come home and say what she had learned over and over. I have found, with my older child, that if you wait until high school to start teaching another language, they have a completely different attitude about it. It's more of a chore at that point.	Feb 9, 2012 8:50 AM
96	Offer courses for parents, too.	Feb 9, 2012 8:49 AM
97	Under #5, I would also support the third option of a half day in a world language.	Feb 9, 2012 8:46 AM
98	I appreciate that you are doing this survey. Learning other languages is so important, and will only increase in importance as our children grow older. I sincerely hope a program can be developed and supported.	Feb 9, 2012 8:42 AM
99	Given that American students are weak in math, reading, and science relative to the rest of the world, this initiative, in my opinion, is a low priority. I would like to see time focused on the subjects mentioned above.	Feb 9, 2012 8:33 AM
100	I strongly believe in starting to teach a world language when the first start school. That's when children pick up with most information in their brains starting in pre-school. Learning a different language is going to be crucial when they become adults and it will also help students get jobs if they know more than one language.	Feb 9, 2012 8:28 AM
101	I would love my kids to have both Spanish and Chinese in elem school and then be able to continue in MS and HS.	Feb 9, 2012 8:25 AM
102	Sine my wife is from Thailand it would be nice to have options in the community to learn this although I realize it wouldn't make sense as a "common" language across the district as there are other more practical and potentially used languages.	Feb 9, 2012 8:21 AM
103	The study of world language before collage is a waste of precious time and resources. Take a survey of all the students who've been required to take a foreign language, beginning around the year 1988, and determine the cost/benefit of this idea. I'm willing to bet my home that over 99% of these students don't remember, or use, any part of this foreign language effort. The billions of dollars spent teaching foreign language before collage are, for the most part, all thrown out the window. I'm not saying there's no need for anyone	Feb 9, 2012 8:21 AM

**Q7. Additional thoughts or suggestions?**

to learn a foreign language. Obviously, we have to communicate with the rest of the world. There'll always be a need for translators. I believe we can much more efficiently and effectively communicate with the world in other ways. Throwing billions of dollars at students who have no interest, or gift, or talent, for foreign language is a very inefficient way of communicating with the world. The students, who have this gift, or talent, for foreign language will be identified, will pick it up, and flourish with a more focused approach in the colleges.

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| 104 | It would be helpfull for the children to learn the culture at the same time as the language. It would also make sense to have a sister school in the other country where the kids could interact via computer with them(like skype).  | Feb 9, 2012 8:12 AM |
| 105 | Learning a second language has been shown to improve overall mental and intellectual growth, can provide opportunities for cultural sensitivity and awareness in and outside of school, and opens the doors for greater opportunities in college and the work place. The benefits of Vadnais Heights offering a World Language appeals to me as a parent and an educator with our childrens futures in mind. I look forward to seeing the development of a World language program within our schools.   | Feb 9, 2012 8:07 AM |
| 106 | Thank you for identifying 2nd language acquisition as a priority.   | Feb 9, 2012 8:06 AM |
| 107 | I am very pleased to see that you have listed sign language as an option. I have a son who is hard of hearing and does need sign language however, I think that this is a great tool for people to have and appreciate that the district has acknowledged this as an option.  | Feb 9, 2012 8:00 AM |
| 108 | I think it's great that the school board is considering foreign language at the elementary level. This is the age when children are most likely to absorb a new language and it will help make students be better prepared for future schooling and employment.   | Feb 9, 2012 7:55 AM |
| 109 | I realize that this country is very diverse however the official language of this country should be English only. I don't want other languages and cultures forced on my child. He needs to be focused only on learning the basics of reading, writing, math, science, history (in English only), so that he can become a self sufficient, responsible adult in society.  | Feb 9, 2012 7:39 AM |
| 110 | World language is obviously important but so is active and healthy kids. The fact that they get PE once a week is completely ridiculous.  | Feb 9, 2012 7:35 AM |
| 111 | My biggest concern would be that whatever style of instruction the elementary schools are receiving, it coincide with what the middle and high school levels are receiving. I am a Spanish teacher myself and more often than not see the elementary level as a fun introduction of colors and numbers. I believe there needs to be more depth to the instruction, thus encouraging more conversational Spanish rather than tid-bits of information that is only somewhat useful at the next level. The other question is...if the elementary levels develop a solid program, is the staffing at the middle and high schools prepared for a more advanced level of students entering their programs, thus keeping the program a rigorous one? My experience in teaching at several high schools and middle schools has shown me that there are few Spanish teachers talented (even though they are certified by the state) to teach at the higher levels, let alone | Feb 9, 2012 7:33 AM |

**Q7. Additional thoughts or suggestions?**

converse in the native language.

