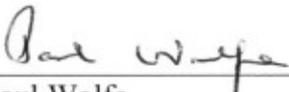


MEMORANDUM OF UNDERSTANDING
BETWEEN
DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
AND FEDERAL EDUCATION ASSOCIATION

Foreign Language Elementary School (FLES) Initiative

The Department of Defense Dependents Schools (DoDDS) and the Federal Education Association (FEA) hereby agree to the following in implementing the Foreign Language Elementary School (FLES) Initiative in DoDDS in accordance with the attached guidance.

1. Management-directed training associated with the FLES initiative will be held during the duty day. If training cannot be accomplished during the duty day, the parties agree that management and the FRS will consult about the time, place and length of the training at the local level. If conducted away from the duty site, educators will be compensated for the time spent at training in accordance with established practice.
2. The method for providing training related to the FLES initiative will be determined at DoDEA headquarters. The FEA will be provided appropriate information about the training and other issues related to the implementation of the FLES initiative.
3. The parties will meet to review FLES implementation after SY 2006-2007. FEA may then request additional bargaining on modifications, if any, to the continuing implementation of the FLES Initiative.
4. In attempting to resolve any disputes that arise, the parties agree to make every effort to resolve such disputes at the organizational level where they arise prior to forwarding the matter to the next level.



Paul Wolfe
Human Resources Director, DoDEA
June 6, 2006



Sheridan R. Pearce
FEA President
June 6, 2006

Priority Union Issue Paper

Topic: DoDEA Foreign Language Initiative FLES and Chinese Pilot

Date Needed: June 30, 2006

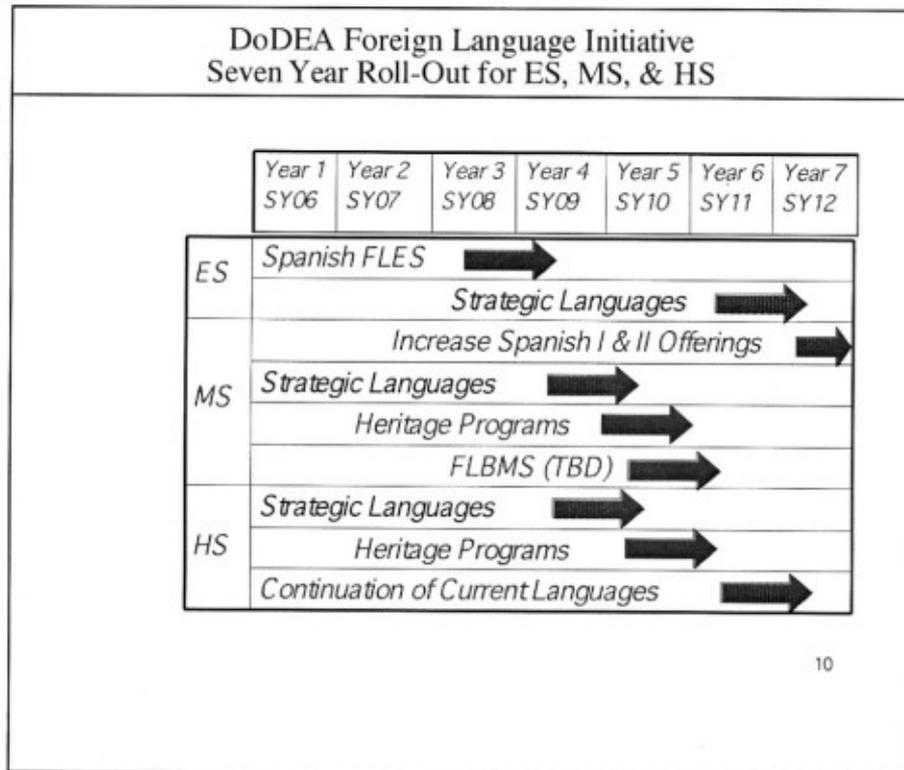
Background/Purpose:

Dr. Chu's "Call to Action" in his 2004 White Paper provided much impetus for the DoDEA Foreign Language Initiative (FLi). During the school year '04-'05 the Elementary School Conference and the Middle School Conference participants (parents, area directors, union presidents/directors, program coordinators, and HQ staff) analyzed DoDEA data, conducted research and made recommendations for a DoDEA Foreign Language Initiative.

In August of '05 a Foreign Language Task Group met to (1) analyze data & current research on teaching foreign language(s), (2) review DoDEA ES/MS Conference recommendations, and (3) make recommendations for K-12 Foreign Language Initiative (FLi). The FL Task Group consisted of HQ representatives, Union Leadership, Area Superintendents, Deputy Directors, HR, Manpower, Communications, and Area FL ISS representatives.

*Recommendations included:

- Implement a comprehensive worldwide K-12 foreign language program
- Increase the percentage of students taking a foreign language
- Promote high levels of proficiency for all students



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Process/Timeline:

SY 05-06:

- August 2005: Foreign Language Task Force met
- October 2005: DoDEA FL Content Standards and Proficiency Expectations written
- Feb-Mar 2006: Certification/Staffing guidelines developed/FLES positions established
- March 2006: 2006 FL Content Standards and Proficiency Expectations approved and posted on DoDEA website
- March 2006:FLES Spanish Technical Review
- April 2006: FLES building administrators and area leadership received one-day overview of program. Training was conducted by Dr. Elizabeth Middlemiss and Angela Davila
 - Continue yearly as new FLES schools are added
- April 2006-May 2006: Selection of K-1 FLES teachers for selected schools (see attached list of schools)
- June-August 2006: FLES materials ordered/distributed to selected schools
- July 2006: Foreign Language Blackboard site for FLES resources
- July 2006: FLES K-1 Teachers summer workshop (July 17-21)
- August 2006: Training for new Chinese (Mandarin) language teachers (August 2-4)

