

**INDEPENDENT SCHOOL  
DISTRICT #624**



**WORK-STUDY  
AGENDA**

October 26, 2015

To: Members of the School Board

From: Dr. Michael J. Lovett  
Superintendent of Schools

Date: October 21, 2015

A work-study session of the White Bear Lake Area School Board will be held on **Monday, October 26, 2015**, at 5:30 p.m. in Community Room 112, District Center, 4855 Bloom Avenue, White Bear Lake, MN.

## **WORK-STUDY AGENDA**

### **A. PROCEDURAL ITEMS**

1. Call To Order
2. Roll Call

### **B. DISCUSSION ITEMS**

1. World's Best Work Force Requirements and Review 5:30 p.m.
2. Preliminary Review of Secondary Course Program Proposals for 2016-17 5:45 p.m.
3. Health Insurance Rates Effective January 1, 2016 6:30 p.m.
4. School Board/Superintendent Goals 7:00 p.m.
  - a. Goals approved by the School Board for 2015-16
  - b. Goal 4d - Review of District programs and services supporting students with mental health and chemical dependency needs
  - c. Comprehensive Facilities Review (encompassing multiple goals within the Strategic Plan)
5. Closed Session Pertaining to a Personnel Matter\* 7:30 p.m.
6. Negotiations Study Session\*\* 8:00 p.m.

### **C. ADJOURNMENT**

8:30 p.m.

\*This part of the meeting will be closed pursuant to Minn. Stat. § 13d.05 Subd. 2(b) for preliminary consideration of allegations against an individual subject to board authority.

\*\*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: **World's Best Work Force Requirements and Review**

MEETING DATE: **October 26, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**

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**Background:**

As part of Minnesota Statutory Requirements under World's Best Work Force legislation, Minnesota school districts are required to meet and review our own plan with our community and the school board prior to reporting to the state by December 1, 2015.

On Wednesday, October 14, administration reviewed our progress with our Advisory Committee, and tonight will provide an update to the School Board on the feedback we received and steps between now and December 1.

## **World's Best Workforce School Board Work Study Meeting of October 26, 2015**

**Presenters: Assistant Superintendent Sara Paul, with principals and teaching and learning team available for questions and answers**

### World's Best Workforce Requirements

*In accordance with 2013 Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must transmit an electronic summary of its annual report to the commissioner of the Minnesota Department of Education by December 1, 2015.*

### Rationale for WBWF Requirements

For Minnesota to be competitive, we must have students who are college and career ready, students who are poised to lead the state's workforce. This is important for a number of reasons:

- Minnesota's population is aging.
- Seventy percent (70%) of jobs will require more than a high school diploma by 2018.
- We don't have qualified candidates to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.

WBLAS has been operating from a strategic plan and shares the same sense of urgency of preparing all students for college and career that are poised to lead the state's workforce. 2014-15 was established as a learning year in order to align our existing plans into one plan.

### Overview of WBLAS World's Best Workforce Plan

*"Because data in and of themselves have no meaning, data alone leads to no action. Meaning and action result from collective processes that develop shared commitment to improving student learning." ~ Bruce Wellman and Laura Lipton*

This White Bear Lake Area Schools (WBLAS) is committed to closing achievement gaps. Our WBWF Plan **guides** the district in developing and maintaining a comprehensive understanding of our students' needs and interests, **builds** an environment that cultivates the diversity within our community, and **ensures** all students are challenged and excelling academically. We believe that the success of all students matters to everyone. To realize our mission we must meaningfully engage our students, families, and staff and intentionally design our system to capitalize on the engagement of students, staff and families. By putting equity into action, we are aligning our resources, processes and outcomes to achieve our mission.

### **Milestone 1: All students ready for Kindergarten**

Our 2014-15 goals were to increase awareness of pre-K opportunities and to conduct a review of Pre-K programming.

- Increasing awareness and access to pre-K opportunities. Increasing awareness was accomplished through printed materials distributed in public areas and mailings, targeted communications via pre-school liaisons, Help Me Grow referrals and electronic/online access. Increasing access was accomplished through Pathway Scholarships, Title Program at Vadnais and Outreach to Infant Programs and Family Literacy programs.
- The two areas of focus for the Pre-K Program Review are facility review, convening of working groups to address readiness for school success. Stakeholder meetings were also held. The Pre-K Program review informed our intentional connecting of Milestone 1 to Milestone 2.

## **Milestone 2: ALL STUDENTS IN THIRD GRADE ACHIEVING GRADE LEVEL LITERACY**

Consistent with the Minnesota Legislature's value for early literacy, WBLAS strives for all students to be achieving grade level literacy by third grade.

### **2014-15 3rd Grade Literacy Results**

	Minnesota 2014-2015	White Bear, 2014-2015
All Students	58.7%	63.9%
Asian/ Pacific Islander	50.4%	41.4%
Hispanic	35.2%	50.0%
Black	33.4%	45.2%
White	68.0%	69.6%
Special Education	31.6%	50.0%
English Language Learner	23.8%	28.1%
Free/Reduced Lunch	40.1%	46.0%

Kindergarten readiness and third grade literacy goals are intuitively connected. Our preschool program review informed our work plan for 2015-16 to explicitly bridge learning from Preschool through third grade:

- Embracing and learning the P3 learning continuum
- Ensuring high quality learning environments and teaching
- Using multiple measures to guide growth
- Providing personalized, blended learning environments
- Building professional capacity and making each school a hub of P3 learning

### **Milestone 3: All Students Middle School Ready**

Although the World's Best Workforce does not identify middle school as part of its learning milestones, WBLAS considers the transition from elementary school to middle school pivotal in a student's educational journey. With the challenges and opportunities of the 21<sup>st</sup> century in mind, WBLAS is committed to ensuring students are challenged, excelling academically, and provided with global experiences to increase their understanding of the world. The International Baccalaureate (IB) Middle Years Programme (MYP) was researched and chosen as a framework to ensure challenge and a world class learning experience for students at the middle schools. In January 2015, Central Middle School and Sunrise Park Middle School achieved authorization as IB World Schools. The schools are authorized to offer the Middle Years Programme (MYP) to all students in grades 6-8. The IB MYP helps students gain the knowledge, understanding, skills and attitudes that they need to be successful in high school and beyond. Through a balanced curriculum in 8 subject areas [Language & Literature - English, math, sciences, individuals & societies (history, geography, etc.), the arts, world languages, physical and health education, and design], students are challenged to see the connections between different subjects and to see how what they are learning is connected to them, their local community, their country, and other parts of the world. Through curriculum aligned with Minnesota and/or national standards, teachers develop units that engage learners and develop confidence and skills in critical thinking, communication, collaboration, and independence.

### **Milestone 4: All students college and career ready by graduation.**

WBLAS has a tradition of rigorous course offerings. As part of our learning year, we analyzed participation in rigorous course offerings.

- WBLAS has a rich tradition of offering college level courses to students:
- During the 2014-15 school year, a record number of White Bear Lake Area High School students took AP courses, more than 800 courses in total.
- Additionally, students enrolled in more than 300 College in the Schools (CIS) classes, selecting from 11 courses that carried University of Minnesota credit.
- More than 80 students gained university credit through Project Lead the Way (STEM) courses.

For 2015-16, nearly two-thirds of the members of the senior class are enrolled in one or more of these rigorous options or in concurrent enrollment courses offered between White Bear Lake Area High School and Century College; yet rigorous courses enrollment does not reflect the demographics of our district. We will conducting a comprehensive staff and student survey to consider several factors in an effort to reduce the opportunity gap and expose more students to rigorous coursework in the 2016-17 school year. In addition, we will analyze past enrollment in introductory, regular, honors and advanced placement/CIS courses to determine the value of offering multiple levels of course.

### Steady Graduation Rate

WBLAS 4-year graduation rate has been steady over the past several years: The Four-Year Graduation Rate is a four-year, on-time graduation rate based on a cohort of first time ninth grade students plus transfers into the cohort within the four year period minus transfers out of the cohort within the four year period.

- 2012: 90%
- 2013: 91%
- 2014: 91%
- 2015: 92%

While most students are graduating from high school, WBLAS is designing for students to be successful after high school.

### Reducing the Need for Remedial Coursework after Graduation

WBLAS strives to offer rigorous course offerings to all students. State and national trends reveal that three out of four students who enter two-year colleges must complete remedial work in English, mathematics, or both before enrolling in college level courses that count toward their degrees. High School students who enroll in remedial courses in college have a lower percentage rate of two-year degree completion. For 2014-15, our goal was to work with post secondary institutions to offer dual enrollment courses at WBLAHS so that students can enter college without the need to take remedial courses. This year we are positioned for success. Since the Board approved these new courses last winter, 145 students enrolled in our new math and reading courses created in partnership with Century College to reduce the need for students to take remedial courses in college. We estimate that a dollar value of \$130,290 will be saved in tuition costs when students successfully meet the requirements of these courses and forego the need to take remedial courses when entering college.

