

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
MEETING PACKET**

April 24, 2017

MISSION STATEMENT

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

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

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

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: April 11, 2017

A work-study session of the White Bear Lake Area School Board will be held on **Monday, April 24, 2017**, at 5:30 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

1. Update on School Board/Superintendent Goals and Strategic Plan Priorities for 2016-17 5:30 p.m.
 - a. Technology Update 5:40 p.m.
 - b. High School Programs Update 6:15 p.m.
 - c. Project Search Update 6:45 p.m.
2. Negotiations Study Session* 7:15 p.m.

C. ADJOURNMENT 8:00 p.m.

<p>*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.</p>

AGENDA ITEM: **Update on School Board/Superintendent Goals
and Strategic Plan Priorities for 2016-17**

MEETING DATE: **April 24, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

We have provided you with an updated copy of priorities for 2016-17 reflecting any changes or adjustments since our March work-study session. Changes are underlined and highlighted.

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

School Board/Superintendent Goals for 2016-17 (For Work-Study Session of April 24, 2017)

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Goal 1 - Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
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 World's Best Workforce Plan.	During 2016-17 the District will continue a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board. As part of a comprehensive review of student progress, the District has designed new strategies for literacy for 2016-17, including at the elementary level	August 22: School Board Work Study Session: Establishing the Foundation: Academic Measures of Success. September 26 work-study session and October 10 School Board meeting: Updates on the Requirements under the State "World's Best Workforce" Legislation January 23, 2017 Work Study Session included	Evaluation plan includes 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.	

		<p>comprehensive PLC teams at each school and literacy coaches. The literacy coaches and principals provided an update on this work at the January 23 Work Study Session.</p> <p>The District submitted our three year Achievement and Integration Plan to the State by March 15, as required by law.</p>	<p>time for each school board member to meet with the principal or site leader for their assigned sites, to receive an update on focus areas and progress for 2016-17.</p> <p>February 27: Presentation on Proposed on Three year Achievement and Equity Plan.</p> <p>March 6: School Board approved three year Achievement and Integration Plan.</p>		
<p>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-secondary institution.</p>	<p>I.2 College and Career Readiness This step will be aligned to the District's World's Best Workforce Plan.</p> <p>Implementation of the WBWF Plan will include deepening our</p>	<p>The 2016-17 school year is the fifth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus. This is year 4 of the comparable guidance staffing for grades 6-8;</p>	<p>September 26 work-study session and October 10 School Board meeting: Updates on the Requirements under the State "World's Best Workforce" Legislation.</p> <p>February 27: Presentation on Proposed on Three year Achievement and Equity Plan</p>	<p>Evaluation plan will include metrics consistent with the state profile of the following:</p> <ol style="list-style-type: none"> 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates. 	

	work to use post-secondary plans to increase our collective understanding of each learner's needs and interests and needs.	<p>Monitor progress based on a dashboard of metrics.</p> <p>During 2016-17 the District will continue to use a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.</p> <p>During 2016-17, the district will evaluate International Baccalaureate Programs, including the primary years program at Matoska, and the Middle Years Programs at Central and Sunrise Middle Schools; at the January 9, 2017 School Board Meeting the Board approved a contract and assessment plan to review the IB Programs.</p>	March 6: School Board approved three year Achievement and Integration Plan.		
Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in	I.4: IB and Other Rigorous Comprehensive Programs.	In addition to implementation of IB, programming, the District will consider other options	Administration reviewed proposed evaluation plans for International Baccalaureate programs at	Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive	

place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.		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.	the work-study session of October 24, 2016.	opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	
Goal 1 - Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
Action Step II. 1: 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.	Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2. Assessment data measuring student global understanding.	
Action Step II. 2: Secondary students will develop global	II.2 World Language 6-12	Chinese is now offered 6-12. Students have access to CIS (College in	Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 1.Summary information measuring student	

understanding and competitiveness through expanded world language opportunities at the secondary level.		the Schools) classes in American Sign Language, Chinese, French, German and Spanish.		participation and success in world language; 2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.	
Action Step II. 4: All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	A Comprehensive Summary of District Service Initiatives for 2015-16 was prepared by WE Act, a nonprofit organization that works with school district on local and international service initiatives, and furnished to school leaders in the fall of 2016.	Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 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.	
Goal 1 - Strategy III: We will ensure our facilities support our district's mission and objectives.					
Action Step III. 1: The District will ensure that inside and outside large	III.1 Facility – Large Group Spaces		July 11: Update to the School Board on options for	Evaluation plan includes:	

group spaces are comparable to conference schools.			<p>ice rental, and presentation on growth in Hugo.</p> <p>August 22: Update on facilities planning for 2016-17 to include internal assessment of facilities and demographic study.</p> <p>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year with a targeted completion date of March 2017.</p>	<p>1. Completion of Phase I recommended improvements.</p> <p>2. Incorporation of action step into comprehensive, long-term facilities planning process during 2016-17.</p>	
Action Step III. 2: 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>During 2016-17, other elementary site improvements of significance will be considered, as part of a comprehensive long-term facilities planning process.</p> <p>DLR Group began site assessments in October and November and continue during through the first months of 2017.</p>	<p>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year.</p> <p>September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</p>	<p>Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.</p>	

		The demographic study is underway with a report planned to the School Board in March of 2017.	March 27: Presentation of Demographic Report		
Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage	Some improvements made in 2015 and 2016; further needs addressed by the comprehensive facilities plan in 2016-17.		Comprehensive review of facilities during 2016-17	
Action Step III. 4: 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	This goal will be incorporated into a comprehensive, long-term facilities planning process.	<p>August 22: School Board Work Study Session: Establishing the Foundation: Academic Measures of Success.</p> <p>September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</p> <p>March 27: Presentation of Demographic Report.</p>	Included in the comprehensive review of facilities during 2016-17.	

			April 10: Administration presented a summary of the results of the Demographic Study.		
Action Step III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.	September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.	Evidence that manuals are in place and that employees have been trained appropriately.	
Action Step III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	As of 2016-17, all elementary buildings have air conditioning. Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.	September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year. September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10. March 27:	Successful completion of HVAC projects scheduled for fiscal year 2017.	

		<p>This goal will be incorporated into the comprehensive facilities plan.</p> <p>DLR Group began site assessments in October and November and continue during through the first months of 2017.</p> <p><u>The demographic study was reported to the School Board on March 27, 2017.</u></p>	Presentation of Demographic Report		
Action Step III. 8: 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>As of 2016-17, all elementary schools have facilities secured by entrances designed to</p>		Secure entrances at each site and appropriate protocols in place.	

		lead all visitors into the office prior to entering the rest of the building.			
Action Step III. 9: 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	See Strategy IV.11 This goal will be incorporated into the Comprehensive Facilities Plan.		Part of the Comprehensive Facilities Plan	
Action Step III.10: The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2016-17. Additionally, school start and end times will be considered for possible implementation in 2016-17 or 2017-18.	September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year. September 26 work-study session and October 10 School Board meeting: review options for demographic study with School Board approval on October 10. March 27:	Data on class size averages and ranges.	