112	I have no idea where these kinda ideas come from... that it is important to learn other languages at the Elementary school level? There is barely enough money for the school systems right now (hence the ridiculous class size levels that the teachers have to deal with). If you really want to make a difference in the kids lives, find a way to reduce the class size so the teachers don't just have to teach for the absolutely stupid 'no child left behind' tests and can make ILP (Individual Learning Plans) for each student... instead of yet more worthless time spent on something like languages in Elementary school. You educators really need to look at what you are proposing and think about the kids, rather than what you can tout as 'cutting edge' or 'look what we do that you don't' stuff. It's about time to care about the kids futures, not your resumes.	Feb 9, 2012 7:18 AM
113	I like the concept of the children learning a different language, but I also think they should learn about the culture.	Feb 9, 2012 7:06 AM
114	I think this should be a low priority. Basic scores should be improved first	Feb 9, 2012 5:21 AM
115	The success of World Language really depends on how it is done. Unless an immersion program is the goal, the other option is Experiential & Exposure. The latter option sounds easy, but it is actually difficult to do effectively. Most Elementary schools think you can have 1 WL teacher & that teacher can teach all the kids. This is a set up for failure. Each grade level has different needs. K- can have Spanish 3x's a week for 30 min where as 5- it's best to have it everyday to build continuity, grammar fluency & enhance exposure. The upper level Elem objectives should be tied to the Middle School objectives, so it's a smooth transition when the students enter MS. It also might make sense to have K-2 do one WL & 3-5 do a different WL.	Feb 8, 2012 11:13 PM
116	Making the instruction all day would hurt those who already struggle in class. Making it 2-3 times per week makes it seem like a book you use for those 2-3 half hours and then put away forgetting about it. You have to use a language to learn it.	Feb 8, 2012 9:56 PM
117	Please Please put it in the elementary school our kids need a head start	Feb 8, 2012 9:10 PM
118	Would prefer a native speaking teacher.	Feb 8, 2012 9:08 PM
119	I think it is very important to start learning a second language early in order for it to be an effective part of a person's every day life. Part of the reason we chose Matoska is because of its Spanish program.	Feb 8, 2012 8:51 PM
120	Glad this is coming to fruition!	Feb 8, 2012 8:29 PM
121	I think it would be a good idea for the younger kids as long as does not put any extra pressure on these kids.	Feb 8, 2012 8:17 PM
122	I realize we live in an ever changing world, however, it is also important to correctly understand and use our own English language first. Our educational system needs to pay more attention on the fundamental system of math, reading and writing.	Feb 8, 2012 8:05 PM



**Q7. Additional thoughts or suggestions?**

123	Having a word, phrase or activity each day or theme of the week that wouldn't need to remove from current curriculum and kids may be able to retain information by having it part of their everyday routine. For example, teaching the class to say Hola as a greeting in the morning or start of class and Asta Lavista at end of every class. Then another week incorporating colors, Months, Seasons, objects in room, weather, emotions, etc. Every teacher could teach it and wouldn't cost the school money or remove funds from current curriculum.	Feb 8, 2012 7:59 PM
124	I thought it was neat when a family hosted a teacher, it brought new cultural perspectives, very real instead of just having a fulltime spanish teacher. I enjoyed sharing experiences w/the teacher & learning about their culture firsthand, my kids did too!	Feb 8, 2012 7:37 PM
125	I think 6-8 lessons a year in basic words/phrases and culture would be good for the younger grades (K-3) with more emphasis on acquiring basic proficiency in the older elementary grades.	Feb 8, 2012 7:37 PM
126	There needs to be a plan that goes from k to 12, so as to ensure that the learnings don't evaporate when they transition to higher grades.	Feb 8, 2012 7:29 PM
127	It is inconceivable for me to imagine not teaching at least one secondary language beginning in preschool onward. I have had all my children taking private Spanish lessons since age 3. So with regards to question #5 above, I think that a minimum of daily lessons should be offered.	Feb 8, 2012 7:25 PM
128	We feel that world language, music & art are just as important as basic reading, writing, math & science.	Feb 8, 2012 7:19 PM
129	In regards to my answer for question #5. I'd rather my child spend more time learning about her own culture before in elementary school before moving on to other languages and cultures which can be done at a later time.	Feb 8, 2012 7:18 PM
130	This would really be great feature for the district. I would highly encourage it. Foreign languages are much easier to learn at a young age!	Feb 8, 2012 7:10 PM
131	Thank you! This is extremely important to the future of our children!	Feb 8, 2012 7:08 PM
132	This would be a fabulous oppourtunity for our children, in our wonderfully diverse country!	Feb 8, 2012 7:07 PM
133	My children wish the Spanish language program at Matoska was more intensive	Feb 8, 2012 7:05 PM
134	Traditional European languages are likely to be less important by the time these children reach adulthood. Languages of the emerging economies of China and India will be more important. Spanish will remain a constant due to latin american influences.	Feb 8, 2012 7:01 PM
135	I would very much support the introduction of a world language at a young age. I am surprised that this is not already offered. This is an incredibly important skill to have in the world we live in today and exposure at a young age is key. I did not have this type of opportunity in grade school and my only exposure was in high school. I enjoyed it but at that age it's too little too late - concentration and cirriculum is already focused elsewhere.	Feb 8, 2012 6:58 PM

**Q7. Additional thoughts or suggestions?**

136	I think type/frequency of language instruction should increase as students move to higher grade levels.	Feb 8, 2012 6:53 PM
137	I am very excited that this is being discussed and hope it gets integrated in the elementary schools soon, even if you just start with a few lessons a week. The younger they are taught, the easier it is for them to learn and retain the language(s),	Feb 8, 2012 6:50 PM
138	I believe that exposure to languages at a young age is very important to building a lasting proficiency.	Feb 8, 2012 6:47 PM
139	no spanish	Feb 8, 2012 6:44 PM
140	I think Spanish should be taught first before kids are introduced to Chinese. Chinese should not be used as a substitute for Spanish. Chinese has negligible grammar — no singular or plural, no verb conjugations, no pesky masculine and feminine nouns — but there are thousands of characters to memorize as well as the landmines of any tonal language. I think the grammar used in the Spanish language is important for kids to learn while studying the language, it will help improve the English they are just starting to learn.	Feb 8, 2012 6:39 PM
141	My only concern with learning a foreign language is it would take additional time away from basics such as math, science, reading etc. I do agree though that it is important to be somewhat fluent in another language.	Feb 8, 2012 6:34 PM
142	Talk is cheap let's see some action!	Feb 8, 2012 6:23 PM

AGENDA ITEM: **Overview of Middle Level International Baccalaureate Program**

MEETING DATE: **February 27, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **David Law, Assistant Superintendent**  
**Dr. Michael Lovett, Superintendent**

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**Background:**

Principals Dr. Noel Schmidt and Dr. Bob McDowell, along with Assistant Superintendent David Law, will provide information on the Middle Level International Baccalaureate program, including a brief history of the IB exploration, current status, recommendation, timeline, and financial ramification.