### Career Pathways

White Bear Lake Area Schools are working with industry partners to create four career pathways in Manufacturing, IT, Construction and Health Care. Courses and programs align with the skill needs of industries. We will be working with the Board to discuss feedback and recommendations for course proposals to be voted on in December, 2015.

## Closing Achievement Gaps

An extensive engagement process was conducted during the 2014-15 school year to develop an Equity Implementation plan for the 2015-16 school year. The purpose of this plan is to close achievement and opportunity gaps.

With an equity lens, we will increase access to the following opportunities:

- STUDENTS:
  - Screen by 3
  - K-5 Multi-tiered System of Supports
  - AVID as a key college and career strategy
  - Increasing access to Concurrent Enrollment Programs
  - Student Engagement Supports
- FAMILIES:
  - Parent Institute for Quality Education
  - Family Programming through AVID Implementation
  - Intentional Social Interactions
- STAFF:
  - Equity Coaching Training
  - Strengthening instruction through professional development and technology
  - Professional Development to support English Language Learners

In three years, our goal is to be able to say that WBLAS does not have predictable achievement gaps or opportunity gaps.

### Dialogue and Feedback- World's Best Workforce Advisory Committee

*"When we begin listening to each other, and when we talk about things that matter to us, the world begins to change. Everyone has the capacity to be able to figure out how to make a difference." -Margaret Wheatley*

The WBLAS' World's Best Workforce Advisory Committee met on October 14, 2015 to discuss goals from the 2014-15 school year and to get feedback on our implementation plan for 2015-16. The advisory committee reflects the diversity of the district and our school sites. The committee includes teachers, parents, support staff, students and community members. Key insights from the Advisory Committee:

1. Consider how citizenship is a component of college and career readiness.
2. Advisory committee members expressed appreciation that we are designing our secondary programs for students to get a step into post secondary. "The bridge," is a critical design element that will add a lot of value.
3. Advisory committee members appreciated the career pathways design work; in addition, they asked us to further consider the importance of career exposure that helps students make intentional choices for what they are going to do after graduation.



4. Advisory committee members emphasized that parents also need to be prepared for college. “All students and families college and career ready.
5. Consider incorporating informational interviews into the high school design.
6. Advisory committee members voiced concerns regarding student mental health issues. The committee appreciated the plan to review School District programs and services supporting students with mental health and chemical health concerns and identify recommendations for improvement.
7. Consider how parents are an untapped resource- utilize them!

AGENDA ITEM: **Preliminary Review of Secondary Course Program  
Proposals for 2016-17**

MEETING DATE: **October 26, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching  
and Learning**

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**Background:**

Annually the Teaching and Learning Department works closely with our secondary principals regarding proposed changes and programming for the following year. This process includes careful evaluation of programs that should be phased out or eliminated; programs or classes proposed for revision; and programs or classes proposed as additions. As we review these changes, we will explain the nature of the change and ramifications through a thorough process.

### After Action Report - New Secondary Courses for 2015 - 2016

The chart below outlines the new courses that were approved last year and provides a review of the rationale for the courses as well as followup information regarding current enrollment for the 2015-16 school year.

NEW COURSES for 2015 - 2016					
Department	Course Title	Term	Grade Level	Rationale	Follow-up
AVID	AVID 7	Year	7	The seventh grade AVID course extends the eighth grade offering. AVID programming dovetails with the expectations outlined in the World's Best Workforce. The instructional strategies used in AVID are easily transferable to other courses and considered instrumental in our work toward reducing the achievement gap.	27 students are enrolled at Central Middle School; 21 students are enrolled at Sunrise Park.
Multiple departments - North Campus	9th grade seminar - part of "9th grade academy"	Year	9	Seminar 9 is an elective course required for students selected for 9th grade academy. Student selection into 9th grade academy is based on criteria set by administration, counselors and teachers. This course emphasizes organization and study skills along with reading and writing skills.	55 students currently enrolled. Initial results have shown success. 90% of academy students are currently receiving a passing grade in the 3 core academy courses of Language Arts, Physical Science & Math. The seminar course supports the core courses along with providing organizational and study skills for students. Student feedback: "I really enjoy my academy classes, they have helped me in classes that I failed in middle school." "In middle school, I did not want to come to school, now I want to".
Technology Education	Manufacturing and Applied Engineering 1	Sem.	11-12	A manufacturing and applied engineering course sequence is needed to meet the changing demands and skills required in manufacturing and engineering careers. An introductory and advanced preparatory courses provides opportunities of job shadowing, internships, certifications, direct job placement and preparation for post secondary college degrees. This course, the first in the manufacturing pathway, builds a foundation for additional training opportunities in machining, manufacturing and engineering career disciplines. Instructional areas include accuracy of print reading, use of precision measuring instruments, use of Computer Aided Design and Modeling, and benchwork applications and operations. These technical skills are a necessity for any student who has a desire to enter many engineering or manufacturing career.	31 students are currently enrolled in this course and have participated in the Manufacturing Kick-Off, as well as industry site visits, and other career exploration experiences..

Technology Education	Manufacturing and Applied Engineering 2	Sem.	11-12	A manufacturing and applied engineering course sequence is needed to meet the changing demands and skills required in manufacturing and engineering careers. This course provides opportunities of job shadowing, internships, certifications, direct job place and preparation for post secondary college degrees.	19 students are currently registered for this course. The teacher and career navigator are working to see if there may be additional students who are taking Manufacturing and Applied Engineering 1 for whom this course would be a good fit.
Social Studies	Global Contemporary Issues	Sem.	11-12	The social studies department recognized a gap in our elective offerings- particularly given our increasingly globalized world and our district's commitment to preparing all students for this world. World History often has limited time to cover contemporary global events and issues due to the large number of state standards. Both faculty and students have expressed an interest in teaching, learning about exploring these issues. This course focuses on 20th & 21st century modern history, looking specifically at global conflict and global relationships in our increasingly interconnected world. Students examine modern global conflict and patterns, developing the skills necessary to be a successful participant in the global economy. As a result of this course, students will be able to make sense of current news events and their significance. Students will also collaborate with students from sister schools around the globe.	26 students are currently enrolled.  The department is requesting a course name change for 2016-17 to "Modern World Events." See "Course Proposals 2016-17" for more information.
Math	Algebra 3 / Trig. (aligned with Century College's coursework)	Year	12	A nationwide challenge students are facing is needing to fulfill remedial coursework upon entering a post-secondary program. This course was designed to provide a bridge for students from high school math to general level college math requirements. By offering a year-long course aligned with Century College's math program, students develop skills in complex functions, high level symbolic manipulation, and further enhance their mathematical confidence and reasoning ability. Through satisfactory completion of this course, students entering the MNSCU system will not be required to take the Accuplacer in math and will bypass remedial math coursework requirements.	62 students are currently enrolled in this course.
Language Arts	Entry Point CIS: Writing Studio ENGL 1301	Sem. (Year course combined with ENGL 1201)	12	South Campus had offered eCIS 1201 as a full year course for 6 years. This course allowed students to earn 4 college credits. The University of MN offered South Campus the opportunity to combine 1201 with 1301. Students now have the potential to earn a total of eight college credits (including 4 college level credits in composition). Due to recent improvements in our college readiness programs, content formally taught in eCIS 1201 is no longer necessary.	18 students are currently enrolled.

Language Arts	Critical Reading	Sem.	12	This course provides students with many structured opportunities to hone their critical reading skills. It replaces the Senior GRAD Reading course and expands upon the population served. This course helps address declining enrollment in literature courses that have struggled to retain students by encouraging them to seek relevancy in self-selected texts and by focusing on independent skills. This course also aligns well with the Common Core Language Arts requirements focusing on non-fiction skills.	83 students are currently enrolled this year.
Language Arts	Language Arts 12: Public Speaking	Sem.	12	Previously, the Language Arts offerings did not allow for structured instruction of public speaking. Many students in recent years have expressed interest in a public speaking class, and many employers are looking for strong communication skills – both written and oral. This class allows students to gain poise and confidence as public speakers. In addition, it reinforces the writing process and skills taught in earlier grades, leading students to greater competence as writers and communicators, and greater college and career readiness.  The Common Core State Standards state that "To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains."	85 students are currently enrolled in four sections of this course.
World Language	CIS Advanced Sign Language I (CDIS 207)	Year	Gr 11-12	This addition brings the ASL component of World Language department up to standard with the other CIS language offerings. Demand for ASL classes has grown steadily over the past 4 years. This shows sufficient number of students and interest to maintain this course offering. ASL is offered for certificate or degree in over 10 colleges/universities in Minnesota and recognized as meeting World Language/Foreign Language requirements in 44 states.	23 students are currently enrolled.
World Language	CIS Advanced Sign Language II (CDIS 208)	Year	Gr 11-12	This addition brings the ASL component of World Language department up to standard with the other CIS language offerings. Demand for ASL classes has grown steadily over the past 4 years. This shows sufficient number of students and interest to maintain this course offering. ASL is offered for certificate or degree in over 10 colleges/universities in Minnesota and recognized as meeting World Language/Foreign Language requirements in 44 states.	There was insufficient enrollment to run this course this year.