			Presentation of Demographic Report		
Action Step III.11: 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 completed in 2015. This action step will be addressed via the Comprehensive Facilities Plan.	DLR Group began site assessments in October and November and continue during through the first months of 2017. <u>The demographic study was reported to the School Board on March 27, 2017.</u> .	January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update. September 26 work-study session and October 10 School Board meeting: review options for demographic study with School Board approval on October 10. March 27: Presentation of Demographic Report	Part of the Comprehensive Facilities Plan.	
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Goal 1 - Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					

<p>Action Step IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.</p>	<p>Consistent with annual technology plan, funded with general education revenue and from revenue generated by capital projects levy.</p>	<p>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 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.</p> <p>Subsequent to the November 28, 2016 presentation to the School Board, the administration received follow-up questions; administration has worked to answer these questions, including offering meetings with board members. The administration now has additional data from the BrightBytes survey of teachers and staff</p>	<p>November 9, 2015: Update on 1:1 Initiative in the Schools</p> <p>January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present) February 22, 2016 Study Session – technology Support Model (background and data)</p> <p>March 28, 2016 Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p> <p>November 28, 2016: Update to the School Board on Review of Technology Restructuring, including Digital Learning Specialists and Tier I and II support.</p> <p><u>At the April 24, 2017 School Board Work Study Session: Update on Technology</u></p>	<p>Evaluation plan during 2016-17 includes:</p> <ol style="list-style-type: none"> 1. Monitor and evaluate technology integration and the redesigned technology staffing model, <u>as presented at the April 25, 2017 Work Study Session.</u> 	
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		<p>completed in March 2017. These updates will be presented at the April 25 Work Study Session.</p>	<p>Department work during the 2017-18 school year, including a single sign-on solution for more easily accessing District Technology tools, and progress on evaluation of redesigned staffing model.</p>		
<p>Action Step IV.12: The District will enhance communication, interaction, and collaboration through the use of a web site.</p>	<p>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.</p> <p>During 2016-17, the current website will be evaluated consistent with appropriate standards, and options considered for keeping the website current and adaptable to</p>	<p>In the fall of 2016, the photos and 624 Facts on the website will be updated and the home page Quick Links will be switched to include more parent-specific information. During the fall of 2016, web editor training is offered to all district and building web editors, and Site improve services are being used (to find misspellings and broken links throughout the site).</p> <p>The Spring, 2017, Communications audit helps create a foundation for improvements in the website as a communications tool.</p>		<p>2016-17 Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Monitor internal and external user comments on website usability 2. Track decrease in website misspellings and broken links. 3. Report on extent to which current website meets standards and options for future improvements 	

	changing needs for technology and communications.				
Action Step IV.13: 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	<p>Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials. Skyward, our Student Information System (SIS), provides a record of attendance and completed grades as well as student data. Google Apps is playing an increasingly central role in the classroom communication model as well.</p> <p><u>During the 2016-17 School Year Administration actively evaluated options to reduce the number of accounts including a single sign-on for parents, students, and staff.</u></p>	<p>November 2016: Workstudy Update on Digital Presence and Communication expectations as well as plans to streamline necessary account logins.</p> <p><u>April 24, 2017 Work Study Session: Update on progress addressing components of the 2016-17 Evaluation Plan, including digital communication tools and single sign-on solution.</u></p>	<p>2016-17 Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Digital communication tools including Schoology and Google Apps 2. Evaluate options for reduction of necessary accounts to allow for more efficient communication. 	

		An update on a solution will be presented at the April 25 Work Study Session.			
Action Step IV.14: 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	<p>Mobile technologies use was included in the Electronic Technologies Acceptable Use policy.</p> <p>Teachers are being trained on digital citizenship, including the Acceptable Use policy, with a target that all teachers will be trained by the beginning of the 2017-18 school year. Protocols are now in place to train all new staff as part of orientation.</p>	The Electronic Technologies Acceptable Use policy revisions were approved by the Board on February 8, 2016.	<p>2016-17 Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Digital Learning Specialists will train teachers on the updated policy by August 2017. 	
Action Step IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	<p>See Strategy IV.11</p> <p>We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment.</p>	February 8, 2016: As part of the Presidential Connect Ed Library Card Initiative with Ramsey County, jointly presented to the School Board on the access Middle School students have to	<p>2016-17 Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Monitor and evaluate 1:1 2. Monitor and evaluate Ramsey County Library partnership and expand 	

		<p>By 2016-2017 all secondary students will have a 1:1 device. The partnership with Ramsey County is highlighted at a White House Conference on January 18, 2016, to which the Superintendent, County Library Director, and County Commissioner were invited; and at a March 11 statewide school administration conference. On October 13, public libraries and elementary media specialists hosted an evening for district elementary students at the White Bear Library. Work continues with county library systems to increase family access through closer communication and collaboration between county library systems and media specialists. <u>Based on annual surveys of students, the percentage of students who have access to a</u></p>	<p>resources to school and Ramsey County Library resources via student library cards.</p> <p>September 12, 2016: Update the School Board on new grant received to promote collaboration between the public library system and elementary media.</p> <p>November 2016 Workstudy Update: Student 1:1 now covers grades 6-12.</p>	<p>library card partnership to cover grades 6-12.</p> <p><u>3. Measure student access to instructional technology beyond the school day.</u></p>	
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		computer or tablet at home rose from 89% in 2013 to 94% in 2017. Now 97 % of students have internet access at home			
Goal 1 - Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
Action Step V. 1: The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	V.1 Partnership – Process			Evaluation: Successful implementation of Policy 900, Partnerships, including the following: 1. Assure compliance with policy and protocols for all partnerships for the 2016-17 school year; 2. An evaluation of each partnership will be made by June 30, 2017 and annually thereafter consistent with policy.	
Action Step V.2: A comprehensive needs assessment will be developed and administered at every	V.2 Partnership – Needs Assessment	An update was provided to the School Board at the work-study session of April 27, 2015.		Evaluation: Successful implementation the needs assessment section of Policy 900, Partnerships,	

WBLA school in order to provide direction to future partnerships.				including the assurance of compliance with policy and protocols for all partnerships for the 2016-17 school year;	
Action Step V.3: 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.		Evaluation: Annual implementation of process consistent with Policy 900, Partnerships.	
Action Step V.5: The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	<p>Communication regarding current partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media.</p> <p>The District webpage includes a Partnership section in the District Programs section of the About page.</p>		<p>Evaluation: Communications plan implemented annually, including the following:</p> <ol style="list-style-type: none"> 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 	

Goal 1 - 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.

