



Testimony for the Senate Education Committee

**Re: SF530, Perpich center for arts education voluntary integration
magnet school operation authority and appropriation.**

March 6, 2014

Testimony from Kelly DeBrine

1692 Tamberwood Trail
Woodbury, MN 55125

Senator Torres Ray and Education Committee members,

Thank you for the opportunity to voice my support of senate bill SF530 in written form. Although I could share numerous stories about the quality of education my children have received at Crosswinds Arts & Sciences, my testimony is focused on supporting the integration mission and vision that the school has shepherded over more than a decade of experimentation and refinement.

It isn't easy to create a high quality integrated learning environment that supports all learners. The consequences, however, of not developing and nurturing the pedagogy behind a successful integrated learning environment is that schools leave many children behind, mostly along racial and economic lines. It takes intentional focus on cultural competency, creating community among students, and allowing them to access their authentic identifies within a diverse student body. No child is a token, every child has agency.

Crosswinds students are empowered to be strong contributors to our civic fabric – not because they attend Crosswinds, but because Crosswinds staff and leadership created the environment where that is possible. There is a reason why kids walk away from Crosswinds having had a singularly happy middle school experience – it's because they've been taught they are not invisible, that they are valued as individuals with a lot to contribute. They bring a level of confidence and maturity to their next school that is unparalleled.

I urge you to support the transfer of governance so that Crosswinds can continue to be the beacon of a successful, 21st century integrated learning environment. Perpich, as a statewide agency, has the singular ability to shepherd that beacon through an arts and sciences focus and through a continuation of the integration mission. They will be able to continue supporting teacher training and they will be able to diffuse the elements of a successful integration strategy statewide.

Our re-segregated Twin Cities schools are a failure of public policy. Crosswinds conveyance to Perpich can help reverse this by demonstrating how to build a voluntary integration program.

Testimony from Laurel LeBlanc

I am writing in support of SF530, transferring governance of Crosswinds Arts and Science School to Perpich Center for Arts Education and continuing a program that could be a shining example of innovative education and integration success in Minnesota.

This is a state issue, not a local one. Crosswinds was built by the state with a \$26M investment to share innovations in integration and education among 10 east metro districts. This program has succeeded in sharing staff development, supporting all kinds of learners, engaging and inspiring students with exposure to the arts, and demonstrating how science applies to everyday life. Perpich is an effective state agency able to share what this school has developed with not only the east metro districts, but the entire state of Minnesota.

Recent studies show that open enrollment has actually increased racially isolated schools in Minnesota. Crosswinds offsets that trend by being a fully integrated school of choice. It is 50% students of color, 50% free and reduced lunch, and nearly 30% special needs. Yet students who stay all five years see the achievement gap disappear! There are students that would succeed anywhere and choose Crosswinds but, more importantly, there are students who have a chance to succeed because of Crosswinds.

One of my children is gifted academically and musically while the other has a neurologic disability. Both are succeeding to their highest potential and both are also accepted and valued under this program. I want other students to continue to have this chance.

Respectfully working alongside different opinions, cultures, perspectives, and abilities should be modeled and taught in any school, especially as students learn to navigate an increasingly global economy and see the result of the political deadlock paralyzing our nation. Nowhere have I seen this done more successfully than at Crosswinds due to the consistent, intentional message that all students deserve respect and a voice, that all students have gifts, and that working together for a common purpose using everyone's gifts is vital to the success of a community. Students who leave Crosswinds after 10th grade enter their junior year (and frequently, college via PSEO) exhibiting maturity and leadership qualities that are highly valued by their new schools.

Perpich leadership would also lend stability to Crosswinds' program, which had been plagued by years of uncertainty under EMID. The EMID board has given unanimous support for the school's transference to Perpich. The fact that the school retained the majority of its student body, including a new crop of 6th grade students, despite the fact that families did not know whether the school would be open in September until July 2013 is evidence of families' support of Crosswinds.

Please help keep the original mission of Crosswinds alive, honor the investment made by the state for integration, and ensure that these innovative programs are shared statewide by supporting its transfer to Perpich Center for Arts Education.

Respectfully,

Laurel LeBlanc,

Crosswinds parent and supporter of continuing integration efforts in Minnesota

Testimony from Lee Ann Fugaban

6188 Upper Afton Cove
Woodbury, MN 55125

Please continue to support the education of future generations, which includes our daughter Katelyn, by passing senate bill SF530 to allow the Perpich Center for Arts Education to take over governance of Crosswinds Arts & Science School.