World Language	Chinese 4	Year	11-12	<p>Students who are already taking Chinese 3 would have an opportunity to continue to improve their language proficiency. In Level 4, students continue to build communication skills developed in Levels 1, 2 and 3. Specifically, students participate actively in extended oral and written discourse, using compound and complex sentences to provide information in a coherent and fluent manner. Students narrate, describe, and predict events within context. They develop critiquing skills. Students explore options in a given situation, and handle difficulties and unexpected events. They also learn to initiate and sustain a conversation, discussion, or debate.</p> <p>Students will continue to explore and develop deeper understanding and ability to speak Chinese as well as to read and write the language. Students will also become more acquainted with the cultures of the Chinese-speaking world.</p>	There was insufficient enrollment to run this course.
World Language	CIS Chinese 1011 - Beginning Modern Chinese	Year	11-12	<p>Juniors or seniors in high school and in the top 30 percent of their class, or have instructor approval to participate could enroll in CHN 1011 Modern Chinese.</p> <p>Students who enroll in CIS Chinese 1011 Modern Chinese class and pass could earn six University of Minnesota semester credits.</p>	There was insufficient enrollment to run this course.

## Secondary Course Proposals for 2016 - 2017

### BACKGROUND:

The following are the new course proposals and proposed course changes for the 2016-2017 school year. The first three pages outline changes for which we recommend action at the November School Board meeting. Pages four and five outline changes and proposals still in development.

New Courses			
Preliminary groundwork has been laid for consideration of the following course proposals. Action at the November School Board meeting is recommended in order to allow the changes to be reflected in the 2016-17 registration guide.			
Dept.	Course Title	Rationale	Course description
Technology Education	Precision Machining 1 (Semester, grades 11-12)	This course will be the third course in the manufacturing pathway. Students interested in entering the work force and/or post secondary degree programs in the high demand areas of engineering, technical, manufacturing and applied engineering will further develop knowledge and skills learned during Manufacturing and Applied Engineering 1 & 2.	Precision Machining 1 is a semester course that provides an introduction to Computer Numerical Control (CNC) machining, machining software and related parametric modeling applications. This automation of machine control is an essential element to the success of modern day manufacturing practices. Students will learn CNC applications on industry standard software and machines from manufactures such as HAAS, Tormach, Solidworks, Autodesk and Mastercam. Combine this course with Precision Machining 2 in order to gain the skills required for a National Institute for Metalworking Skills (NIMS) Level 1 credential.
Technology Education	Precision Machining 2 (Semester, grades 11-12)	This course will be the fourth course in the manufacturing pathway. Students interested in entering the work force and/or post secondary degree programs in the high demand areas of engineering, technical, manufacturing and applied engineering will further develop knowledge and skills learned during Manufacturing and Applied Engineering 1 & 2 and Precision Machining 1. After successful completion of this course and the three preceding courses in the pathway, students will be able to earn the NIMS Level 1 credential -Measurement, Materials & Safety, Job Planning, Benchwork & Layout.	Precision Machining 2 is the capstone course in the Manufacturing Pathway sequence. This is an advanced level course that continues your experience with Computer Numerical Control (CNC) machining, machining software and related parametric modeling applications. Experiences in this course will provide students with a competitive edge when entering post secondary opportunities. Students will develop a performance portfolio and complete their work with a career navigator for post-secondary placement opportunities and complete the testing process for the NIMS credential.
Math	Multivariable Calculus and AP Statistics (Year, grades 11-12)	There are 31 students who are taking AP Calculus BC as juniors, and that is the highest level math class we currently offer at WBLAHS. This course would offer an option for the most advanced students to continue math at our school. In addition, this course would allow students to earn college credit for a statistics course while exposing them to the next college calculus course.	A portion of this course will follow the Advanced Placement syllabus in preparation for the AP statistics test. Topics will include graphical displays, regression, probability models, and inference. Students will be prepared to take the Advanced Placement exam in May. The rest of the course will serve as an introduction to Multivariable Calculus. Topics will include vectors, partial derivatives, multiple integrals, and first order and second order differential equations.

Grade Changes						
Preliminary groundwork has been laid for consideration of the following grade changes. Action at the November School Board meeting is requested in order to allow the changes to be reflected in the 2016-17 registration guide.						
Department	Course Title	Current grades	Requested grades	Term	Rationale	Course Description
Family & Consumer Sciences	Housing & Interior Design	9-10	9-12	Semester	This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries. This elective course provides a clear career focus and would serve as a foundational course for many students interested in design related careers. While students have flexibility to access elective opportunities at South Campus there are currently no interior design related courses.	This course is an excellent choice for students wishing to explore design and decorating through an assortment of projects and activities. The course prepares students for occupations and higher education programs of study related to the spectrum of careers involving design, housing and interiors. topics include the cultural, social, and psychological aspects of housing, housing styles, applications of the elements and principles of design, floor planning and client-centered portfolio designing.
Technology Education	Manufacturing & Applied Engineering 1	11-12	9-12	Semester	The intention of the manufacturing pathway has been to include both campus in order to offer students ample opportunity to complete up to four of the pathway courses that, after successful completion of the entire sequence, would lead to NIMS certification.	This course will build a foundation for additional training opportunities in machining, manufacturing and engineering career disciplines. Instructional areas will include accuracy of print reading, use of precision measuring instruments, use of Computer Aided Design and Modeling, and benchwork applications and operations. These technical skills are a necessity for any study who has a desire to enter any engineering or manufacturing career.

Name Changes					
Preliminary groundwork has been laid for consideration of the following name changes. Action at the November School Board meeting is requested in order to allow the changes to be reflected in the 2016-17 registration guide.					
Department	Current Course Title	Requested Course Title	Term	Grade	Rationale
Social Studies	Global Contemporary Issues	Modern World Events	Semester	11-12	The current course name (Global Contemporary Issues) appears to have fostered some confusion among students. Several students have reported that the name is similar to that of a Health Department course (another course about "contemporary issues"). After learning about this confusion, social studies staff had students take a poll in multiple honors-level and general-level World History courses. A majority of students in each class chose "Modern World Events" as the name that best fit or best explained the course content.



Deletions				
Enrollment data support the following course deletion and preliminary groundwork has been laid. Action at the November School Board meeting is requested in order to allow the changes to be reflected in the 2016-17 registration guide.				
Department	Course Title	Term	Grade(s)	Rationale
Family & Consumer Sciences	Exploring Relationships: Marriage and Family	Semester	11-12	This course has not had sufficient enrollment to run in two of the last three years. When it did run in 2014-15, only 11 students requested the course. The FACS department is requesting the deletion of this course while expanding the Housing and Interior Design course as an offering at South Campus (see grade change request, above).

### Course Changes / Proposals Still in Progress

The following changes and proposals relate to collaborative planning that has been underway with staff, industry partners, and other community and post-secondary partners as we work to develop articulated career pathways in Manufacturing, Information Technology (IT), and Construction. Due to the complexity of the work, these recommendations are currently still in progress. We would like to bring additional information to the School Board work study in November.

New Courses			
Some preliminary groundwork has been laid for consideration of the following course proposal. We would like to bring additional information to the School Board during the month of November, with discussion at the November work study meeting. Should we be ready for preliminary recommendations meeting at the November work study session, action at the School Board meeting in December would allow the changes to be reflected in the 2016-17 registration guide.			
Dept.	Course Title	Rationale	Course description
Technology Education	IT Explorations (Semester, grades 9-12)	WBLAS is planning to roll out phase 1 of a pathway toward careers in Information Technology (IT). Our work is being guided by Advanced IT Minnesota, a MNSCU Center of Excellence. Advanced IT Minnesota's goal is to develop new curricula, programs and credentials that anticipate and fulfill needs for educating and training workers in computer information systems, computer forensics and computer security and is affiliated with Metropolitan State University. The Greater Twin Cities United Way is an interested partner in supporting the development of this pathway. The first course in the pathway, IT Exploration, was developed by Advanced IT for use at the high school level and will be proposed for the 2016/17 School year. The course is aligned with standards for IC3 industry certification.	The course description is currently undergoing development and can be shared with the board in November.