<p>Action Step VI. 1: 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.</p>	<p>VI.1 Bullying Policy and Program</p>	<p>New program implemented during 2012-13. 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. 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 2016-17, all staff will receive training on compliance with state law and district policy.</p> <p>As of March 2017, evaluation steps 1,3 As of March 2017, step one has been completed and steps 3 and 4 have annual</p>	<p>November 28, 2016 work-study session: Update on results of the 2016 Minnesota Student Survey.</p>	<p>The evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Reviewing data from the Minnesota Student Survey from spring, 2016; 2. An internal audit to assure that all schools are complying with expectations to provide the curriculum: 3. On-going review of other sources of data, including student discipline data. 4. Assurance that all staff receive the required training annually. 	
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		processes in place; administration is in the process of completing the internal audit consistent with step 2 of the evaluation plan.			
Action Step VI. 2: 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 provides metrics on recruitment, selection, and retention consistent with this action step.	Administration reported employment metrics to the School Board in the fall of 2016.	Evaluation: Employment metrics will be reported annually to the School Board.	
Action Step VI. 3: 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>Consistent with the District's Equity Plan, during 2016-17 develop and implement strategies to assure equity in curriculum and instructional practices.</p> <p>For 2016-17, the District has reallocated existing staff to create a new position, Achievement and Integration Coordinator.</p>	<p>February 27: Presentation on Proposed on Three year Achievement and Equity Plan</p> <p>March 6: School Board approved three year Achievement and Integration Plan.</p>	Evaluation: An evaluation plan will be developed consistent with the equity plan.	

<p>Action Step VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.</p>	<p>VI.4 School Transitions</p>	<p>Transition plans are in place at each level, including: 1. Kindergarten Jumpstart for four year olds; 2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school.</p> <p>For 2016-17, 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> <p>On February 8, 2017, district leaders and a high school student participated in testimony in the State Senate in support of a bill which would provide financial resources to our school district and 2 neighboring</p>		<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.</p>	

		districts to strengthen support for students making the transition to high school.			
Action Step VI. 5: 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>For 2016-17, the District participated in the following programming:</p> <ol style="list-style-type: none"> 1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age; a youth-led ISI event is scheduled for Matoska International World School on April 6, 2017 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3. Training for District leaders in cooperation with EMID member school districts; 	<p>February 27: Presentation on Proposed on Three year Achievement and Equity Plan</p> <p>March 6: School Board approved three year Achievement and Integration Plan. The evaluation plan was completed as part of the planning for the Achievement and Integration Plan.</p>	<p>An evaluation plan consistent with the Equity plan, will include:</p> <ol style="list-style-type: none"> 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2016 data released to District from State end of May, review and summarize to compare to 2013. 2. Staff survey data regarding school climate; 3. Parent feedback on school climate. 	

		4. Other strategies consistent with Equity Plan.			
Action Step VI. 6: The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	During the 2016-17 school year, this action step will be aligned with the District's WBWF and Equity plan. The Integration and Achievement plan was reviewed with the School Board at the February 27, 2017 Work Study Session.	February 27: Presentation on Proposed on Three year Achievement and Equity Plan March 6: School Board approved three year Achievement and Integration 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.	
Goal 2 - Ongoing Financial Stewardship and Budget Management	Details	Status	Report to the School Board	Evaluation	
The District continues to identify greater efficiencies in operations that will help to maintain financial	Strong community support, which led to the passage of the November 2011 operating	For 2014-15 and 2015-16, the District increased the frequency of financial reporting from semi-annually to quarterly.	November 23: Quarterly Financial Update and Report on Workers Compensation.	Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget	

<p>stability and allow for improvements in program quality and student success.</p>	<p>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.</p> <p>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 levies over the next several years.</p>	<p>This practice will continue for 2016-17.</p> <p>An annual operating plan, to include information related to all major District funds, was finalized during the 2015-2016 school year, with preliminary presentation on May 23 and budget action recommended on June 13, 2016.</p> <p>The adopted budget for 2016-17 is balanced, and the projected fund balances are within the range called for by policy.</p> <p>During 2016-17, the district will take what steps are necessary to prepare for a renewal of the referendum levy in the fall of 2017.</p>	<p>May 23: Presentation of preliminary budget for 2016-17, and information on financial matters which require Board action.</p> <p>June 13: School Board Action on the budget for 2016-17.</p> <p>November 28, 2016: Overview of timelines for potential 2017 renewal referendum.</p> <p>January 23, 2017: Presentation on Overview or FY 2017 Revised Budget and Overview of Potential Operating Levy</p> <p>February 13: School Board approves Revised FY 17 budget.</p>	<p>management are reviewed annually as part of the financial audit;</p> <p>2. The audit report for FY 2015-16 is presented to the School Board and public at a regular School Board meeting;</p> <p>3. The administration will continue the practice of quarterly reports to the School Board;</p> <p>4. Will continue increased communication with the public by posting additional financial information on the District's website.</p> <p>5. Review the role and membership of the finance advisory committee.</p> <p>6. Present an annual operating plan in June 2017.</p>	
Goal 3: Continue Implementation of the Communications and	Details	Status	Report to the School Board	Evaluation	

Marketing Plan for the District.					
a. Continue implementation of the Communications and Marketing Plan for the District	The Communications and Marketing Plan was initially implemented during the 2012-13 school year and has been updated annually under the themes of: actively recruit school shoppers, get them young and keep them connected, accentuate the positives, influence the influencers, and use data to inform decision-making.	<p>Administration annually reports to the School Board.</p> <p>Administration is working with consultant to conduct a Communications Audit this spring. An audit will allow us to prepare for a Local Operating Levy Renewal information campaign, inform the Communications Department's communications plan for 2017-18, and serve as a base of knowledge for our incoming superintendent.</p>	Annually	<p>1. Evidence of increased enrollment (early childhood and kindergarten).</p> <p>2. Evidence of increased senior citizen engagement.</p> <p>3. Evidence of community support for referendums.</p> <p>4. State, national awards for communications projects.</p>	
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	

a. School Board Community Engagement	The School Board will develop strategies to increase community engagement with the Board.	Discussed at School Board Work-Study meetings of July 11, August 22, and September 26, 2016. The Board included community engagement as part of the school superintendent recruitment and selection process.			
b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	<p>School-Within-A-School offered in the 2015-16 school year at Lincoln Elementary School with two sections, and will continue at the same level in 2016-17.</p> <p>During 2016-17, the District will continue with metrics for all gifted and talented programming.</p>	Update to School Board on August 8, including metrics on student growth and survey data from parents and staff.	Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.	
c. Review of District programs and services supporting students with Mental Health and	Goal 4c Student support	Based on feedback from school staff during listening sessions at District schools during the 2014-15 school year, in	<p>October 26: Plan presented to the School Board.</p> <p>Planning meeting with small group on January 5,</p>	Completed Staff Professional Development Activity for ALL Special Service Staff members 9/1/16 on Trauma	