We have attached a list of “questions and answers,” and a letter from the superintendent about the potential of moving towards Middle Level International Baccalaureate.

February 14, 2012

Dear Central and Sunrise Middle School Colleagues,

This week both David Law and I have set aside times to be at each middle school Wednesday through Friday, as opportunities for staff who are interested in visiting with us about the International Baccalaureate program.

We want to provide you an opportunity to give us feedback on the potential of our middle schools submitting an application to participate in an exploratory year with the International Baccalaureate program.

In 2008, the structure of our current middle schools, including the addition of world language, was designed within the frameworks of what was “best middle school practice” and the framework of International Baccalaureate.

During recent years many staff have been trained by the International Baccalaureate Program. I have had regular reports from the middle level principals about International Baccalaureate as a potential framework for us to continue to improve our middle schools.

More recently, in the initial Strategic Planning process of 2010-11, Middle Level International Baccalaureate rose to the level of a recommendation. While not identified as one of the top priorities for the 2011-12 school year, it is clearly on the docket as a potential District priority for 2012-13.

That said, as schools and as a District we need to choose wisely as to which improvement initiatives best fit our school district, and what timing is appropriate.

Attached with this letter to you is a set of “Questions and Answers” that David Law and your principals have compiled based on feedback from you over the past months.

We ask that you review this carefully and if you wish to give us any direct feedback or discuss the potential of International Baccalaureate, David and I will be available on the following schedule this week:

Central

Wednesday, 2/15/12 1:00 – 4:00 p.m. (Law)

Thursday, 2/16/12 7:30 – 9:45 a.m. (Lovett)

Friday, 2/17/12 10:00 a.m. – 1:00 p.m. (Law)

Sunrise

Thursday, 2/16/12 7:30 – 8:00 a.m. and 8:45 a.m. – 3:30 p.m. (Law)

If interested in visiting with either of us, please sign up in your middle school’s main office. The schedule is set for approximately twenty minute blocks, where you can visit with us individually or in groups as would be your preference. If you are not able to make the times available this week due to other priorities but would like to talk to us, we would appreciate an email or phone call.

Sincerely,

Michael J. Lovett, Ph.D.

## Questions and answers about the Middle Years Program (MYP) and the International Baccalaureate (IB)

Draft of 2/14/12 (Schmidt, McDowell, Law)

1. **When did the White Bear Lake Area Schools first start looking into the International Baccalaureate Program?**

In 2004, groups of teachers began attending IB trainings. From these initial meetings, Matoska International (originally Parkview & Centerpoint Elementaries) began looking at IB. This cumulated with Matoska International receiving the IB Authorization in 2010. During the same time period that Parkview and Centerpoint Elementary were exploring the IB program, middle school staff also attended IB trainings.

Teachers and principals have also visited Middle School IB schools in the State of Minnesota and many discussions have taken place. In 2011 the WBL Strategic Planning Team recommended expansion of the IB in White Bear Lake to include the middle schools. This larger recommendation was based on multiple sub-committee recommendations as a way to increase academic rigor and achievement for our students. (Strategy 1) and plan for global experience and relationships to understand world connections (Strategy 2).

2. **Is the International Baccalaureate Program in the Strategic Plan for the White Bear Lake Area School District?**

Yes. It is found in two of the six major priorities for the school district. Specifically, after a critical review of available programs related to academic rigor and achievement, both sub-committee one and two recommended IB expansion beginning with the 2012 -13 school year.

3. **What is the purpose of IB and how does it measure up to WBLAS mission?**

The purpose of the MYP IB program is to provide a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. This fits well with the mission of the White Bear Lake Area School District:

*The mission of the White Bear Lake Area School District, a leader in innovative education and community partnerships, is to ensure our students:*

- *develop a love for learning,*
- *excel academically,*
- *are inspired to realize their dreams, and*
- *become engaged citizens with a global understanding*

*by challenging each student with a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.*

4. **Is IB in the Middle Years Program (MYP) only for talented and gifted students?**

No. The MYP, unlike the Diploma Program, is specifically designed for all students. The MYP of IB strongly emphasizes the "whole child," and builds off the Primary Years Program (PYP).

5. **What are the major areas of study in the MYP?**

There are eight major areas of study: Language A (the native language), Humanities, Technology, Mathematics, Arts, Sciences, Physical Education, and Language B (a language other than the native language). (Language B must be taken concurrently throughout the year with other seven major areas of study).