My husband, daughter and I live in South Washington County a few miles from Crosswinds School. My husband, who is Asian, immigrated to the United States from the Philippines after he finished college. I have lived in Minnesota the majority of my life and I am of Swedish, Norwegian, French and German descent. As a family we believe integration is an important part of our lives. However, the integration opportunities woven into the fabric of Crosswinds is not the only reason we choose to send our daughter there for her education.

The main reason we chose Harambee and Crosswinds was for the year-round school calendar coupled with the wonderful campuses. Students participate in science and physical education activities in the elements during all four seasons. My daughter and other students have had their first and possibly only opportunity to cross country ski, snowshoe, ice skate, and play broom ball during physical education classes. Katelyn is looking forward to participating in the student vegetable garden on Crosswinds grounds which would not be possible without the year-round program. Katelyn is an only child and the year-round format provides structure in her life and less time to become bored during the summer.

Another important reason we chose Crosswinds is for the Arts. Katelyn selected theatre as her elective class. Theatre has provided her many opportunities to utilize her imagination and it has been a great emotional outlet. Through theatre she has learned empathy, cooperation, trust, and social awareness all the while having fun. Her memory and communications skills have improved dramatically. Although some may not think of theatre as an opportunity for physical fitness, movement during drama has improved Katelyn's coordination and balance. She has had an opportunity to learn new dance moves in preparation for the drama clubs High School Musical performance.

Please pass SF530 so my daughter can continue to have the opportunities afforded through Crosswinds Arts and Science with the guidance of the Perpich Center for Arts Education.

Testimony from Dr. Mary Hess

Associate Professor of Educational Leadership
Luther Seminary
St. Paul, MN 55108

I am writing to you with a strong recommendation that you support SF530, which will be heard in committee on Thursday, March 6th. This bill enables the Perpich Center for Arts Education to take over governance of Crosswinds School.

This action is necessary because the East Metro Integration District, a district formed and funded by state action, has asked the PCAE to take over governance because EMID is no longer able to manage this school. I write to you with the strong recommendation that you support their request – this school is a jewel in the state, and it would be tragic to lose it simply because the legislature does not take this action. The bill requires so additional funding, merely reallocating existing funding, and both EMID and PCAE are in agreement on the governance transfer.

Now, let me offer several personal and scholarly reasons why you should support the continuation of this school.

I live in St. Paul, and although my eldest son began in a St. Paul public school when we first came to town in 2000, we moved him as quickly as we could into an East Metro Integration District school. He graduated from Crosswinds in 2007, and is now a senior at St. John's University in Collegeville. Our youngest son has gone all the way through EMID Schools: first Harambee, from kindergarten on, and graduating from 10th grade at Crosswinds last year. He is currently taking just one course at Central High School, and all of the rest of courses through the post-secondary enrollment options program at Concordia University.

At a time in which multiple criteria suggest that Minnesota is becoming more diverse, and we are facing more difficult challenges than ever as we seek to integrate many different children and families from multiple settings and contexts into shared schools, two of the brightest spots on the scene of attempts to engage that diversity in positive and effective ways have been the EMID schools Harambee and Crosswinds. The EMID Board has voted to cease governing both of these schools, but the Roseville School District is taking on Harambee, and the PCAE is seeking to take on Crosswinds.

Scholars note (and I'll include the citations below) that educating children for success in a country as diverse and globally connected as ours is, demands equipping them with skills and practice in collaborating across multiple cultural contexts. Integration of schools –integration of our society – requires many skills that are not easily tested on multiple choice tests. I have heard certain members of the EMID board state that these schools are failing, because they have not more quickly and decisively closed the “achievement gap.” I put that phrase in

quotation marks, because I believe that they are defining that gap in very narrow terms, and assessing it only using the marker of certain narrow, content-based multiple choice tests.

There is clear scholarly evidence that such assessment misses the mark almost entirely. One reason why my husband and I put our children on long bus rides to these two schools, when there are public schools all around us in our neighborhood, is because we know that our children need to grow up a school environment that cherishes diversity and supports deep cultural engagement, while at the same time holding high academic standards.