<p>Chemical Dependency Needs</p>		<p>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.</p> <p>In October, 2016, administration reviewed findings and recommendations with principals and other leadership team members in advance of final presentation to the School Board in November, 2016.</p> <p>Recommendations were presented to the School Board at the November Work Study Meeting; for those recommendations needing additional resources, adjustments</p>	<p>January 21, and February 2, 2016.</p> <p>Large Group Launch (22 participants) on February 9, 2016 (2-4 pm). Included national, regional, and local data. Followed by survey of current practice per building, due March 10, 2016.</p> <p>Large Group meetings held on March 17, 2016, and May 5, 2016.</p> <p>May 23: Update to the School Board on the mental health and chemical dependency review.</p> <p>Final large group meeting was convened on June 16th to discuss preliminary findings.</p> <p>Small group met July 13 to summarize discussion and data outcomes.</p> <p>November 28, 2016: Review of Mental Health/Chemical Health recommendations.</p>	<p>Informed Classrooms in collaboration with Dr. Clayton Cook from U of MN.</p>	
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		<p>were made in the revised budget approved by the board on February 13, 2017.</p> <p>As of March, 2017, social worker time added consistent with recommendations. Budget for FY 2018 will allocate additional resources consistent with recommendations.</p>	February 13, 2017: Revised FY 17 budget allocates additional resources to fund recommendations.		
d. Continue to follow-up on Program Review of Preschool and Early Childhood Programs, including addressing space constraints due to program growth	<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</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, developed follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review.</p>	<p>November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center</p> <p>March 22: Update the School Board on planning for the Achievement Center.</p>	<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review. 2. Comprehensive facilities plan for all preschool programming, completed in conjunction with District 	

	<p>steps for improving quality of programming and space for program growth; and recommendations for potential next steps.</p>	<p>Preschool facilities planning incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11.</p> <p>From November, 2015, through April, 2016, administration continued to work closely with the Legislature, Ramsey County, and other partners on obtaining funding and support.</p> <p>In October, 2016, the administration informed the YMCA that we will not be able to extend the lease of four classrooms at Birch Lake Elementary because these classrooms will be needed in 2017-18 for our own preschool programming.</p> <p>District application for voluntary preschool funding has been accepted by the State and is contingent on final</p>		<p>comprehensive facility planning process.</p>	
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		approval for 2017-18 and on funding from this Legislative session			
e. Comprehensive Review of Senior Services.	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	<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>Work with the Community has continued through the fall of 2015.</p> <p>An update on the progress of the Community Forums was given to the School</p>	September 26 work-study session: administration provided an update to the School Board on Senior Transportation services,	<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programing and the identification of priorities for action in a one to five year window. 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2015. 3. Successfully partner on behalf of senior citizens with cities, municipalities, the township, and other entities working on behalf of seniors. 	

	<p>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 or in partnership with other entities.</p>	<p>Board at the January 25, 2016 work-study session.</p> <p>A fourth Community Forum was held on February 10, 2016 with forty-four people in attendance. The community members formed action teams around five themes that came from the survey. They are: recreation, transportation, housing, healthcare, and services.</p> <p>Follow up meetings were held on April 6, May 25, August 3, and September 28, 2016.</p> <p>At City Managers/School District Meeting in October, the District and City Managers discussed options for providing long-term support to this initiative.</p> <p>The district presented to the City of White Bear Lake City Council in November, 2016</p>	<p>and the District's role past, present, and future.</p> <p>November 28, 2016: Update to the School Board on Senior Transportation.</p> <p>December 12, 2016: The School Board approved the Senior Transportation Transition Plan.</p> <p>March 6, 2017: Board updated on Community Forum for Seniors event of February 15, 2017.</p>		
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AGENDA ITEM: **Technology Update**

MEETING DATE: **April 24, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Mark Garrison, Director of Technology
and Innovation**

BACKGROUND:

Mark Garrison and colleagues will provide an update on White Bear's technology year thus far with a particular focus on support metrics, current projects and upcoming initiatives.

School Board Presentation - April 24, 2017

Overview

This has been a great year in the Technology Department. Our staff is working well and we have streamlined both our systems and our service to provide better response to all district staff and students.

We continue to improve as measured by the Clarity survey. In comparison to other schools nationally (represented on the “All Technology & Learning” line below) and in Minnesota, we are doing well. Approximately 1 in 4 districts nationally use the Clarity survey. Therefore, we are comparing ourselves with districts across the nation who are motivated to use this instrument to measure the efficacy of technology implementation and support.

The overall CASE score divides results into classroom, access, skills and environment.

- **Classroom** measures: use of the 4C's, digital citizenship, assessment and assistive technology
- **Access** measures: teacher and student technology access at school and at home
- **Skills** measures: foundational, online and multimedia skills
- **Environment** measures: professional learning, beliefs, support and the 3Ps (policies, procedures and practices)

CASE™ Score						
1075 Proficient						
BENCHMARKS	DATE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
All Technology & Learning	As of Apr 6, 2017	1064	979	1180	1129	1083
Minnesota	As of Apr 6, 2017	1057	972	1180	1118	1077
White Bear Lake Area Schools	Jan 1, 2017 to Present	1075 ↗	1001 ↗	1198 ↗	1135 ↗	1076 ↗
CASE™ Score Legend						
Beginning		Emerging	Proficient	Advanced	Exemplary	
800 - 899		900 - 999	1000 - 1099	1100 - 1199	1200 - 1300	

Areas of particular strength

Access to quality technology at home and at school:

- 71% of our students report 1:1 computer access at school compared to 61% across other Minnesota districts.
- 94% of our students have access to a desktop, laptop, or tablet computer at home compared to 89% across other Minnesota districts.

Teacher and student beliefs about the positive impact of technology on learning:

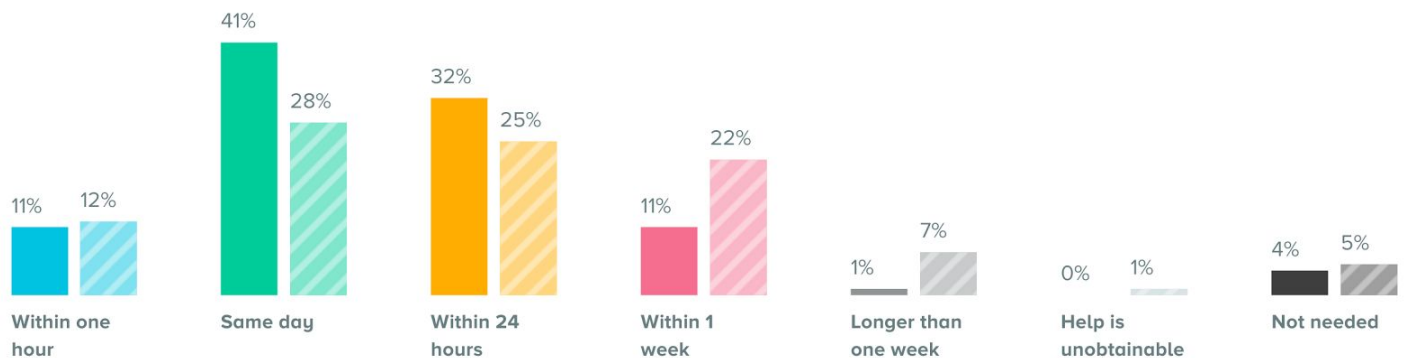
- 80% of our teachers agree that technology use in class can enhance student learning; 16% are neutral and only 4% disagree.