6. **What are the Areas of Interaction in the MYP?**  
Health and Social Education, Human Ingenuity, Community and Service, Environments, and Approaches to Learning. MYP requires that each major area of study include these areas of interaction while constructing individual and interdisciplinary units.
7. **Will there still be special education under IB?**  
Yes. State and Federal laws still apply to student programming.
8. **What is the day of a student in an IB school like compared to the day of a student who is not in an IB school?**  
The biggest difference occurs within the classroom—how the lessons are prepared and taught and how students take assessments. IB students experience more interdisciplinary teaching, more focus on the areas of interaction, and more assessments connected to rubrics and formative assessments. In IB schools, students experience more projects, scenarios, and real-world applications across subject areas because of the “whole child” nature of IB.
9. **How does IB extend learning beyond the classroom?**  
MYP requires, over the three years, students to engage in community service, while developing the skills to make effective contributions to society, instilling a sense of responsibility, and raising awareness of what happens in a local and global community.
10. **How compatible is the IB grading system to college entrance requirements?**  
At the high school level, the IB grading system is very compatible with college entrance requirements. Colleges and universities express no difficulties in determining whether or not an IB student is able to enter their system. At the middle school level, the IB grading system helps support our 6-12 college readiness initiative.
11. **How does IB work with MCA benchmarks and standards?**  
Teachers would still follow the Minnesota State Standards and MCA benchmarks while using the IB framework. In White Bear Lake, teachers would also continue to develop common summative and formative assessments, and students would continue taking the MCA tests.
12. **What contact have White Bear Lake middle school teachers had with the International Baccalaureate Program?**  
Teachers have met with teachers from four other MYP schools in the Twin Cities area. Sixteen staff members and four administrators have had specific training on the MYP.
13. **What kind of parent input have we had?**  
During the strategic planning process last year, parents, community members, and staff members—on two different strategic planning teams—after extensively looking at all of the available research on increasing academic rigor for all students, were very supportive of the International Baccalaureate Program and recommended the school district move forward with IB. In addition, we have collectively had several open meetings with middle school parents, and IB has been a topic at PTO meetings. In 2012, when we discussed the topic of IB with the middle school PTOs at both Central and Sunrise Park, the parents were very supportive and excited about the possibility of the International Baccalaureate Program coming to White Bear Lake.
14. **What happens to students who are struggling with their reading and math skills?**  
We will continue to offer a tiered intervention format for students struggling with reading and math skills. This means that our Bridges program, our AVID program and our Special Education Program will continue to serve students.

15. **How does a day of an IB teacher compare to the day of a middle school teacher now?**  
Structurally about the same. Some teachers, including world language teachers, and some allied art teachers, will need to switch from teaching pure quarter and semester classes to an every-other-day schedule. The length of class periods, however, will remain the same. Home base will remain the same. Prep time will remain the same. The biggest difference will be in planning lessons, how lessons are delivered within the classroom, and how some assessments are delivered.
16. **What does the day of a student in an IB school look like compared to the day of a student who is not in an IB school?**  
Structurally about the same. Some classes would convert from pure semester and quarter classes to every-other-day classes. The length of class periods, however, will remain the same. Home base remains the same. Passing time and lunchtime remain the same. Students do not have a longer school day or more homework. The biggest difference is what the student will experience within the classroom, how the lessons are prepared and taught to them, and how they take assessments. They will experience more interdisciplinary teaching, more focus on the areas of interaction, and more assessments connected to rubrics and formative assessments. They will also experience more variety in their subjects because of the "whole child" nature of IB.
17. **What is the anticipated timeline once Application for Candidacy is submitted?**  
The first application is due by April 1, 2012. Once the first application is submitted, planning would begin in earnest and the IB organization becomes a key partner in working with the middle schools in White Bear Lake. The end goal is for both middle schools in White Bear Lake to be authorized MYP schools before the beginning of the 2014-2015 school year.
18. **How does IB fit with other initiatives, such as summative and formative assessments, AIW, Project Lead the Way, AVID, and RTI?**  
The IB format provides a framework for the consistent use of criterion-based assessments, which is directly aligned to the work we have started in the areas of common formative and summative assessment. As teachers engage in the common IB planning format, they will be set up to engage successfully in the components of AIW. The interdisciplinary requirements will also support our Project Lead the Way units. AVID is currently and successfully integrated with the IB program in surrounding Minnesota MYP schools. IB will not interfere with the multi-tiered interventions currently in place as part of our Response to Intervention Framework.
19. **How much does IB cost?**  
The April 1 application fee is \$4,000 for each middle school. The annual candidate fee, which is payable September 1 of each year, is \$9,500 for each middle school. Additionally, each middle school must have a .5 school coordinator. It is expected that a reallocation of current District resources would pay for these costs and any on-going teacher training and staff development. Additionally, we expect (but we are not budgeting for) an increase in students attending the White Bear Lake middle schools because of the IB program, similar to the experience of other MYP schools.
20. **What is the long-term sustainability of IB at the Middle Schools?**  
The District is committed to continuous improvement of all programs, in ways that are sustainable. The MYP at the middle schools is sustainable. The program should have a long and successful life in White Bear Lake. Many potential roadblocks have already been removed. (For example, we already offer world languages in all grade levels.) We have parent support, District Center support, financial support for the MYP Coordinator, and would be the first competing IB programs in the area. Every school we have spoken to has gained students. It must be stressed that no adjacent public school district has the MYP. Currently there are 12 authorized MYP schools in Minnesota: Brooklyn Center JHS, Cyber Village Academy, Crosswinds, Fridley MS, Anwatina MS, Northeast MS, North View JHS, Robbinsdale MS, So.

St. Paul MS, St. Anthony MS, Highland JHS, Ramsey JHS. Ten other middle schools are currently in the process of authorization.

**21. What does research say about IB?**

Among recent research findings are the following:

A 2010 study conducted by the Australian Council for Educational Research found that IB PYP and MYP students outperformed their non-IB peers on the International Schools Assessment across all four domains in a majority of grade levels.