Integration is far more than de-segregation. Integration demands and requires learning how to communicate with cultural competence, it demands and requires awareness of structural and systemic inequalities and clear efforts to erase such inequalities. Integration is very hard work in the world we live in, and I have found no other schools in the east metro public system that are doing this work as well.

A recent article in a leading education journal (*Teachers College Record*, out of Columbia University) identifies four key factors for meeting the needs of ALL children in schools: evidence-based instruction, long-term collaboration and engagement with teachers, community engagement, and response to the non-academic needs of students. Crosswinds has been working hard on all four of these areas. Long before other area schools were pursuing evidence-based instruction, Crosswinds had trained and was supporting its teachers in implementing such work via the Profile of Learning process. That work continued even once the Profile of Learning had been abolished and new standards were being imposed. Further, Crosswinds certification as an IB program goes far beyond the basic standards that the state has identified towards commitment to an internationally recognized body of standards.

On the second criteria, the turnover rate of teachers at Crosswinds is substantially lower than that of most other public schools in the east metro area. That fact alone demonstrates “long term collaboration and engagement with teachers,” but there is other evidence as well, such as the large number of teachers at Crosswinds who regularly take on additional informal tasks during inter-sessions and other periods in the school year. Indeed, the highly unusual year-round calendar of Crosswinds is yet another marker of innovation – and it is a pattern that districts around the country are beginning to find compelling, but struggling to implement. Crosswinds has already done so.

The third factor identified – that of community engagement – is in some ways harder to document, but nonetheless is very present at this school. All of us parents have made the decision to send our children to schools that for many of us are a long drive away from home. Even given that distance challenge, a greater obstacle to parent involvement than most schools carry, Crosswinds has consistently had very high levels of parent participation in parent-teacher meetings, in support for schools events, and in fundraising efforts.

The fourth factor – support for non-academic needs – is perhaps the most vibrant and compelling piece of the Crosswinds success story. Many elements of Crosswinds that outsiders might not first identify as crucial to integration – the year round calendar, the commitment to music and the arts, the IB certification – are all elements integral to creating and supporting a school culture that takes seriously all of the personal and social elements of learning. These are key pieces to why integration is working at Crosswinds. Yet even so, these are only academic markers of an underlying commitment to drawing ALL students into learning that works for them, and supporting them amidst a culture of care that has very high expectations for all students.

Crosswinds has had very low “pull-out” rates, compared to other schools in the district. This means that rather than providing services to children whose needs are not being met in the classroom, and who therefore have to be “pulled out” for special education or for behavioral issues, Crosswinds classrooms are working so well that there is much less need for such intervention. This is a direct consequence of the climate of this school. being focused on real integration and support for students’ non-academic needs.

Systemic racism is a problem throughout Minnesota, indeed throughout our country. It has an impact on every element of a student’s learning experience. At Crosswinds, however, that destructive element of our shared context is directly engaged, and students, teachers and parents are invited to collaborate together in ways that are slowly beginning to ease the worst of racism’s effects. We cannot possibly expect one small school to overturn a century of oppression, but it is reasonable to expect open discussion, clear collaboration, and shared effort to engage racism directly – and these things are part of the very fabric of Crosswinds. Every high school in our country has to deal on some level with student identity groups, a natural part of student developmental growth, but Crosswinds students, teachers and parents consistently testify to the softer edges of the cliques present there. Kids regularly mix across lines of identification. Kids who are “geeks” hang out with “theater nerds.” Kids who are moving from shelter to shelter hang out with kids whose parents have six figure incomes. Kids who are multi-racial and kids who are monocultural share and learn together. The kids themselves point with pride to their shared school identity being “weird” compared to the other, much more obviously identity-divided high schools they encounter on field trips. There is a community and level of inclusion present in Crosswinds that I have never experienced in other schools.

Speaking very personally for a moment, as the parent of a child who lives with cerebral palsy and an autism spectrum challenge, I can tell you that I have not found any better place for my child to learn and grow – and believe me, I have looked very hard. Indeed, one reason that the academic achievement statistics at Crosswinds are not higher is precisely because of the high number of children with special needs who attend the school. Yet these kids are doing much better in Crosswinds than in the districts they came from. I could give you story after story of specific student growth. My son is now a senior at St. John’s University in Collegeville. He is

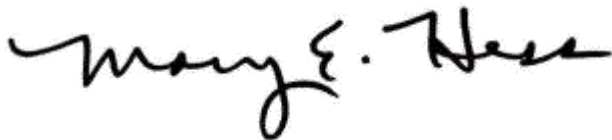
succeeding there in large part due to the fine preparation and education he received at Crosswinds.