Student-reported frequency of computer use in the classroom:

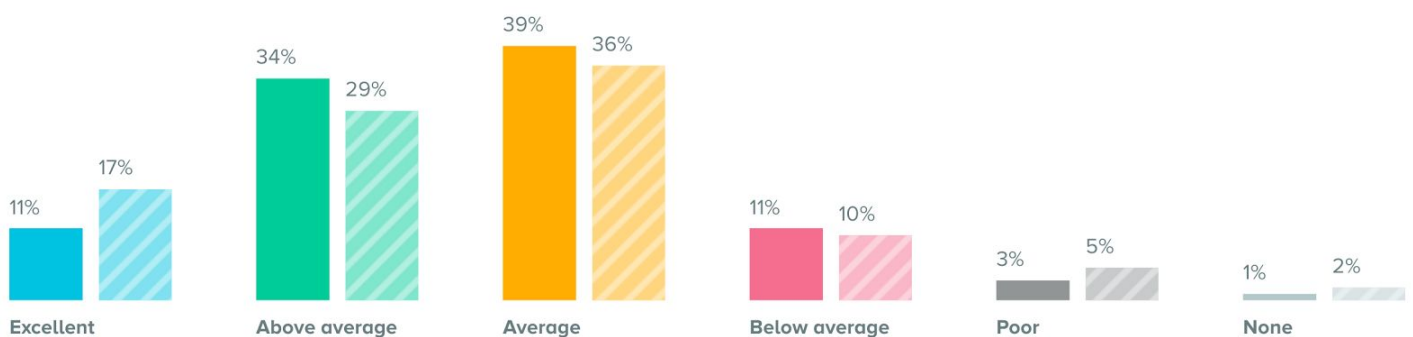
- 87% of our students report use “almost daily” classroom computer use, compared to 61% nationally.

Our staffing model is working well

Tier I technicians provide quick response as our first line of support. Teachers report that 84% of disruptive issues are addressed within 24 hours compared to 65% nationally. In the graphs below, the solid lines reflect White Bear's results while the striped columns reflect the national numbers.



Moreover, 84% of teachers rate the quality of support as excellent, above average or average compared to 82% nationally.



Tier II technicians tackle systemic issues and take on big projects. Current projects include:

- Asset inventory audit of every district computer
- Hardware and software troubleshooting
- Windows 10 implementation
- Flat panel displays installed throughout the district

Digital Learning Specialists are making a positive impact as they individualize teacher support and manage:

- Tech Tips & current technology ideas
- Coordination with other coaches
- Google Expeditions
- Grade level cohorts

Single Sign on

We will launch ClassLink, our single sign on platform, over the coming months. Our implementation time line is:

- April 17, 2017 - ClassLink open to all teachers
- May 1, 2017 - All K-5 student Chromebooks will have ClassLink set as the homepage
- May 8 - ClassLink will be available to all staff
- Fall 2017 - ClassLink will be available for all staff, students, and parents.
All district student Chromebooks will have ClassLink set as the homepage.

Network

We continue to improve network uptime through:

- Multiple Internet Service Providers
- Network duplication
- Backups of all data
- Purchasing a network backup generator
- Conducting a district-wide wifi audit

1:1

Our 1:1 will continue to cover grades 6-12 next year while elementary access will expand.

This year:

- 1:1 Grades 6 - 12
- Shared classroom sets K - 5

Next year:

- 1:1 grades 6 - 12
- Classroom sets in grades 3 - 5
- 2:1 in grades K - 2

Technology Department Update

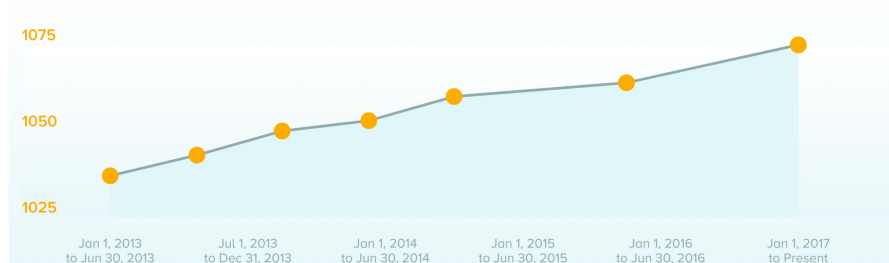
School Board Work Study

April 24, 2017

Technology Survey Data Overview

Trends

Overall  Domains



CASE™ Score Legend

● Beginning 800 - 899 ● Emerging 900 - 999 ● Proficient 1000 - 1099 ● Advanced 1100 - 1199 ● Exemplary 1200 - 1300

National and State Comparison

CASE™ Score

1075 Proficient

BENCHMARKS	DATE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
All Technology & Learning	As of Apr 6, 2017	1064	979	1180	1129	1083
Minnesota	As of Apr 6, 2017	1057	972	1180	1118	1077

Service Agency

Districts

Schools

DISTRICTS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
White Bear Lake Area Schools	Jan 1, 2017 to Present	1075 ↗	1001 ↗	1198 ↗	1135 ↗	1076 ↗

CASE™ Score Legend

● Beginning
800 - 899

● Emerging
900 - 999

● Proficient
1000 - 1099

● Advanced
1100 - 1199

● Exemplary
1200 - 1300

Areas of Strength

Access to quality technology at home and at school

71% of our students report 1:1 computer access at school compared to **61%** across other Minnesota districts.

94% of our students have access to a desktop, laptop, or tablet computer at home compared to **89%** across other Minnesota districts.