A 2010 study from the State of Texas Education Research Center at Texas A & M University found positive outcomes of the IB programmes, which included increased teacher collaboration, an increase in the use of authentic assessments, increases in student motivation for learning, the development of critical thinking skills in students, and resulting increases in global and cultural awareness.

A 2011 study conducted by Julie Wade compared five MYP schools against five non-MYP schools within the same district. The data and evidence suggested that MYP students' performance in math and science was higher than that of non-MYP students. In addition, positive environment ratings were higher for MYP schools than non-MYP schools.

**22. Where can I get more information?**

Go to [www.ibo.org](http://www.ibo.org) and then go to "What we offer" at the top of the page. Scroll down to "Middle Years Programme" (Ages 11-16). You can also call or email either Dr. Noel Schmidt, principal at Central Middle School, or Dr. Bob McDowell principal at Sunrise Park Middle School.



AGENDA ITEM: **Update on School Board/Superintendent Goals**  
MEETING DATE: **February 27, 2012**  
SUGGESTED DISPOSITION: **Discussion Item**  
CONTACT PERSON(S): **Pete Willcoxon, Sr., Executive Director of Business Services**

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**Background:**

*Goal #2: Ongoing Financial Stewardship and Budget Management*

Mr. Willcoxon will provide an update on our financial stewardship and budget management, using the materials attached.

**White Bear Lake Area Public Schools**  
**Office of the Executive Director of Business Services**  
**4855 Bloom Avenue**  
**White Bear Lake, Minnesota 55110**  
**(651) 407-7516**

**TO: Superintendent Lovett**  
**School Board Members**

**FROM: Pete Willcoxon Sr.**  
**Executive Director of Business Services**

**RE: Topics for February 27<sup>th</sup> meeting**

**DATE: February 22, 2012**

The topics that we want to cover at Monday's work study session include:

1. Funding for elementary facility projects. (Information included)
2. Transportation Department Reorganization (Information included)
3. Review of time line for development of 2012-2013 budget:
  - A. Finance Committee Discussion .... March 13 (tentative)
  - B. Budget Discussion .... Work study session .... March 26
    - a. Update on revised 2011-2012 budgets
    - b. Discussion of budget parameters for 2012-2013
  - C. Finance Committee Discussion .... April ??
  - D. Presentation of Preliminary Fund Budgets .... Work study session .... April 23
  - E. Review of Budgets .... Work study session .... May
  - F. Adoption of Budget .... June 11

**White Bear Lake Area Public Schools**  
**Office of the Executive Director of Business Services**  
**4855 Bloom Avenue**  
**White Bear Lake, Minnesota 55110**  
**(651) 407-7515**

**To: Superintendent Lovett  
School Board Members**

**From: Pete Willcoxon Sr.  
Executive Director of Business Services**

**Subj: Facility Projects with Possible Funding Sources**

**Date: February 10, 2012**

**With our successful efforts to renew the operating levy now behind us, we need to turn our efforts toward the facility issues that fall under this year's strategic plan Initiative combined with our alternative facility revenue program projects.**

**Our initiative to attempt to level off our debt service portion of our property tax levy is now in phase II. The refunding bonds that were sold in December will lower our levy over the next four years. The refunding bond sale (which will lower interest rates and spread principal payments further out) and the alternative facility revenue bond sale that are on the agenda for Monday's meeting will further that trend. This will free up some levy authority and coupled with our expiring lease payments should allow us to fund the lease levy authority options that are outlined below.**

**There are several complex components to this puzzle and I thought that we would lay them out well in advance of the February 27 work study session.**

**Matoska Elementary**

**The projected cost of the project is \$3.9 million. However, this may turn out to be a little low. Financing in this amount is being developed through Wells Fargo, which amortizes the payback over a fifteen year period. The initial 3.1% interest rate is guaranteed for seven years. At that point the rate would be renegotiated or the balance of the loan could be repaid. The balance of the project cost, beyond the projected \$3.9 million, would need to come from reserves.**

**We have run into a challenge that is created by state rules for the use of lease levy funding. That is, school administration purposes cannot be funded in this manner. In our case, this relates to the relocation of the office area. MDE has indicated that we could use reserves to fund the cost associated with this portion of the project. Phil is currently estimating this to be about \$500,000. Special legislation is also an option and has been successfully used in the past by other districts. However, if the project costs do exceed the \$3.9 million we would use reserves anyway and we would most likely not want to use the legislative route.**

### **Vadnais Heights Elementary**

The secure entrance piece of this summer's project and the chiller associated with air conditioning cannot be funded using proceeds from the alternative facility program bonds. They will need to be funded through use of some of our reserves.

### **Willow Lane Elementary and Lakeaires Elementary**

Both of these schools will need the secure entrance issue addressed. Both also have a shared cafeteria and gymnasium. The funding source for these projects would be lease levy authority along with the use of some of our reserves.

### **Otter Lake Elementary**

The issues that need to be addressed here are the secure entrance and air conditioning. Neither of these fall within the parameters of the alternative facility revenue program nor are they improvements that could be funded under the lease levy program. The source of funding for these would have to be reserves.

### **Lincoln Elementary**

The issue that has been raised for this school is the relative small size of the additional gymnasium. While this is a useful portion of the school, it does not provide for a typical functioning physical education learning place. The lease levy authority could also be used to fund this project.

The attached spreadsheet outlines opportunities for funding that the District could use to accomplish the school projects that we have outlined above.