My other son, our youngest, is at the opposite end of the education spectrum, easily qualifying to enter the lottery for Capitol Hill in St. Paul, for instance. He is eligible for talented and gifted support, but we have deliberately and intentionally kept him at Crosswinds because we recognize that he is learning far more of the cultural competence and other skills he'll need to thrive in adulthood, than he would in other schools.

Crosswinds is a vital resource as a lab/demonstration school for the rest of the state. The mission of the Perpich Center for Arts Education is extraordinarily well aligned with the arts/science emphasis of Crosswinds, and the PCAE has committed to keeping the program of Crosswinds intact.

I urge you in the strongest possible terms I know to support the PCAE in their efforts to take on governance of the Crosswinds School.

Sincerely,



Dr. Mary E. Hess
Associate Professor of Educational Leadership
Luther Seminary
St. Paul, MN 55108

Citations:

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Lorri J. Santamaria, "Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners," *Teachers College Record* Volume 111 Number 1, 2009, p. 214-247 (<http://www.tcrecord.org> ID Number: 15210, Date Accessed: 3/10/2013 9:03:56 PM)

[Jerusha Osberg Conner](#), "From International Schools to Inner-City Schools: The First Principles of the International Baccalaureate Diploma Program," *Teachers College Record* Volume 110 Number 2, 2008, p. 322-351. (<http://www.tcrecord.org> ID Number: 14538, Date Accessed: 3/10/2013 9:04:36 PM)

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**Written Testimony FOR SF530 to Minnesota Senate Education Committee
Submitted by Eric Celeste**

What you are considering with SF530 is nothing less than whether to continue Minnesota's commitment to integration in the east metro. I ask you to support the Perpich proposal to take over governance of the Crosswinds School as a clear declaration that Minnesota still believes in integration and the value of the arts in education.

Perpich and Crosswinds are a wonderful match for each other, but you will hear that from many sources. I want to focus on the context of this decision, where the Minnesota Legislature fits in the nearly three year struggle to keep integration alive in the East Metro Integration District (EMID). The core issue at hand is governance: as a manager, EMID has failed Crosswinds and Perpich could reinvigorate a multi-million dollar state investment there.

EMID is a collaborative of Saint Paul and nine suburban districts. Each member district school board appoints one of its own to the EMID board. When times are good, this model almost works, though even then no member of the EMID board really has EMID's interests first and foremost. In recent years, as times became dangerously lean for all our public schools, EMID became the watering hole at which wary districts eyed one another as the funding stream dried up. Our own board began to openly describe our students as dollars "leaving" their home districts and in 2011 they began a serious push to close our schools so they could keep more of this money at home.

In fact, just last week in an article about Spring Lake Park possibly withdrawing from EMID the following concern was mentioned: "The only downside to submitting the order is that if the collaborative dissolves in the next 18 months, Spring Lake Park will not receive any money from the fund balance." <http://goo.gl/HuVNFr>

EMID families worked hard to fend off this effort in 2011, and succeeded in keeping the schools open and convincing the board of the value of the programs that had been built over the preceding decade. But the EMID board continued its quest to redirect funds from EMID back to member districts, removing virtually all integration funding from the schools and refusing repeated calls by families to build a sustainable funding model. The board's lack of focus on Crosswinds led to a decline in enrollment that further challenged the school in a vicious financial cycle. Member districts have been so afraid of the attractive choice Crosswinds provided for their community that only one district even mentioned Crosswinds as an option on their website.

By the time the EMID board again raised the notion of closing our schools in 2012, EMID families had come to the conclusion that EMID governance itself was the biggest challenge to the health of our schools, and agreed that EMID needed to relinquish that governance. But the EMID board and families found common ground in their appreciation of the programs developed at EMID schools.

Today students in grades 6-10 attend the Crosswinds year-round program and learn from an accredited International Baccalaureate curriculum. Half the students are minorities, half qualify for free and reduced lunch, and more than a quarter require special education services. By every measure Crosswinds is a remarkably diverse community, defying the trend toward segregation among schools of choice in Minnesota.