Teacher and student beliefs about the positive impact of technology on learning

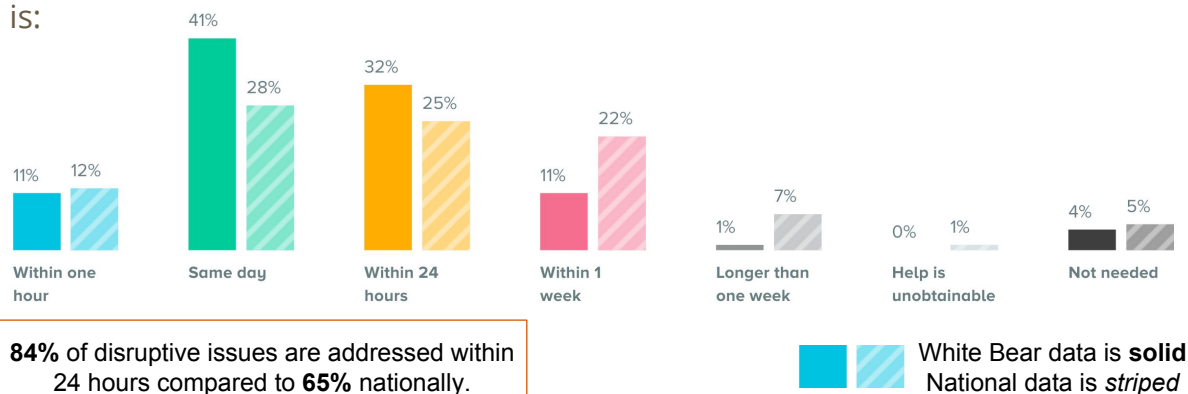
80% of our teachers agree that technology use in class can enhance student learning. **16%** are neutral and only **4%** disagree.

Student-reported frequency of computer use in the classroom

87% of our students report use "almost daily" classroom computer use, compared to **61%** nationally.

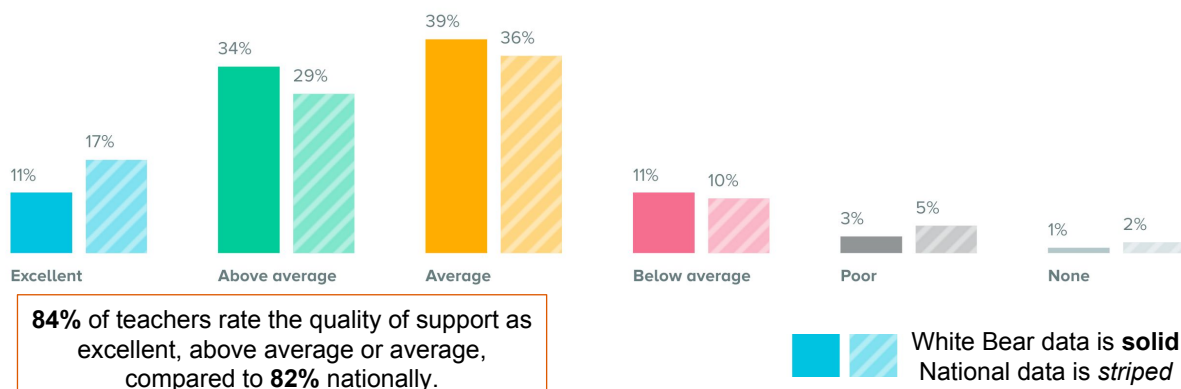
Support Speed: National Comparison

Tier I Technicians provide quick response as our first line of support. Teachers report that the speed of support for problems disrupting instruction is:



Support Quality: National Comparison

Teachers report that the quality of support for problems disrupting instruction is:



Ticket Totals Created and Closed

September, 2015 - March, 2016

4708 Created

4771 Closed*

September, 2016 - March, 2017

5011 Created

4998 Closed



Bear Tech

Service. Innovation. Lifelong Learning.

*Includes some tickets created prior to September 2015.

Tier II

Tier II staff tackle tough, systemic issues and take on big projects.

Current projects include:

Asset inventory audit of every district computer

Windows 10 implementation

Flat panel displays installed throughout the district



Digital Learning Specialists

Individualized teacher support

Current technology ideas

Coordination with other coaches

Grade level cohorts

Google Expeditions

Tech Tips



Teachers report that the quality of support for instructional technology planning is



7% Excellent

31% Above average

42% Average

11% Below average

3% Poor

6% None

Projects: Single Sign On

Single Sign on Timeline

April 17, 2017 - ClassLink open to all teachers

May 1, 2017 - All K-5 student Chromebooks will have ClassLink set as the homepage

May 8 - ClassLink will be available to all staff

Fall 2017 - ClassLink will be available for all staff, students, and parents.

All district student Chromebooks will have ClassLink set as the homepage.



Projects: Network Redundancy

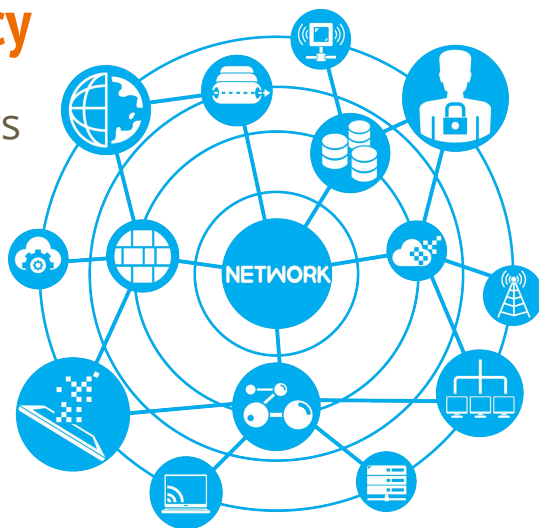
Multiple Internet Service Providers

Network duplication

Backups of all data

Network Backup Generator

District-wide wifi audit



1:1

This year:

1:1 Grades 6 - 12

Shared classroom sets K - 5

Next Year:

1:1 grades 6 - 12

Classroom sets in grades 3 - 5

2:1 in grades K - 2



Technology Department Update

School Board Work Study

April 24, 2017

AGENDA ITEM: **High School Programs Update**

MEETING DATE: **April 24, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

Assistant Superintendent for Teaching and Learning Sara Paul and Secondary Teaching and Learning Coordinator Jill Pearson will provide an update on high school programs that have been added over the past couple of years with emphasis on progress with Career Pathway Programs.

College and Career Readiness High School Updates

School Board Work Study - April 24, 2017

Legislation Background

The World's Best Workforce bill 120B.11, passed in 2013, provides a framework for our college and career readiness efforts at the secondary level. This legislation requires that each district develop a plan to address the following goals:

1. All children are ready for school.
2. All third-grades can read at grade level.
3. All racial and economic achievement gaps are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

At the high school level, our Career Pathway work is central to addressing achievement gaps, career and college readiness, and high school graduation (goals 3-5).

What are Career Pathways?

Courses in our Career Pathways offer students opportunities to learn industry-specific skills that prepare them for careers in high demand areas. Students in our White Bear Lake Area High School Career Pathways courses are involved in engaging, hands-on classroom and field experiences such as internships, connecting with local industry professionals, touring local businesses, and other experiential learning opportunities. In some of these courses, students may earn free college credit and industry-recognized credentials. Students in Career Pathways develop essential skills and experience needed to either enter the workforce directly with a high-paying career or further their education at a two or four year postsecondary institution.