### **Secondary Buildings**

At the secondary level future potential action items contained within the strategic plan could be addressing the two campus high school and synthetic turf.

Secure entrance improvements have been addressed at both middle schools and North Campus. We are currently using a staff person to address this at South Campus.

The synthetic turf project, when we last visited the issue in 2008, had approval from MDE for much of the ground rehabilitation work but the turf itself does not qualify. As we recently contacted the new staff at MDE, we ran into a different position. The new position is that none of the work would qualify under the alternative facility revenue program. Should we decide to move forward with this project we will need to escalate the issue of the position change and see if we can get a new ruling from MDE. The cost of the turf would still need to be funded from reserves.

When the strategic plan initiative of restructuring to result in fewer transitions for students is addressed, we will need to look at our current 6-12 configuration and determine if it should remain or be modified. If the decision to modify them is reached, I believe that the funding source for that project would be of such magnitude as to require a building bond referendum.

### **Use of Reserves**

The use of reserves mentioned above refers to the use of capital funds (which would require a reprioritization from current allocations), use of some of the general fund balance that we have, or accessing our Mid America Investment.

The Mid America Investment was started in 2003. That year we had a significant fund balance and the finance committee recommended to the school board that we take \$3,000,000 and invest it with the expectation that it would be used to help offset the district's OPEB liability.

As we all know the 2008 legislation allowed us to sell bonds to fund this obligation. At that time we re-designated this fund to help offset our severance liabilities. We have not been using these funds to pay the severance liabilities over the past years, as the various funds have been able to cover those costs. GASB 16 projections indicate that these costs are currently at \$400,000 and will reduce to \$100,000 by 2029. With that annual liability, it would seem that the funds can continue to cover these costs into the future. That would allow us to redirect these funds to address these pressing capital needs at our schools.

I have talked with our auditors about this issue and they have indicated that we would need to have a resolution redirecting the use of the funds. I have also met with Aaron Casper to walk through the paperwork that the fund managers would require.

It makes sense from a planning and equity perspective we make the commitment at this time to put the funding mechanisms in place that allow us to proceed with development of the elementary initiatives.

If the School Board chooses to move in this direction, I will develop the necessary steps to implement our plan.

## Possible Options for funding elementary school updates

Lease Levy Funding		Use of Reserves	
<u>Matoska</u> 2012	Lease levy with Wells Fargo Estimated Cost <b>Annual Levy Impact</b>	Non qualified items: Administrative Space	\$500,000
	\$3.9 million <b>\$330,982</b>		
<u>Vadnais Heights</u> 2012/2013	Alternative facility bonds	Non qualified items: Secure Entrance Chiller	\$400,000 \$350,000
<u>Lakeaires</u> 2013/2014	Lease levy with Wells Fargo Gymnasium <b>Annual Levy Impact</b>	Non qualified items: Secure Entrance	\$300,000
	\$1,000,000 <b>\$89,941</b>		
<u>Willow Lane</u> 2013/2014	Lease levy with Wells Fargo Gymnasium <b>Annual Levy Impact</b>	Non qualified items: Secure Entrance	\$300,000
	\$1,000,000 <b>\$89,941</b>		
<u>Otter Lake</u> 2012/2014		Non qualified items: Secure Entrance Chiller	\$100,000 \$350,000
<u>Lincoln</u> TBD	Lease levy with Wells Fargo Gymnasium <b>Annual Levy Impact</b>		
	\$1,000,000 <b>\$89,941</b>		
	<b>Possible Levy Impact</b> <b>Lease levies sunseting</b> <b>over next three years</b>	<b>Projected use of reserves</b> <b>Remaining reserves</b>	\$2,300,000 \$1,400,000
	Matoska Media Center (2011) Birch Lake Addition (2014)		
	\$95,000 \$111,000		



# The Center for Efficient School Operations

*"Partnering with School Districts to help keep educational dollars in the classroom."*

2852 Anthony Lane South  
St. Anthony, Minnesota 55418  
Phone: (612) 789-5128  
Fax: (612) 789-5146  
Email: [info@ceso.us](mailto:info@ceso.us)

February 1<sup>st</sup>, 2012

Peter Willcoxon, Sr  
White Bear Lake Area Schools  
4855 Bloom Avenue  
White Bear Lake, MN 55110

RE: Transportation Oversight Proposal

Dear Mr. Willcoxon,

It was a pleasure to meet with you last week. As we discussed, the mission statement for CESO is "Partnering with School Districts to help keep Educational Dollars in the Classroom". I am very excited about the opportunity for CESO to partner with the White Bear Lake School District. CESO / K-12 Transportation Management Services has 12 people dedicated to providing high quality transportation services, and we currently partner with the following school districts in the area of Transportation Oversight:

- Wayzata
- Spring Lake Park
- Lakeville
- Hastings
- St. Louis Park
- Columbia Heights
- Mahtomedi
- Centennial
- Rocori
- Sartell
- Redwing
- NE Metro 916
- Northwest Suburban Integration District

We are also under contract to create, establish and maintain routes for desegregation students in the following districts:

- Anoka
- Osseo
- Elk River
- Robbinsdale (Desegregation and Special Ed)
- Buffalo
- Mounds View
- Rockford
- Fridley

At any given time, we are involved in 4-6 other districts on a contract basis doing the following:

- Boundary studies
- Demographic studies
- Bell time analysis
- Contract negotiations
- Efficiency studies

The primary benefit of outsourcing your transportation management is that the district would see a “Team” approach to transportation oversight. Our services are comprehensive and include all aspects of pupil transportation. Our staff has extensive experience, and we have worked with over 60 school districts in Minnesota.