Most impressive is our success at truly integrating students of every stripe into a close-knit community of respect for one another, self-expression, and joy in learning. Crosswinds is a community where the kids sit together at lunch tables rather than eyeing each other suspiciously from various cliques. Crosswinds is a community where every student feels welcome to join the orchestra, band, or theater program. Crosswinds is a community that attracts students who struggle in their home districts, but find the support they need here to catch up and close the achievement gap.

One of my own children required an individualized education plan and a variety of accommodations at Crosswinds. Yet he always was included in every activity by his teachers and was rewarded with friendship and respect from his peers. Special needs did not isolate him, and Crosswinds launched him on a path that now has him succeeding in his third year of college. My other child picked up the cello for the first time in 7th grade and played with the award-winning orchestra at Crosswinds until he finished 10th grade last year.

The EMID board saw all this and more through the testimony of dozens of families, teachers, and other experts at many board meetings. Not a single community member at any of these meetings ever questioned the value and contribution of Crosswinds. Yet when the EMID board asked for proposals for taking over Crosswinds, only one entity offered to keep the school intact: the Perpich Center for Arts Education.

This year the EMID Board unanimously voted to ask the Minnesota Legislature to convey Crosswinds to Perpich. The Perpich Center recognizes the excellence of the Crosswinds program and the wonderful match it represents for Perpich. Where Perpich Arts High School invites students who yearn to express themselves through the arts and builds an integrated community as a result of that expression, Crosswinds invites families seeking an integrated environment and builds self and peer respect through the expression of the arts. Where Crosswinds wants to share the lessons of its integration model with other districts around the state, Perpich has long had an outstanding professional development operation that reaches out to teachers statewide.

Most critically, Perpich has a board appointed by the Governor whose job it is to attend to the mission and success of the Perpich Center and its school. They were quick to act when EMID invited Perpich to create a proposal, authorizing their director to take action. Their focus and agility stand in stark contrast to the divided attention the schools have received from the EMID

board. Perpich promises the kind of governance that can make Crosswinds prosper and become a model for the whole state.

The Crosswinds Arts & Science School sits at the intersection of 494 and 94 in Woodbury. It is a \$26M facility built by the state of Minnesota to house this unique year-round, integration, arts and science program. The building has won international awards not just for its design, but also for the process used to create that design, which included staff of Crosswinds and close attention to the program they were creating.

If you do not give Perpich authority to carry forward a successful integration program, you will be abandoning a facility expressly designed to do that job. Please do not jettison the east metro's most important integration program.

I ask you to vote to preserve the 15 year investment the state has made in Crosswinds, a program that can teach districts around the state how to make the most of the growing diversity that is Minnesota's future. Please save Crosswinds for future students and teachers, give it the governance it needs and deserves from the Perpich Center for Arts Education.

Sincerely,

Eric Celeste
1993 Lincoln Avenue
Saint Paul, MN 55105

Testimony from Susan Larson

15239 N. 63rd Street

Oak Park Heights, MN 55082

Member, Board of Directors, Perpich Center for the Arts

I am writing to express my support for SF530, an act to convey Crosswinds Arts and Science School to the Perpich Center for Arts Education. This conveyance has the unanimous support of the East Metro Integration District Board of Directors. Successful passage of this bill will ensure this state asset continues to be a home for a multi-district integration program grounded in arts and science.

Perpich Center for the Arts has successfully managed Crosswinds this school year and is well-positioned to continue this program which provides valuable choice and a strong learning environment for students. Additionally PCAE has the infrastructure and expertise to foster Crosswinds as a lab school with professional development that will benefit districts statewide.

My two sons attended Crosswinds Arts and Science School for grades 6-10 and I am grateful for the education they received. Crosswinds bring together a racially diverse student body from urban and suburban communities. The magic of Crosswinds is that it is not just diverse, it is truly integrated. If you visit the lunchroom, you see students of all ethnicities sitting together.

My eldest son struggled to fit into his elementary school in Stillwater. Teachers called him socially awkward, odd, and different. At Crosswinds my son was accepted. The curriculum was innovative and rich with arts and rigor. For the first time in his life, he excelled academically and socially. He graduated from Perpich Arts High School and is now a freshman at Maryland Institute College of the Arts in Baltimore.

My second son is a high school junior attending PSEO at Century College. At Crosswinds he was involved in programs that challenged him to think about solving global sustainability problems practically. Through this program he had the opportunity to travel to Bangladesh to learn about their government and society.