Why should we focus on Career Pathways?

Employers within our own community and employers across the nation, along with researchers, have declared that there is a significant gap between the demands of some sectors of the current labor market and the workforce available to fill those positions. In "Pathways to Prosperity," a comprehensive study out of Harvard University's Graduate School of Education (Symonds, W., Schwartz, R., & Ferguson, R., 2011), researchers assert that the demand for "middle skilled" professionals is exploding. While there is a decline in jobs across the nation for workers with no post-secondary education or occupation certificates, there are more and more "middle skilled" jobs requiring certificates and/or two year degrees. Minnesota's market is reflective of this national trend. According to the National Skills Coalition analysis of The Bureau of Labor Statistics Occupational Employment Statistics by State (May 2015), approximately half of the jobs in Minnesota are classified as "middle skilled," while only about 40% of the workforce is considered middle-skilled, possessing a two year degree and/or occupational credential. Career Pathways are designed to help fill this significant gap in our labor market, preparing a skilled workforce ready to contribute to the local and global economy.

Who and what guides our work?

To inform our work in developing and implementing Career Pathways, we engage in ongoing conversations with area employers, follow the labor market trends, listen to the perspectives of students and their families, as well as engage with politicians. Senator Franken recently held an “Advancing Career Pathways Summit” at St. Paul College, where he spoke to over 300 educators and community leaders about the urgency of closing the “skills gap” in areas such as healthcare, information technology, and manufacturing with training other than, or preceding, a four year degree. The senator plans to introduce legislation that would support partnerships between K-12 schools and local industries.

A key strategy to engage local stakeholders in the development of our pathways has been the formation of our Career Pathways Advisory Council. In March, we held an inaugural meeting where we convened approximately 30 business leaders, postsecondary partners, high school teachers, students, parents, and White Bear Lake Area School District staff. We communicated updates regarding our pathway work, gathered input to inform our programming, and mapped out essential skills such as collaboration and communication skills that employers are looking for in their new employees. We anticipate convening this larger council twice a year.

What is happening now and what will be happening this summer in each of the pathway areas?

Manufacturing

Our manufacturing kick-off event and showcases have drawn in over 500 students and community members to South Campus where visitors have had a chance to tour our manufacturing lab and see the exciting work students are undertaking in our Manufacturing and Applied Engineering and Precision Machining courses. In addition, students in these courses have participated in tours to local manufacturing facilities and career shadows. Our career navigator has worked closely with the Minnesota Department of Labor and Industry to amend manufacturing and Minnesota child labor laws. These changes now make it possible for our high school students who have completed manufacturing coursework to participate in a summer learning experience where they rotate through four area manufacturing companies and get hands-on experience learning the processes and dynamics of working in different manufacturing areas. In addition, through a partnership with Century College, we are introducing students to manufacturing through a digital fabrication lab summer camp at Century and providing an orientation to the manufacturing lab at our high school.

Information Technology (IT)

Increasing the participation of females in the IT pathway has been a goal as we expand the course offerings from one offered this year to three next year. Using data collected from an internal survey about students’ aspirations, strengths, and career interests, we reached out to girls indicating an interest in IT and hosted “lunch and learn” events to inform students about opportunities in the field and our coursework. Fifteen of the 70 students enrolled in an IT course

for next year are girls [20% of the total students registered, compared to 4% (1 of 25) in 2016-17].

Construction

Eleven students have been offered positions in the Summer Trades Academy for 2017. This year, there are two levels of programming - a 5 week introductory program and a more advanced 9 week program. Two of our students were offered placement in the introductory program, while 9 students received an offer to participate in the 9 week program. Students in both programs will experience hands-on training in a variety of construction trades and earn wages during their apprenticeship.

Healthcare

Health Partners has collaborated with our district to develop a summer learning opportunity intended to expose students interested in healthcare to a variety of career fields. Students will travel to different sites within the Health Partners network to learn about diverse areas such as pharmacy, physical therapy, clinic operations, supply chain, and sustainability. These half-day sessions will be spread over six days in June.

Additional Updates

Area Learning Center (ALC) / Century Middle College Pathway

A partnership between the ALC and Century College was recently approved by the Minnesota Department of Education as a Middle College Program. This pathway will allow students to earn a high school diploma while also earning postsecondary credits towards a certificate in welding or medical office technology. This program is designed to serve students in the academic middle - especially low-income, English Language Learners, first generation college students, and/or students of color. In addition, students who participate in the Middle College Pathway will receive additional counseling and academic support at Century College and will be eligible to extend their time enrolled at the ALC as they complete requirements at Century College.

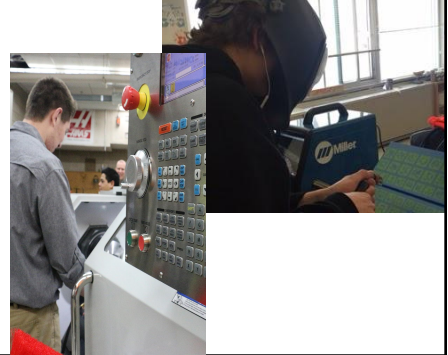
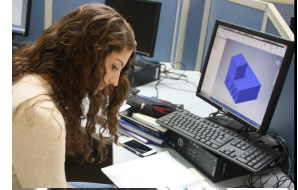
Career and Technical Education Opportunities

Students at South Campus, the ALC, and Transition Education Center (TEC) have the opportunity to take career and technical courses through Northeast Metro Intermediate District 916's Career and Technical Center. Sixty-two 11th and 12th grade students from South Campus, 8 students from the ALC, and 4 TEC students are enrolled in a 916 Career and Technical course this year. The most popular programs with students in our district include Emergency Medical Technician, Cosmetology, Law Enforcement / Criminal Justice, Animal Science, and Education and Human Services.