Other Changes in Consideration				
Some preliminary groundwork has been laid for consideration of the following changes. We would like to bring additional information to the School Board during the month of November, with discussion at the November work study meeting. Should we be ready for preliminary recommendations meeting at the November work study session, action at the School Board meeting in December would allow the changes to be reflected in the 2016-17 registration guide.				
Department	Course Title	Term	Grade(s)	Modification in Consideration and Rationale
Technology Education	Two courses: Small Engines  Power, Energy, & Transportation Technology	Semester	9-10	The department leaders and administration are proposing combining content from the Small Engines course and Power, Energy, and Transportation Technology course into one semester course. There has not been sufficient enrollment to run the Power, Energy, and Transportation Technology course the last two years. However, three sections of the Small Engines course have run in the last two years. Capitalizing on the interest students have had in small engines, incorporating some additional content in power and energy will deepen the opportunity for students to explore connections to a variety of careers in engineering, designing, manufacturing, and automotive technology.

Technology Education	Wood Technology 1	Semester	9-10	<p>Name change: Wood Technology &amp; Manufacturing</p> <p>Starting this year, this course has begun to introduce elements of manufacturing in order to offer initial exposure to the principles and opportunities within manufacturing and construction, and a name change will highlight alignment with the manufacturing pathway.</p>
Technology Education	Wood Technology 2	Semester	10	<p>With the addition of four courses in the Manufacturing Pathway and looking ahead to the pilot of a Construction Pathway, staff and administration need to consider the staff resources and facilities that are available to offer the extensive array of courses in the Technology Education department. Currently, there are 22 course offerings and adding Precision Machining 1 and 2 will increase that number to 24.</p> <p>Wood Technology 3, Woodworking &amp; Cabinetmaking 1, and Woodworking &amp; Cabinetmaking 2 have experienced declining enrollment over the last several years. We propose continuing to offer one course in woods technology and phasing out or modifying the other woods classes as we explore the possibility of offering a Multi-Craft building trades course and continuing to design opportunities for students to explore carpentry and woodworking through options in the Manufacturing and Construction pathways.</p>
Technology Education	Wood Technology 3	Semester	10	The recommendation is to delete this course as there has not been sufficient enrollment to run it in the last two years.
Technology Education	Woodworking & Cabinetmaking 1	Semester	11-12	<p>The recommendation is to delete this course as it has experienced declining enrollment over the last several years:</p> <p>2013: 58 students  2014: 28 students  2015: 21 students</p>
Technology Education	Woodworking & Cabinetmaking 2	Semester	11-12	The recommendation is to delete this course as there has not been sufficient enrollment to run it in the last two years.

Students interested in exploring technology-based careers or more in-depth, hands-on knowledge of engineering can follow the suggested sequence in the Career and Technical Education clusters listed below:

## **Woodworking, Cabinetmaking, Construction**

Wood Technology 1  
Wood Technology 2  
Wood Technology 3  
Cabinetmaking and Woodworking 1  
Cabinetmaking and Woodworking 2

## **Transportation, Automotive or Motor Sports (motorcycles, snowmobiles)**

Power and Energy  
Small Engines  
Automotive Technology 1  
Automotive Technology 2  
Car Care  
Motor Sports Technology

## **Engineering, Computer-Assisted Product Design and Drawing**

Introduction to Engineering Design  
Principles of Engineering  
Digital Electronics  
Civil Engineering & Architecture  
Manufacturing and Applied Engineering 1  
Manufacturing and Applied Engineering 2

## **Engineering, Technical Design and Building Design**

Introduction to Engineering Design  
Principles of Engineering  
Digital Electronics  
Civil Engineering & Architecture  
Architectural Design 1

## **Visual Communications and Artistic Presentations**

Digital Photography  
Graphic Arts 1  
Graphic Arts 2

### □ 2163

## **WOOD TECHNOLOGY 1**

*Semester/.5 credit      Grades 9-10*  
*Prerequisite: None*  
*Level: General*

This course is designed to teach students basic woodworking practices. Areas related to these practices include safety, proper hand tool and machine use, measuring, joinery, project design and finishing. Students will build three required projects that they will take home upon completion. Lab fee \$40. Options are available to offset the lab fee.

### □ 2173

## **WOOD TECHNOLOGY 2**

*Semester/.5 credit      Grade 10*  
*Prerequisite: Wood Technology 1 with a grade of C+ or better, or recommendation of teacher.*  
*Level: General*

This course is designed to teach students more advanced applications used in the woodworking industry. Safety, machine use and maintenance, project design, plan of procedures and woodworking techniques will be studied. Students will build two required projects of increased size and difficulty. Their projects will be taken home upon completion. Lab fee \$40. Options are available to offset the lab fee.

### □ 2174

## **WOOD TECHNOLOGY 3**

*Semester/.5 credit      Grade 10*  
*Prerequisite: Wood Technology 1 & 2 with a grade of C+ or better, or recommendation of teacher.*  
*Level: General*

This course is designed to introduce students to higher level techniques and applications used in the furniture making industry. More sophisticated joinery will be emphasized. Safety, machine use/maintenance, design and procedures will be studied. Students will build one required project of advanced techniques. Their projects will be taken home upon completion. Lab fee \$40. Options are available to offset the lab fee.



### □ 2183

## **WOODWORKING & CABINETMAKING 1**

*Semester/.5 credit      Grades 11-12*  
*Prerequisite: None*  
*Level: General*

Start your woodworking experience at South Campus with this course. The course is designed for any student no matter what the experience level. Using a project based learning environment, students will learn safe operation of woodworking power tools along with procedures on machine set-ups. This course will establish a great foundation that will allow you to work on larger projects in Woodworking and Cabinetmaking 2 and 3. The laboratory fee will cover the cost of required assignments. Depending on ability and progress, a student may have the opportunity to choose from an elective assignment. The elective assignment would have an additional cost for material. Lab fee \$35.

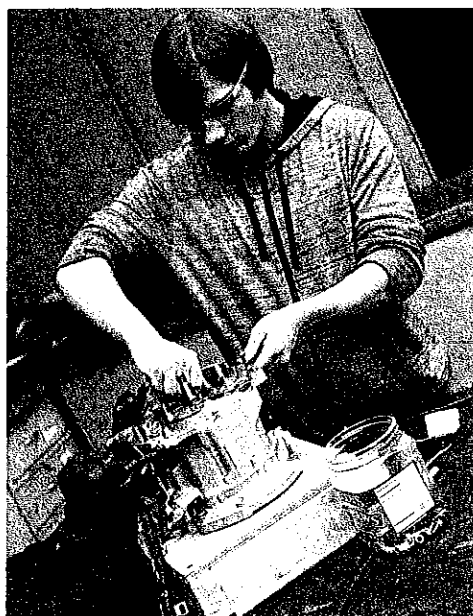
### □ 2193

## **WOODWORKING & CABINETMAKING 2**

*Semester/.5 credit      Grades 11-12*  
*Prerequisite: Wood Tech 1 or 2 or Woodworking & Cabinetmaking 1*  
*Level: General*

Successfully completing Woodworking and Cabinetmaking 1 provides a student with the opportunity to work on larger, more independent projects. This is a great opportunity for students who would like to challenge themselves with more or larger woodworking or cabinetmaking projects. Students who register for the class should have some project ideas in mind before the first day of class. There will be some instruction time spent on developing project ideas, but to maximize classroom time students should come to class prepared with their ideas. Lab fee \$35. Independent project size and kind of material will determine additional costs in the course.





## □ 2221 POWER, ENERGY AND TRANSPORTATION TECHNOLOGY

*Semester/.5 credit*      *Grades 9-10*  
*Prerequisite: None*  
*Level: General*

This course is designed to help students understand various energy sources and how they are used to produce power. Areas of study will include: combustion engines, reaction engines, aviation and natural power sources. Each student will be furnished with laboratory experiences that will develop their interests and abilities in technology. They will become acquainted with career opportunities in the energy and transportation industries. Upon completion of this course, students will be able to identify energy sources. This course is highly recommended for students entering engineering, designing and auto technology. Lab fee is approximately \$20.

## □ 2222 SMALL ENGINES

*Semester/.5 credit*      *Grades 9-10*  
*Prerequisite: None*  
*Level: General*

In this course students will learn about the internal combustion engine. Focus will be on the components and operation concepts of the 2 and 4 cycle engine. Laboratory activities will provide students with a hands-on learning experience that will involve disassembling, assembling, and trouble shooting gasoline engines. This is a great learning experience for students who would like to increase their knowledge base on engine driven projects such as motorcycles, 4-wheelers and automobiles.