As our State is grappling with the best means to educate our students and prepare them for the future in the midst of an increasingly diverse and more global world, we could learn much from Crosswinds. The school was established 15 years ago with state funding and support from multiple school districts. It has developed into a model program of inclusion, academic challenge and arts education. At the foundation of the curriculum is an arts and science magnet program which fosters development of creativity, exploration, and critical thinking.

Thank you for your consideration.

Susan Mau Larson

Testimony of Carrie Dickson
Maplewood, MN

As a parent of 2 children at Harambee (2nd grade and K), as well as a resident of the Maplewood-Oakdale-North St. Paul school district (ISD 622), I am writing in support of the bill to give Perpich the authority to continue the program at Crosswinds Arts and Science School. .

I support it because this school was built with state money for the intention of creating an integration program that serves kids from many districts with an arts and science focus. I do not wish to see state taxpayer money squandered. I support the EMID board and their unanimous to support conveyance to Perpich and ensure transportation so that this can continue as a multidistrict school.

When my kids are old enough to be looking towards middle school, I want them to have the option of attending Crosswinds. Even if we do not choose to send our kids to Crosswinds, however, they will have benefited from its mere existence due to the outreach and professional development done on effective integration.

Please support conveyance to the Perpich Center for Arts Education.

Thank you,

Carrie Dickson

Maplewood, M

Testimony from Donald and Kazuko Larson

133 East Park Drive
Hibbing, MN 55747

I am writing to you about an important issue for all of Minnesota. Our grandson's attended a terrific school, Crosswinds Arts and Science school. SF530 would allow conveyance of this school to Perpich Center for the Arts and ensure its successful mission is continued.

Perpich has a long history of providing staff development and instruction for arts for the entire state of Minnesota and addresses the needs of students that work and think creatively. SF520 will expand Perpich's expertise to the middle school level allowing students and families from across the state to benefit from their unique programming and staff development.

Crosswind's programming has been successful on many different levels including addressing the achievement gap despite having a population of over 50% receiving free and reduced lunch. We have watched our grandsons grow and thrive at this school. SF530 is a step toward improving the quality of education for the state. We hope we have your support.

Testimony from Leslye Taylor
Maplewood, MN

Dear Senator Torres Ray and the Senate Committee on Education:

As the mother of a 9th grader at Crosswinds, my husband and I arrived with our daughter at our school four years ago. I have a daughter that has grown from an elementary student to a high school student over this four year period. From an 11 year old inquisitive girl to an increasingly responsible 14 year old young woman, I've participated closely with Kai'li through these early teen years. As her parent I couldn't have helped her navigate through these years without The partnership I have come to greatly appreciate with the staff that brings life to the halls of Crosswinds.

The State of Minnesota built a beautiful building to house an integration program that grew year by year and now serves students in grades six through ten through the expression of arts and sciences. This piece of land set apart welcomes students from urban and suburban settings to learn and grow up together stewarded by a staff that gets integration. Integration is a deeper matter than what we see externally though we have children and staff that represent every outer manner of diversity through the color of their skin, to their range of mental ability, to their challenges emotionally. But I'm speaking to a matter of how our children are taught by a staff that is trained to teach each child both individually and with the awareness of true interchange through integrative methods between every one present in this building. And so our students take situations that are challenging and learn that they have adults that can assist them to address honestly anything they encounter with a safety net of teachers that accept the challenge to teach what is before them, and our children receive the gift of learning. They're learning how to be thoughtful, productive citizens of our community. Their project based learning environment shows a respect for the land and peoples that inhabit it especially in the surrounding twin cities as our children venture out to participate in the community they are a part of, while growing into it as young adults.

A year round education has been something natural we've needed to learn about much like we've learned about brown whole wheat bread when we grew up with only white wonder bread. Understanding the seasons, taking space in which to explore each quarter of the year in school, with a space set apart for families, has been something we have been accustomed to as members of the community. We couldn't imagine taking a summer off, it's a season to engage, a time to continue working with space in which to play, sharing the support of ongoing learning. Summertime is the time for all hands in the field, as every season of planting, growing, and springing forth comes into a time of harvest.

In order to continue learning in a remarkable environment that is available to many a child, I urge you to convey Crosswinds to Perpich so that an education of this ilk can be available to all manner of learners.

Thank you,

Sent by Leslye Taylor,, Mother of Kai'li, age 14