As I am sure you know, there are many different components required to create and maintain a successful transportation department, and it is our opinion that assigning a team to the job can be more successful than hiring a single person. Please feel free to contact any of our current clients to discuss how we have served them in the transportation area. I think you will find out that our customers have experienced a high level of service and have seen financial savings when they have partnered with CESO / K12 Transportation Management Services.

We are excited about working in the White Bear Lake School District. The following is what we are offering to do:

### **1.0 Transportation Oversight:**

This service would include the following:

- Routing services to assure maximum efficiencies.
- Work as a liaison between the School District and Bus Companies for all aspects of Transportation.
- Work with District Administrative staff as needed to confirm a high level of service to the district and community.
- Review all operations within the department to assure “Best Practices” are being used in regards to Transportation.
- Provide Director level leadership within the Transportation Department.



- Work with bus drivers and contractors to establish procedures that will increase the level of service to the community.
- Demographic work, Boundary Planning, Bell Time Studies and Transportation Efficiency Studies as needed.

In order to accomplish these tasks, CESO / K-12 Transportation Management Services will be providing the following positions to the district:

- Part Time Transportation Director
- Full Time Transportation Supervisor
- Regular Ed routing
- Special Ed routing
- Phone support for the district and community

In addition to what is listed above, the district will continue to provide:

- Safety Supervisor
- Clerical staff\* (includes trips coordination and dispatch)
- Mechanical staff as needed for district owned fleet
- Driving and aide staff as needed for district owned fleet

\*Could be provided by CESO if the district would prefer

## **2.0 Fee Breakdown (Monthly Cost for 12 months)**

### **1.1 Transportation Department oversight:**

\$15,000 per month (50% of monthly for April and May 2012),

We are recommending an April 1<sup>st</sup> start date so we can work closely with the existing staff in order to assure a smooth transition. CESO could also provide the Clerical staff for an additional \$4,200 per month.

## **3.0 Start and Completion dates**

This contract shall be effective April 1<sup>st</sup>, 2012. Termination can be made at the end of any school year (by either party) with a minimum of 6 months notice.

Thanks for this opportunity, and we look forward working with White Bear Lake Area Schools. If you have any questions regarding this proposal, please contact me at 651-605-5107.

Sincerely,

Chuck Corliss

## **4.0 Authorization to Proceed**

Again, thank you for the opportunity to present this proposal. The mission statement of our company is to “Partner with School Districts to help keep educational dollars in the classroom”. We appreciate the opportunity to partner with White Bear Lake Area Schools to help you meet your goals in this area. As an authorization to proceed please sign and return a copy to CESO.

Please sign and return one original copy to CESO for authorization to proceed, and retain one original for your records. Once we receive the signed proposal we will begin with the implementation stages of this agreement.

I have carefully reviewed the above cost proposal and attached General Conditions, and authorize the Center for Efficient School Operations (CESO) to proceed according to this cost proposal and General Conditions attached.

<b>Customer</b>	<b>Professional</b>
Peter Willcoxon, Sr White Bear Lake Area Schools 4855 Bloom Avenue White Bear Lake, MN 55110	Chuck Corliss, President Center for Efficient School Operations 2852 Anthony Lane South St Anthony, MN 55418
<b>Authorized Signature</b>	<b>Authorized Signature</b>
<b>Date</b>	<b>Date</b>

# General Conditions

The following general conditions are made a part of The Center For Efficient School Operations (the "professional") proposal (the "proposal"). The term "customer" refers to school district for which the professional is providing services.

To the extent that the proposal conflicts with the terms delineated in the general conditions, the terms in the general conditions shall control.

## A. Responsibilities

Professional will provide services as enumerated in the proposal with the care and skill ordinarily exercised by reputable members of its profession practicing under similar conditions during the period of this proposal and in the same locality.

Along with the scope of work identified in the proposal customer and professional agree to the following:

### A.1. Information

Customer will provide all information necessary and access to staff and facilities as needed so that work can be conducted by professional in an economical, timely and safe manner.

### A.2. Payment for Services

The fees and reimbursables listed in the proposal is the amount owed to the professional for the products and services provided by professional under this agreement.

Invoices will be submitted to customer every month for work performed during the month. The customer shall make payments no later than thirty days after receipt of the invoice. All invoices unpaid for over thirty days will bear interest and a collection fee of eighteen percent annually, compounded monthly. Payment maybe withheld only if this agreement is breached and a written notice has been provided within forty-five days of receiving the invoice that is in dispute.

## B. Disputes

Disputes under this agreement will be promptly resolved in good faith through negotiation. All claims, disputes, differences not resolved through negotiation shall be resolved in accordance with the commercial rules of the American Arbitration Assoc. in effect at that time.

## C. Indemnity & Insurance

### C.1. Indemnity

Professional shall indemnify and hold harmless Customer against losses, damages and claims, demands, actions, costs (including reasonable attorney fees), and fines of any kind resulting from any breach of this Agreement by professional, its employees, agents, subcontractors or licensees, of their obligation under this Agreement, or from any negligence or misconduct by professional, its employees, agents, subcontractors or licensees, but only for the proportion of damages which is equal to Professional's proportion of the total fault which directly caused the damages.

Customer shall indemnify and hold harmless Professional against losses, damages and claims, demands, actions, costs (including reasonable attorney fees), and fines of any kind resulting from any breach of this Agreement by Customer, its employees, agents, subcontractors or licensees, of their obligation under this Agreement, or from any negligence or misconduct by Customer, its employees, agents, subcontractors or licensees, but only for the proportion of damages which is equal to Customer's proportion of the total fault which directly caused the damages.