## □ 2273 AUTOMOTIVE TECHNOLOGY 1

*Semester/.5 credit*      *Grades 11-12*  
*Prerequisite: None*  
*Level: General*

If you enjoy working on your own repairs and maintenance this class is for you. Automotive technology gives students the chance to learn and apply maintenance and repairs to the many major systems of the automobile. Students will perform activities in the auto shop on lab stations, shop cars and their own vehicles if available. Scanning tools will be used in class to help diagnose computer or sensor problems with the automobile. After being in this class you may find that you want to explore the automotive industry further. Occupational opportunities and education after high school will also be addressed. Lab activities may consist of: cooling system, tire balance and mounting, brake repair, lubrication and oil change, electrical system trouble shooting, exhaust system repair, auto body repair.

## □ 2274 AUTOMOTIVE TECHNOLOGY 2

*Semester/.5 credit*      *Grades 11-12*  
*Prerequisite: Automotive Technology 1*  
*Level: General*

A continuation of Automotive Technology 1, Auto Technology 2 dives deeper into automotive maintenance and repair. Along with touching on everyday car troubles, this class will teach students to understand serious problems and allow them to recognize how to fix them. Students will receive hands-on experience in the lab area with school vehicles or with their own. After having the experience of Automotive Technology 1, students will have the opportunity to learn many new complex techniques such as turning rotors and brake drums, studying different engine configurations and experimenting with fuel efficiency. Being able to have these skills is very important, especially in today's society where running and upkeep of a car gets more and more expensive. Electric scanning tools will also be used to help diagnose problems with the automobile. Not only will this class give the student a great experience, it will also ready them for the future by maintaining their vehicle for a lifetime or helping to prepare them for a career in the auto industry.

## □ 2284 CAR CARE

*Semester/.5 credit*      *Grades 11-12*  
*Prerequisite: None*  
*Level: General*

With the high cost of owning and operating an automobile it is important for students to learn the basics of maintaining their vehicles. This course is designed to help students who are soon to be drivers or beginning drivers understand the automobile. Students will perform preventative maintenance procedures on shop cars, lab stations and also on their own vehicles if they have access to one. They will learn to make wise consumer choices and gain knowledge of the day-to-day issues that go along with having a driver's license or owning a car.

## □ 2343 MOTOR SPORTS TECHNOLOGY

*Full Year/1 credit*      *Grades 11-12*  
*Prerequisite: None*  
*Level: General*

The growing interest in ATVs, motorcycles and snowmobiles has created an increasing need to maintain and care for these vehicles. In the past almost every vehicle owner was his/her own mechanic. Today, the vast majority of owners have their vehicle serviced by technicians. In this course students will learn about styles and designs of ATVs, motorcycles and snowmobiles, along with service and replacement process for defective parts. The engine interior components of these vehicles will be covered in-depth as well as specific components to each individual machine. Students will always be busy, whether it is doing lab activities or working on school machines or their own. Ninety percent of the days will be spent in the lab working with machines. A few of the topics that will be covered include: two and four stroke engine, engine configurations, fuel systems, electrical systems, cooling systems, lubrication, exhaust systems, suspension, tires, tracks and wheels, and brakes.

## □ 2293

### ARCHITECTURAL DESIGN 1

Semester/.5 credit

Grades 9-10

Prerequisite: None

Level: General

This course is an introduction to architectural/civil design. Course content will focus mainly on residential design but make connections to commercial architectural design requirements. Students will be working with computer aided design software to develop concepts and present design solutions for class assignments. Using real time modeling software, students will develop an increased visual perception and understanding of designs through 2-D and 3-D formats. Student portfolios will be used to present and evaluate course work. Lab fee \$10.

## □ 2301

### DIGITAL PHOTOGRAPHY

Semester/.5 credit

Grades 9-12

Prerequisite: None

Level: General

Students will learn the techniques associated with digital photography and digital imaging. Combining traditional photography techniques with the ability to correct or enhance photographs is a challenging, entertaining and fun learning environment. Students will work with digital cameras and digital image generation programs such as Adobe Photoshop and InDesign. Students will present their work as individual prints, photo calendar or other class assigned projects. Students do not need to own a digital camera but it is beneficial if they have access to one they can use for out of class photography assignments (7 megapixels). There are some cameras that can be checked out to help complete class assignments. **Successful completion of this course satisfies the state requirement for the Arts.**



## □ 2302

### GRAPHIC ARTS 1

Semester/.5 credit

Grades 9-12

Prerequisite: None

Level: General

This course is for the graphic designer oriented student. Students will use digital photography combined with Photoshop and Illustrator to create artistic and technical ads that you would see in magazines and other forms of advertising. Students will also study and design packaging projects that are unique and creative. Combine that with screen printing where you can wear what you make. Create a t-shirt design using a one- or two-color screen process that will leave you dressed to impress. Lab fee \$10. **Successful completion of this course satisfies the state requirement for the Arts.**

## □ 2303

### GRAPHIC ARTS 2

Semester/.5 credit

Grades 9-12

Prerequisite: Graphic Arts 1

Level: General

This course is an introduction to visual communications technology. Students will combine photography with screen and offset printing while learning about typography and product layout. Using digital cameras and digital image generation software, students will produce advertisements, packaging, a magazine cover and other print products. Screen printing will focus on one- and two-color process printing. This course is a great start for students who are looking for a career in commercial art, graphic arts or graphic design. Lab fee \$25. **Successful completion of this course satisfies the state requirement for the Arts.**

## □ 2345

### MANUFACTURING AND APPLIED ENGINEERING 1

Semester/.5 credit

Grades 11-12

Prerequisite: None

Level: General

This course will build a foundation for additional training opportunities in machining, manufacturing and engineering career disciplines. Instructional areas will include accuracy of print reading, use of precision measuring instruments, use of Computer Aided Design and Modeling, and benchwork applications and operations. These technical skills are a necessity for any student who has a desire to enter many engineering or manufacturing career. Combine this course with Manufacturing and Applied Engineering 2 in order to gain the skills required for a National Institute for Metalworking Skills (NIMS) Level 1 credential.

## □ 2346

### MANUFACTURING AND APPLIED ENGINEERING 2

Semester/.5 credit

Grades 11-12

Prerequisite: Manufacturing and Applied Engineering 1

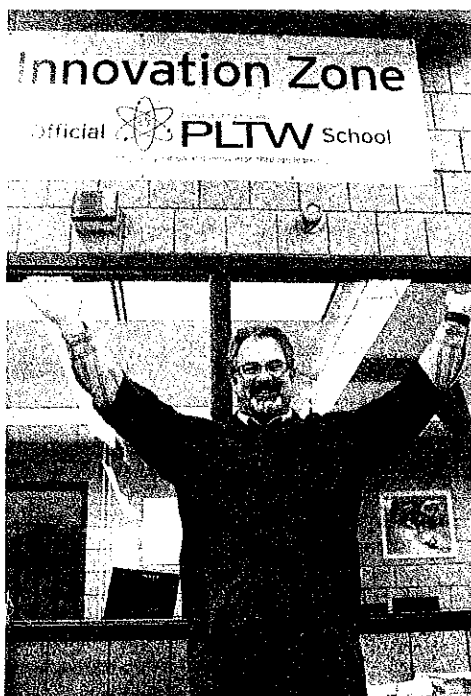
Level: General

The second in a series of courses designed to build skill sets that will focus on the continual development of students to enter the manufacturing and applied engineering careers. Expanding on the foundation that was developed in manufacturing and applied Engineering 1, students will experience applications to bench work and CNC machining. Students will also gain industry experience through career shadow experiences with local White Bear Lake Industries. This course combined with Manufacturing and Applied Engineering 1 will allow students to test their knowledge and skills to qualify for the National Institute for Metalworking Skills (NIMS) Level 1 credential.



## PROJECT LEAD THE WAY (PLTW) Pre-Engineering

The PLTW program offers a sequence of courses, when combined with high level math and science skill acquisition, that introduces students to the scope, rigor, and discipline of engineering technology prior to entering college. The sequence and comprehensive curriculum will allow students to explore their interest in engineering as a career.



## □ 2264 INTRODUCTION TO ENGINEERING DESIGN (PLTW)

*Full Year/1 credit* *Grades 9-12*  
*Prerequisite: None*  
*Level: Advanced*

Introduction to Engineering is an introductory course which develops student problem solving skills with emphasis placed on the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by the use of Inventor software. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated using a design system. Upon meeting the requirements of this course and passing the PLTW exam, students may earn three college credits through the University of Minnesota. Three articulated credits are also available through Century College or other community colleges in Minnesota. **Successful completion of this course satisfies the state requirement for the Arts.**

## □ 2265 PRINCIPLES OF ENGINEERING (PLTW)

*Full year/1 credit* *Grades 10-12*  
*Prerequisite: Students have completed Introduction to Engineering Design and successfully completed Algebra 1.*  
*Level: Advanced*

This course will help students understand the field of engineering/engineering technology and covers various technology systems and manufacturing processes. Using activities, projects and problems, students learn first-hand how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. The course also addresses concerns about social and political consequences of technological change. Principles of Engineering's key concepts are communication, design process, statics, material testing and kinematics. Upon meeting the requirements of this course and passing the PLTW exam, students may earn three college credits through the University of Minnesota. Three articulated credits are also available through Century College or other community colleges in Minnesota.