SY 06-07:

- Fall 06: Monitor FLES implementation
- Fall 06: Monitor Chinese implementation
- Summer 2007: Initial and follow-up training for FLES and Chinese teachers
 - Continue yearly as FLES and Chinese roll-out
- Spring 2007: Survey schools with FLES or Chinese programs/Re-evaluate/Revise per survey results
- Share findings with stakeholders to include teachers, administrators, and union leadership.
- It is anticipated that areas/district will provide on-going support to FLES and Chinese language teachers as needs are identified.
- The implementation of the Foreign Language Initiative is dependent on funding. During the pilot year schools will explore multiple approaches for implementation. Throughout this pilot year, the programs' implementation will be monitored and data collected to refine the program.

SY 07-11:

Selection and training of teachers and administrators for the FLES and Chinese program will continue throughout the remainder of the initiative roll-out. (See attached projected time-line chart on page 4.)

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Schools List for 2006/2007

Europe	Pacific (incl. Guam)	DDESS
1. Boeblingen ES/MS	1. Yokota East ES	1. Ashurst ES
2. Feltwell ES	2. Yokota West ES	2. Devers ES
3. Hainerberg ES	3. Osan ES	3. Fort Rucker PS
4. Lakenheath ES	4. Seoul ES	4. Jackson ES
5. Patch ES	5. Stearley Heights ES	5. Johnson PS
6. Ramstein ES	6. Bob Hope PS	6. Loyd ES
7. Robinson Barracks ES	7. Andersen ES	7. Pierce Terrace ES
8. Rota ES	8. McCool ES/MS	8. Russell ES
9. Aviano ES		9. Van Voorhis ES
		10. West Point ES

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SPP

FLES/Chinese/Heritage Projected Timeline

	Year 1 (SY 06/07)	Year 2 (SY 07/08)	Year 3 (SY 08/09)	Year 4 (SY 09/10)	Year 5 (SY 10/11)	Year 6 (SY 11/12)
	Initiate K-1 FLES - 10 FTEs per area. (30.0 FTEs)	Initiate Grades 2-3 FLES (29.0 FTEs)	Initiate Grades 4-5/6 FLES (13.5 FTEs)			
		Expand K-1 FLES. (23.0 FTEs)	Expand Grades 2-3 FLES (25.0 FTEs)	Expand Grades 4-5/6 FLES (22.0 FTEs)		
			Expand K-1 FLES. Pacific complete. (19.5 FTEs)	Expand Grades 2-3 FLES (19.0 FTEs)	Expand Grades 4-5/6 FLES (14.0 FTEs)	
				Complete K-1 FLES in all schools. (9.5 FTEs)	Complete Grades 2-3 FLES in all schools. (10.5 FTEs)	Complete 4-5/6 FLES in all schools. (7.5 FTEs)
			Chinese FLES (6.0 FTEs)	Chinese FLES (7.0 FTEs)	Chinese FLES (3.0 FTEs)	Chinese FLES (3.0 FTEs)
					Arabic FLES (3.0 FTEs)	Arabic FLES (3.0 FTEs)
	Chinese MS/HS (4.0 FTEs)	Chinese MS/HS (5.0 FTEs)	Chinese MS/HS (5.0 FTEs)	Chinese MS/HS (6.0 FTEs)		
					Arabic MS/HS (6.0 FTEs)	Arabic MS/HS (6.0 FTEs)
		Heritage (3.0 FTEs)	Heritage (3.0 FTEs)			

* The implementation of the Foreign Language Initiative is dependent upon funding. During the pilot year schools will explore multiple approaches to implementation. Throughout this pilot year, the program's implementation will be monitored and data collected to refine the program and it's delivery.

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FLES Guidelines For SY 2006-2007

Foreign Language in the Elementary School (FLES) is considered a core subject and all students will receive instruction in the target language.

Teacher Certification and Hiring:

- FLES teachers will be hired per the staffing allocations from HQ.
- FLES teachers will be hired per the established and agreed upon certification requirements.
- Certification requirements are subject to review after the initial year of implementation and may be adjusted.
- Options to consider when hiring FLES Spanish teachers include:
 - Hire from existing staff in local area
 - Hire from existing staff within the district/area
 - Hire locally available candidates

Professional Development:

- FLES teachers will attend initial and follow-up FLES professional development training in the summers of 2006 & 2007.
- In future years, FLES teachers, new to a program, will participate in initial and follow-up training during the first two years.

Implementation Guidance:

- FLES classroom instruction **should be 90** minutes per week. No individual class session should be scheduled for less than 30 minutes **exclusive of transition time**.
- FLES classes may be self-contained or the FLES teacher may move from classroom to classroom. **The most strongly recommended scenario is a self-contained classroom.**
- FLES is core to the curriculum and FLES teachers will have a normal planning time and be provided a substitute, when required.
- FLES teachers are expected to work with regular classroom teachers to integrate thematic content of other subjects (e.g.: math, science, social studies, literature) into the FLES instruction where possible. Students and teachers may benefit from the natural curricular connections between literacy development, social studies, math and other areas.
- Regular classroom teachers are not required, but may attend, FLES classroom instruction with their students. Regular classroom teachers who do not attend FLES instruction may use the time for normal planning and preparation.
- FLES teachers will grade their students in accordance with already established area practice for core subjects at specific grade levels.