### C.2. Insurance

- (1) Professional carries coverage and limits of liability insurance for the professional's own negligence as required by law and district requirements. These may include, but are not limited to the following:

- (a) Workers Compensation with statutory benefits.
- (b) Employers' liability
- (c) Comprehensive General Liability with the following coverage:
  - I. Bodily Injury
  - II. Property Damage
  - III. Personal Injury

## IV. General Aggregate

- V. Product
- VI. Fire Damage
- VII. Medical Expenses
- (d) Automobile insurance covering all owned, non-owned or hired automobiles used in connection with the work covering bodily injury and property damage.
- (e) Physical Loss insurance sufficient to cover loss or damage to Professional's owned or leased equipment.
- (f) Professional Liability (claims made) with the following coverage:
- (g) Contractor Pollution Liability (claims made)
- (h) Excess Umbrella Liability. Professional's Excess Umbrella Liability policy provides coverage in addition to each of the coverages listed above including Comprehensive General Liability, Professional Liability and Contractor Pollution Liability.

## D. Termination

Neither party will have a right to terminate this agreement for convenience unless a termination fee in the amount of the remaining contract is paid to the terminated party.

# Transportation Salary Analysis

2012-2013

2012-2013

## Salaries

Salary	\$	237,052	4	\$	86,428	2
Other	\$	-		\$	-	
Off Schedule payment	\$	-		\$	-	
Salary total	\$	237,052		\$	86,428	

## Benefits:

FICA	\$	14,697		\$	5,359	
Medicare	\$	3,437		\$	1,253	
TRA/PERA	\$	17,779		\$	6,266	
Hospitalization	\$	56,735		\$	28,367	
Dental	\$	4,927		\$	2,463	
LTD	\$	1,233		\$	449	
Life	\$	2,016		\$	504	
TSA Match	\$	8,000		\$	2,000	
Benefits total	\$	108,823		\$	46,662	

Grand Total	\$	345,876		\$	133,090	
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Proposed Services Contract	\$	-		\$	180,000	
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Total Contract	\$	345,876		\$	313,090	
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Projected Savings				\$	32,786	
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AGENDA ITEM: **Status Update on Joint Partnerships with EMID and Intermediate School District 916**

MEETING DATE: **February 27, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

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**Background:**

The administration and our School Board representatives will provide an update on the key issues under review for EMID and Intermediate School District 916. A brief summary of these joint partner districts is attached.

## **Overview of the Role and Issues of Joint Power Districts Intermediate School District 916**

### **1. History of Intermediate School District 916**

The Intermediate School District 916 is one of three regional Intermediate Districts set up in the 1970s with 916 serving ten Northeast Metro districts for vocational education and special education, District 287 serving thirteen Hennepin County school districts, and District 917 serving ten South Metro school districts.

Initially, these Intermediate districts also included the AVTIs (Adult Vocational Technology Institutes), which served post-secondary students, but in the 1990s post-secondary programs became part of the University and College system.

That left the Intermediate districts with special education programs, serving low incidence special education programs that member districts believed would be more efficiently and effectively operated through a cooperative joint powers district. The Intermediate district also provides secondary vocational technical programs, in the case of District 916 through the CTC (Career Technology Center), at Century College.

### **2. Member Districts (Bold indicates a member of 916 and EMID)**

Centennial #12

Columbia Heights #13

Mahtomedi #832

Mounds View #621

North St. Paul – Maplewood – Oakdale #622

**Roseville #623**

**South Washington County #833**

**Spring Lake Park #16**

**Stillwater #834**

**White Bear Lake #624**

### **3. Number of White Bear Lake Area School Students Served**

Special Education: 40 students as of 2/23/12

Secondary Vocational and Technical Program: 66 as of 2/24/12

### **4. Funding Model**

(Will be explained at the work-study session.)

### **5. Key Issues Under Review**

Current and future facility needs and funding.

**Overview of the Role and Issues of Joint Power Districts  
Intermediate School District 916 and East Metro Integration District**

**1. History of East Metro Integration District**

The East Metro Integration District is one of three integration districts established by the Legislature in the 1990s; the other two are West Metro Integration District and Northwest Metro Integration District.

EMID and WMID both operate schools, whereas the Northwest Integration District operates only programs in member district schools. This means that both EMID and WMID have relatively high administrative and support staff whereas the model used by the Northwest cooperative invests most of their resources in programs within school districts.

**2. Member District**

Forest Lake Area Schools #831

Inver Grove Heights Community Schools #199

**Roseville #623**

St. Paul Public Schools #625

South St. Paul Public Schools #006

**South Washington County #833**

**Spring Lake Park #16**

**Stillwater #834**

West St. Paul – Mendota Heights – Eagan School District #197

**White Bear Lake #624**

**3. Number of White Bear Lake Area School Students Served**

Harambee: 35 as of 1/24/12

Crosswinds: 20 as of 1/24/12

**4. Funding Model**

(Will be explained at the work-study session.)

**5. Key Issues Under Review**

- Governance
- Funding
- Mission
- Structure

AGENDA ITEM: **Negotiations Study Session**

MEETING DATE: **February 27, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Chris Picha, Director of Human Resources**  
**Pete Willcoxon, Sr., Executive Director of Business Services**

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**Background:**

Chris Picha and Pete Willcoxon, Sr. will provide an update on negotiations.