## □ 2266 BIOTECHNICAL ENGINEERING (PLTW)

*Full Year/1 credit* *Grades 10-12*  
*Prerequisite: None*  
*Level: Advanced*

The major focus of this course is to expose students to the diverse fields of biotechnology including biomedical engineering, molecular genetics, bioprocess engineering, and agricultural and environmental engineering. Lessons engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, forensics and bioethics. Students apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend living systems. **This course is not eligible for college credit or a weighted grade.**

## □ 2267 DIGITAL ELECTRONICS (PLTW)

*Full year/1 credit* *Grades 11-12*  
*Prerequisite: Successfully completed Algebra 1.*  
*Level: Advanced*

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry. Upon meeting the requirements of this course and passing the PLTW exam, students may earn three college credits through the University of Minnesota. Three articulated credits are also available through Century College or other community colleges in Minnesota.

## □ 2268 CIVIL ENGINEERING AND ARCHITECTURE (PLTW)

*Full Year/1 credit* *Grades 11-12*  
*Prerequisite: None*  
*Level: Advanced*

The major focus of the Civil Engineering and Architecture (CEA) course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. The course provides freedom for the teacher and students to develop the property as a simulation or for students to model the real-world experiences that civil engineers and architects experience when developing property. The CEA course is intended to serve as a specialization course within the Project Lead the Way sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of both fields. Students will work in teams, exploring hands-on projects and activities to learn the characteristics of civil engineering and architecture. Upon meeting the requirements of this course and passing the PLTW exam, students may earn three college credits through the University of Minnesota. Three articulated credits are also available through Century College or other community colleges in Minnesota.

AGENDA ITEM: **Health Insurance Rates Effective January 1, 2016**

MEETING DATE: **October 26, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne A. Kazmierczak, Assistant Superintendent for Finance and Operations and Linda Goers, Director of Human Resources**

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**BACKGROUND:**

An update will be provided to the School Board regarding the proposed change to the district's health insurance rates effective January 1, 2016. Rob Keller and Pierre Guilfoile from National Insurance Services, Inc. will be in attendance to review the District's health insurance claims data. With a self-insured health insurance plan, the District establishes the renewal rates; the School Board will be asked to approve health insurance rates effective January 1, 2016 at the November 9, 2015 School Board meeting.



AGENDA ITEM: **Goals approved by the School Board for 2015-16**

MEETING DATE: **October 26, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

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**Background:**

We have attached a copy of the School Board/Superintendent's Goals for 2015-16 as approved by the School Board on October 12, 2015.

Agenda items B-4a and B-4b will make reference to specific strategies and action plans.

Red – Not begun  
 Yellow – In progress  
 Light Green – Partially operational  
 Green – Fully operational

## School Board/Superintendent Goals for 2015-16

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
<b>Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.</b>					
Action Step 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	1.1. Proficiency and Growth This step will be aligned to the District's Worlds Best Work Force Plan.	Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.	August 10 School Board Meeting: Proficiency and Growth data reported to School Board;  August 24: School Board Work Study Session: Focus on Proficiency, Growth, and Gaps;  September 14: Focus on Measures of College and Career Readiness	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	
Action Step I. 2: All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-	I.2 College and Career Readiness This step will be aligned to the District's Worlds Best Work Force Plan.  Implementing of the WBWF Plan will include	The 2015-16 School Year is the fourth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus.  This is year 2 of the comparable	September 14: Focus on Measures of College and Career Readiness	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
secondary institution.	deepening our work to use post secondary plans to increase our collective understanding of each learner's needs and interests and needs.	guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.			
Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.	I.4: IB and Other Rigorous Comprehensive Programs.	<p>In January, 2015 Sunrise Park and Central Middle Schools received I.B. authorization.</p> <p>In addition to deepening implementation of IB ,programming, the Distinct will consider other options including but not limited to:            Implementation of Career Pathways;Expanding            Implementation of AVID;            increasing opportunities for and access to college level classes;            STEM programing, and other options for review.</p>		Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
<b>Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.</b>					
<u>Action Step II. 1:</u> All students will expand their global perspective through the study of world language and culture at the elementary schools.	II.1 World Language K-5	Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.		<u>Evaluation plan includes:</u> 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding.	
<u>Action Step II. 2:</u> Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese is now offered 6-12; For Chinese and ASL, District has made application for college credit (CIS) status.		<u>Evaluation plan includes:</u> 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.	
<u>Action Step II. 4:</u> All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	Operational beginning in 2012-13.  For the 2014-15 school year, we collected data in a common format through our partnership with Free the Children/We Act, an international organization supporting and monitoring service and leadership.  During 2015-16, a comprehensive report will be made to the School Board.		<u>Evaluation plan includes:</u> 1.Participation trends in global service learning projects, including comprehensive report from We Act; 2.Survey data on student understanding of global issues related to service learning opportunities.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
<b>Strategy III: We will ensure our facilities support our district's mission and objectives.</b>					
<u>Action Step III. 1:</u> The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces	<p>The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. The results of this study were presented to the School Board on May 20, 2013.</p> <p>A community forum about Phase I projects was held on February 24, 2015. At the School Board meeting of April 13, 2015, the Board acted to approve priorities identified in Phase I, including artificial turf at the South Campus stadium and new stadium lighting. Additional Phase I projects were completed during the summer of 2015, and work will continue during the 2015-2016 school year as well.</p> <p>Other athletic facilities improvements will be considered through a comprehensive, long-term facilities planning process.</p>	The School Board was updated at the July 13, 2015 work-study session.	Evaluation plan includes: 1. Completion of Phase I recommendations. 2. Incorporation of action step into comprehensive, long-term facilities planning process (Phase II of Facilities Study).	
<u>Action Step III. 2:</u> At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	<p>The completion of construction at Matoska IB Elementary School created a separate nutrition services area and a new gymnasium area.</p> <p>The remodeling of Lakeaires and</p>		Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		<p>Willow Lane elementary schools included the addition of a gymnasium which created separate spaces for the nutrition services program and the physical education/performing arts programs.</p> <p>With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces. Other elementary site improvements of significance will be considered as part of a comprehensive, long-term facilities planning process.</p>			
<u>Action Step III. 3:</u> The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage	Additional storage space was included as part of the 2014 Lakeaires addition. This additional space is currently being used for District storage. Other storage improvements of significance will be considered as part of a comprehensive, long-term facilities planning process.		Included in the strategic review of secondary sites and facilities.	
<u>Action Step III. 4:</u> The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.	III.4 Facility – Student Population Distribution	As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better	At School Board meeting of April 28, will be incorporated into presentation on Strategy III.11.	Included in the strategic review of secondary sites and facilities.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		<p>balanced.</p> <p>The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run. School start and dismissal time adjustments will be considered as part of this process.</p> <p>This goal will be incorporated into a comprehensive, long-term facilities planning process.</p>			
<u>Action Step III. 5:</u> Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.		Evidence that manuals are in place and that employees have been trained appropriately.	
<u>Action Step III. 6:</u> Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	<p>Before 2015-16, all elementary buildings with the exception of Otter Lake had HVAC system upgrades that include air conditioning.</p> <p>The School Board acted to accept the bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15. This work was done in the summer of 2015.</p> <p>Secondary buildings have certain areas that are air conditioned; however, the cost associated with</p>	Update to the School Board in July and August, 2015	Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		<p>having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.</p> <p>This goal will be incorporated into Phase II of Facility Plan.</p>			
<u>Action Step III. 8:</u> The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	<p>All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day.</p> <p>With the completion of both Lakeaires and Willow Lane elementary schools projects, all elementary schools will have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.</p>		Secure entrances at each site and appropriate protocols in place.	
<u>Action Step III. 9:</u> District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	III.9 Facility – Technology Access	<p>See Strategy IV.11</p> <p>During 2014-15, District begins pilots of space and classroom redesign to promote 21<sup>st</sup> Century skills.</p> <p>This goal will be incorporated into Phase II of Facility Plan.</p>		Included in the strategic review of secondary sites and facilities, Strategy III.11	
<u>Action Step III.10:</u> The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	<p>Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2015-16. Additionally, school start and end</p>		Data on class size averages and ranges.	



Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		times will be considered for possible implementation in 2016-2017.			
<u>Action Step III.11:</u> Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.	III.11 Facility – Secondary  Phase I recommendations          Phase II recommendations	Secondary strategic program and facilities review begins in 2014-15.  Action taken at April 13, 2015 Board meeting on Phase I improvements.  Update to the School Board presented on July 13, 2015.  Phase II of the secondary program and facilities review will expand to include preK-12 and senior facilities as part of a comprehensive, long-term facilities planning process.		Strategy III.11, facilities study. Included in the strategic review of secondary sites and facilities.	
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
<b>Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.</b>					
<u>Action Step IV.11:</u> Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.		3-year implementation plan: 2015-16 - 7th-10th Grade 1:1 2016-17 - 6th-12th Grade 1:1 2017-18 - 1:1 classroom sets Grades 3-5 & 1:2 classroom sets in Grades K-2		Evaluation plan includes: 1. Annual BrightBytes technology survey data; 2. Measures of student success; 3. Staff participation in 1:1 training, Summer Tech Camp, 4C's	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the District replacement cycle.		Mentors and Technology & Leadership Cohort.	
<u>Action Step IV.12:</u> The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan update presented to the board annually.	Recommend review of the website use and areas for improvement during 2015-16; develop and implement plan for Strategic updates and improvements.		Evaluation plan includes: TBD	
<u>Action Step IV.13:</u> The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials.		Evaluation plan includes: 1. Total number of courses; 2. Enrollment and student success in hybrid courses; 3. Usage statistics.	
<u>Action Step IV.14:</u> A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.	IV.14 Technology Policy	We will address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.		Evaluation plan includes: 1. Completion of proposed policy and Board action on policy by December 31, 2015. 2. Teacher and student training on updated policy completed by June 2016.	
<u>Action Step IV.15:</u> Instructional technology will be available for use by students beyond the	IV.15 Access to Instructional Technology	See Strategy IV.11  We continue to partner with Brightbytes to measure our		Evaluation plan includes: 1. Student device ratio; 2. Student home Internet access as measured by	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
traditional school day/year.		<p>classroom technology use, access, skills and environment.</p> <p>By 2016-2017 all secondary students will have a 1:1 device.</p> <p>We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community.</p>		Brightbytes survey.	
<b>Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.</b>					
<u>Action Step V. 1:</u> The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	V.1 Partnership – Process	<p>School Board Policy 900 was approved by the School Board at the May 12, 2014 School Board meeting. It includes a vetting process of partnerships with the office of Superintendency having final approval.</p> <p>An update was provided to the School Board at the work-study session of April 27, 2015.</p> <p>As of August 15, 2015, all building level partnerships project that all district level partnerships will be in compliance by September 30, 2015.</p>		<p>Successful implementation of Policy 900, Partnerships, including the following:</p> <ol style="list-style-type: none"> <li>1. Assure compliance with policy and protocols for all partnerships for the 2015-16 school year;</li> <li>2. An evaluation of each partnership will be made by June 30, 2016 and annually thereafter consistent with policy.</li> </ol>	
<u>Action Step V.2:</u> A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	<p>An update was provided to the School Board at the work-study session of April 27, 2015.</p>		<p>Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2015-16 school year;</p>	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
<u>Action Step V.3:</u> The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	An update was provided to the School Board at the work-study session of April 27, 2015.		Implementation of process consistent with Policy 900, Partnerships.	
<u>Action Step V.5:</u> The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	Communication regarding current partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media. By March 31, 2016, the District will design a section of the District's website that features information about District partnerships, and questions and answers about the policy and procedures.		Communications plan implemented, including the following: 1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and answers about the policy and procedures	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
<b>Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.</b>					
<u>Action Step VI. 1:</u> The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	VI.1 Bullying Policy and Program	<p>New program implemented during 2012-13.</p> <p>During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014.</p> <p>During the 2014-15 school year, the administration developed protocols to assure ongoing compliance with our Bullying Prevention Policy, policies, and implementation of the curriculum currently in place.</p> <p>For 2015-16, all staff will receive training on compliance with state law and district policy.</p>		<p>The evaluation plan will include:</p> <ol style="list-style-type: none"> <li>1. Reviewing data from the Minnesota Student Survey scheduled for spring, 2016;</li> <li>2. An internal audit to assure that all schools are complying with expectations to provide the curriculum;</li> <li>3. On-going review of other sources of data, including student discipline data.</li> <li>4. Assurance that all staff receive the required training annually.</li> </ol>	
<u>Action Step VI. 2:</u> The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.	VI.2 Faculty	Beginning during 2015-16, the human resources office will develop a set of metrics on recruitment, selection, and retention consistent with this action step.		Employment metrics will be reported annually to the School Board.	
<u>Action Step VI. 3:</u> During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	<p>An update on the Equity Plan was presented at the work-study session of July 13, 2015.</p> <p>Consistent with the District's Equity Plan, during 2015-16 develop and implement strategies</p>		An evaluation plan will be developed consistent with the equity plan.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		to assure equity in curriculum and instructional practices.			
<u>Action Step VI. 4:</u> Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	<p>Transition plans are in place at each level, including:</p> <ol style="list-style-type: none"> <li>1. Kindergarten Jumpstart for four year olds;</li> <li>2. WEB for the middle school;</li> <li>3. LINK Crew for new ninth grade students at the high school.</li> </ol> <p>For 2015-16, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.</p>		Evaluation plan will include: 1. Annual Board updates on transition programming; 2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming.	
<u>Action Step VI. 5:</u> The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.	VI.5 Equity in all Programming	<p>An update on the Equity Plan was presented at the work-study session of July 13, 2015.</p> <p>For 2015-16, the District will participate in the following programming:</p> <ol style="list-style-type: none"> <li>1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age;</li> <li>2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children;</li> <li>3. Training for District leaders in cooperation with EMID member school districts;</li> <li>4. Other strategies consistent with Equity Plan</li> </ol>		An evaluation plan consistent with the Equity plan, will include: 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2. Staff survey data regarding school climate; 3. Parent feedback on school climate.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
<u>Action Step VI. 6:</u> The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	An update on the Equity Plan was presented at the work-study session of July 13, 2015. During the 2015-16 school year, this action step will be aligned with the District's WBWF and Equity plan.		Evaluation plan will include: 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District's Plan; 3. Other measures consistent with the Plan.	
<b>Goal 2 - Ongoing Financial Stewardship and Budget Management (Revised for 2015-16)</b>	<b>Details</b>	<b>Status</b>	<b>Report to the School Board</b>	<b>Evaluation</b>	
The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability.  The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011, 2012, 2013 and 2015. Further, the District has restructured long-term debt to allow for more level tax	For 2014-15, the District increased the frequency of financial reporting from semi-annually to quarterly.  A quarterly budget update and preliminary budget for 2015-16 was presented on May 18, 2015 with Board approval on June 8, 2015.  In July the administration provided an update on the 2015-16 budget subsequent to the Legislative Special Session.  An annual operating plan, to include information related to all major District funds, will be finalized during the 2015-2016 school year.		Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit; 2. The audit report for FY 2014-15 is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December; 3. The administration will continue the practice of quarterly reports to the School Board; 4. Will increase communication with the public by posting additional financial information on the District's website. 5. Review the role and membership of the finance advisory committee. 6. Present an annual operating plan in June 2016.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
	levies over the next several years.				
<b>Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.</b>	<b>Details</b>	<b>Status</b>	<b>Report to the School Board</b>	<b>Evaluation</b>	
	Communication and Marketing Plan.	<p>The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010.</p> <p>An update was made at the School Board work-study session of May 18, 2015.</p> <p>For 2015-16, the District will continue to implement and update our communications and marketing plan consistent with the May 2015 report to the School Board.</p>		<p>Evaluation plan includes:</p> <ol style="list-style-type: none"> <li>1. Enrollment data and trends, including open enrollment;</li> <li>2. Analytics on website and social media;</li> <li>3. Surveys;</li> <li>4. Additional metrics developed in 2015-16</li> </ol>	
<b>Goal 4: Operational Improvements</b>	<b>Details</b>	<b>Status</b>	<b>Report to the School Board</b>	<b>Evaluation</b>	
a. Recognition Program, Phase III, will evaluate and expand recognition of community, partnerships, and volunteers.	Goal 4a Recognition Program	The staff recognition program will be reviewed based on the results of the School Culture Survey completed in Spring of 2015, and actual steps developed.		<p>Evaluation plan will be developed which will include:</p> <ol style="list-style-type: none"> <li>1. Annual School Culture results;</li> <li>2. Other measures based on the specific goals of the program.</li> </ol>	



Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	<p>School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School with two sections.</p> <p>During 2015-16, the District will develop metrics for all gifted and talented programming.</p>		<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> <li>1. Metrics on student annual growth</li> <li>2. Survey data from parents, staff, and students.</li> </ol>	
c. Review of District programs and services supporting students with Mental Health and Chemical Dependency Needs	Goal 4c Student support	Based on feedback from school staff during listening sessions at District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.		To be written	
d. Follow-up on Program Review of Preschool and Early Childhood Programs	<p>Goal 4d Follow-up on Preschool and Early Childhood Programs.</p> <p>During 2014-15, the District made a thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality</p>	<p>A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were made to the School Board at the May work-study session.</p> <p>For 2015-16, develop follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review.</p>		<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> <li>1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review.</li> <li>2. Comprehensive facilities plan for all preschool programming, with completed in conjunction with Phase II of the District facility planning process.</li> </ol>	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
	of programming and space for program growth; and recommendations for potential next steps.	Preschool facilities planning will be incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11			
<u>e. Comprehensive Review of Senior Services.</u>	<p>Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith communities and other agencies working with the senior population.</p> <p>The goal of this comprehensive review will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed through the School District</p>	<p>In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum.</p> <p>In September of 2015, the community members are invited to a follow-up meeting to work on the development of a survey in the fall of 2015 to our senior population.</p>		<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> <li>1. Development of a comprehensive review of senior services in the school district, including an assessment of current programming and the identification of priorities for action in a one to five year window;</li> <li>2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2016.</li> </ol>	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
	or in partnership with other entities.				

AGENDA ITEM: **Goal 4d – Review of District Programs and Services  
Supporting Students with Mental Health and Chemical  
Dependency Needs**

MEETING DATE: **October 26, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Kathleen Daniels, Director of Student Support Services  
and Dr. Michael Lovett, Superintendent**

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**Background:**

The administration will review the attached planning document.

## **School Board/Superintendent Goal 4c: Review of District Programs and Services supporting students with Mental Health and Chemical Dependency Needs**

### **School Board Work Study Meeting of October 26, 2015**

**Goal:** Review School District programs and services supporting students with mental health and chemical health concerns and identify recommendations for improvement.

**Background:** In recent years both Minnesota and national data have documented increases in the number of school age children who are diagnosed and treated for mental health concerns or symptoms.

In addition, in Minnesota concerns about the under-identification and insufficient treatment of children with mental health problems have surfaced at the legislature, and is a common interest for school district and social service regional planning.

Currently, the school district's model for supporting students with mental health and chemical health needs relies on a combination of school district provided services and outside resources. This latter category includes Northeast Suburban social services and mental health agencies, positions assigned to the school district funded by grants, and collaboration with county agencies.

Based on recent statewide data, including the 2013 Minnesota Student Survey, statewide and regional trends indicate an increase in chemical use between the 2010 and 2013 surveys. The Minnesota data on chemical use by school age children is consistent with national trends.

During the 2014-15 school year, the superintendent and cabinet met with staff from every one of our school sites preschool through high school. A common issue of concern from staff was the importance of addressing student mental health and chemical health needs and providing the expertise, support, and staff training sufficient to respond to the needs of students.

Regional and school district demographic data indicates an increase in some of the risk factors associated with mental health and chemical dependency needs, including homelessness and food insecurity.

**Structure of Program Review:** During the spring and summer of 2015, the school district administration sought outside expertise, including a retired staff member with expertise in the area of chemical health and mental health. We have considered resources available through other school districts and the Department of Education who could help us design a process to meet this goal.

Potential structure for a review would include the following steps:

1. A thorough examination of our current programs designed to support students with mental health needs or chemical health needs or both.
2. Examine our own practices in light of generally accepted standards for an effective program for students, which would include:
  - Risk and protective factors;
  - Family programming;
  - School programming;
  - Community programs; and
  - Program delivery.
3. To examine our own programs and strategies through the lens of a continuum of services, taking into account prevention, early intervention, school linkage with outside therapeutic resources, and supportive resources and programming for students who are under care of outside providers.
4. The review would be organized around the following sections:
  - a. A summary of current services available to students of the White Bear Lake Area Schools, including: district employees and external supports, including resources obtained by grant funding, partnerships with nonprofits, collaborations with counties, and purchased services.
  - b. Identifying standards of supporting care for students and how the school district structure should mesh with the county and medical services to ensure high level of support for students.
  - c. Analysis of areas where our current combination of internal and external supports are meeting these standards in where we have gaps between the current level of services and the standards.
  - d. Recommendations for priority areas for improvement.

**Process:** The District would establish a steering committee of staff, including leadership at the cabinet level, building administration, and representatives from student support service functions, including counselors, chemical health counselors, social workers, and other appropriate personnel. Given the complexity of this issue, the task force would have access to outside resources to assist with meeting the objectives of the review.

**Timeline:** The task force would be appointed in the fall of 2015, with a tentative expectation that an update would be provided to the School Board in the spring of 2016, which could include some preliminary recommendations, and with the expectation that the final report would be made by the fall of 2016.

AGENDA ITEM: **Comprehensive Facilities Review**

MEETING DATE: **October 26, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Assistant Superintendent for Finance and Operations and Dr. Michael Lovett, Superintendent**

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**Background:**

The administration will review the attached planning document.

## **School Facilities Comprehensive Plan 2015**

### **School Board Work Study Meeting of October 26, 2015**

*Several Action Steps in the School Board/Superintendent Goals for 2015-16 address the need for comprehensive facilities planning, including the following:*

*Goal 1 (Strategic Plan, specific action steps)*

*III.1 (Large group spaces)*

*III.2 (Elementary facilities)*

*III.3 (Equitable storage spaces)*

*III.6 (Facility air quality)*

*III.9 (Facility technology access)*

*III.10 (Balanced elementary class sizes)*

*III.11 (Improve programs and reduce transitions, including cost benefit analysis of single campus high school)*

*Goal 4 (Operational Improvements, specific action steps)*

*a. Preschool and Early Childhood facilities planning*

**Goal:** Design and conduct a comprehensive study of school district facilities consistent with the District's strategic and operational priorities for 2015-16

**Background:** During the 2008 through 2015 period, the White Bear Lake Area Schools completed security updates for all school sites based upon a safety audit completed in 2008, and added gyms and performing arts spaces to three elementary schools based upon the recommendations of the District's Strategic Plan. In addition, renovations and updates were made in the District's older elementary schools to meet standards in HVAC, casework and trim, as well as improvements specific to the needs of each building. Finally, system-wide updates and renovations have been made consistent with the District's ten year facilities plan.

During 2014-15, the administration initiated a staff and community planning group to consider secondary building facility needs. The planning groups focused on what was described as "Phase 1", giving immediate attention to middle school and high school projects which could be completed by the fall of 2016 and paid for from existing funds.

Consistent with the District's Strategic Plan, the administration initially planned "Phase II" as an extension of Phase I, focusing on secondary school sites, with several specific changes from the Strategic Plan, including, "Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school."

Several critical factors emerged during 2014 and 2015 which created an imperative of a more comprehensive facility planning process, as follows:



1. Four consecutive years of higher kindergarten enrollment, with current grade K-3 enrollment running an average of 10 percent higher than the average of grades 4-12;
2. Turnover of mature housing stock in the south half of the School District, contributing to a shift to a younger demographic and the likelihood of sustained growth;
3. A resurgence in the growth of the northern portion of the district, concentrated primarily in the Hugo area; and the potential of school enrollment exceeding capacity in the northern portion of the District;
4. State funding for all day free kindergarten beginning in the 2014-15 school year, with additional classrooms needed as a consequence;
5. Increasing enrollment in the District's preschool programs for 3 and 4 year olds, along with state gubernatorial and legislative interest in significantly expanding funding and family access to public preschool programming;
6. A renewed focus on the recommendations contained within the 2013 athletic facilities needs assessment;

Each of these factors has ramifications for the magnitude and kind of space needed for programs and services. All are significantly affected by demographic changes, including changes in the age distribution of the population, housing stock turnover, and metropolitan area population shifts.

Taken together, these factors create an imperative for a comprehensive and strategic evaluation of the School District's facilities.

At the Work Study Session, the Administration will provide an overview of considerations, including timeline and process, with the expectation that after discussion with the Board in October a more detailed plan would be presented to the Board at the November Work Study Session.

AGENDA ITEM: **Negotiations Study Session**

MEETING DATE: **October 26, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Linda Goers, Director of Human Resources**  
**Dr. Wayne Kazmierczak, Assistant Superintendent for**  
**Finance and Operations**

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**Background:**

Linda Goers and Dr. Kazmierczak will provide an update on negotiation sessions with bargaining groups.

\*\*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.