College & Career Readiness High School Updates

Work Study Meeting
April 24, 2017

White Bear Lake Area Schools



Legislative Framework for College & Career Readiness

The World's Best Workforce bill (120B.11) of 2013

3 Key Secondary Goals

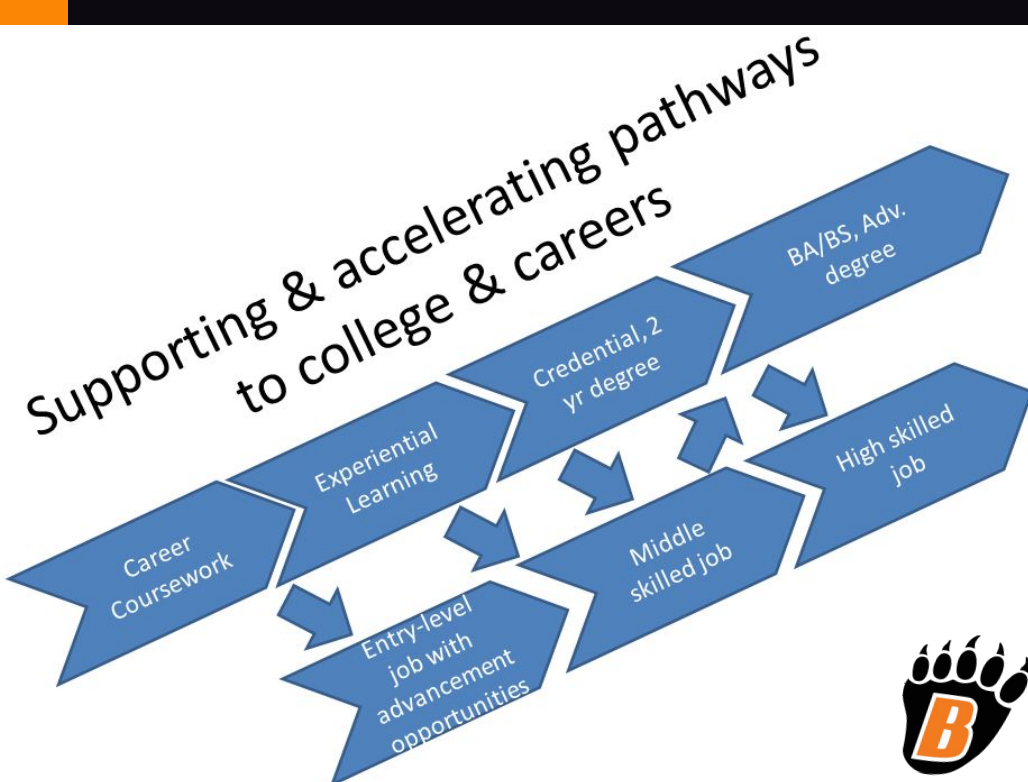
- All racial and economic achievement gaps are closed.
- All students are ready for career and college ready.
- All students graduate from high school.



What are Career Pathways?

- Coursework focusing on industry-specific skills and essential / “soft” skills
- Hands-on, experiential learning opportunities
- Opportunities to gain credentials and/or college credit while in high school
- Connecting students to industry and post-secondary options
- Preparing students to enter the workforce with skills in high-demand areas

White Bear Lake Area Schools



Why Career Pathways?

- Decline in jobs for workers with no post-secondary education or occupational certificates
- Demand for “middle skilled” professionals is exploding

Pathways to Prosperity (Harvard, 2011).



White Bear Lake Area Schools



What Else Guides Our Work?

- Career Pathways Advisory Council
 - businesses
 - organizations
 - post-secondary partners
 - community members, and
 - the White Bear Lake Area School District staff and students
- Regional networking, convening, and technical support through the Greater Twin Cities United Way
- Legislation



Photo credit: Sen. Susan Kent via Twitter
@SusanKentMN

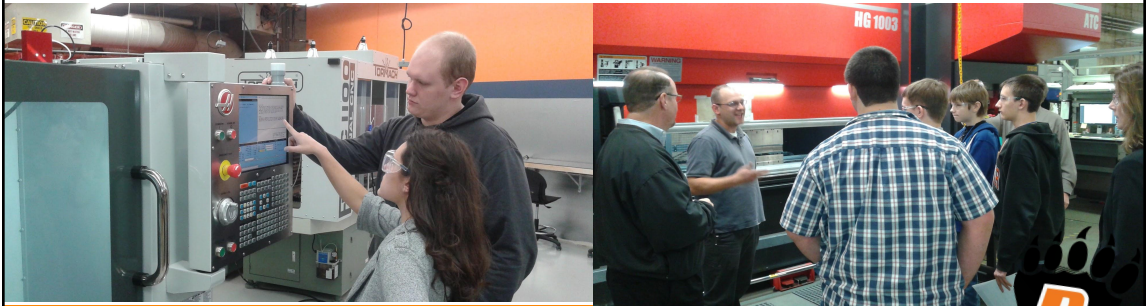
White Bear Lake Area Schools



Manufacturing Pathway

Summer Experiential Learning Program

- 4 week program
- 4 local manufacturing companies
- Learn the manufacturing cycle at each company
- Practice employment skills
- Tour post-secondary programs, other companies



White Bear Lake Area Schools



Information Technology

- Recruitment efforts
- Increased enrollment for 2017-18



White Bear Lake Area High School



Construction Pathway



2017 MN Trades Academy

Introductory Track (2 students)
20 hours/5 weeks

Advanced Track (9 students)
2.5 hours/9 weeks

WBLALC/Century Middle College Pathway

Welding Certificate - 16 Credits

White Bear Lake Area Schools



Health Care Pathway

Summer Learning / Exposure Opportunity

- Health Partners
- 6 half-day sessions

Sustainability	Supply chain	EMS & trauma
IT	Population health	Pharmacy
Research	Physical therapy	Lab
Clinic operations	Health plan (member services, care line, claims, etc.)	Medical Education Simulation Center

White Bear Lake Area Schools



Additional Career & College Readiness Updates

- Intermediate District 916 Career & Technical Center
 - South Campus, ALC, & TEC students
 - EMT
 - Cosmetology
 - Education & Human Services
 - Computer Hardware / Software & Game Design
 - Law Enforcement / Criminal Justice
 - Animal Science
 - and more

White Bear Lake Area High School



AGENDA ITEM: **Update on Project SEARCH**

MEETING DATE: **April 24, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Kathleen Daniels, Director of Student Support Services**
Sara Derby, Supervisor,
Secondary/Transition Education Center

BACKGROUND:

Tonight Sara Derby will present on Project SEARCH and our new partnership with Gillette Children's Specialty Healthcare. Project SEARCH is a one year school to work program for 18-21 year olds students with cognitive or intellectual disabilities that are in their final year of transition services. Selected students will have three work rotations at Gillette Children's Specialty Healthcare to increase their skills needed to obtain competitive and paid employment upon graduation.

Students participating in Project Search will work in a number of departments completing jobs in the areas of clerical, assembly and inventory. All students are interviewed, observed performing work tasks, and selected by a committee with representatives from Gillette Children's Specialty Healthcare, White Bear Lake Area Schools, Ramsey County, Minnesota Department of Education and Vocational Rehabilitation services.



Project Search

*A collaboration with Gillette Children's
Specialty Healthcare.*

What is Project Search?

- Partnership between the White Bear Lake Area Schools and Gillette Children's Specialty Healthcare
- A one year, school to work program for students 18-21 with developmental disabilities
- Selected students will be taught employment skills and rotate through 3 unpaid internships at Gillette Children's Specialty Healthcare

Eligibility

- 18-21 years old
- Last year of school eligibility
- Intellectual/Developmental Cognitive Disability
- Eligible for Vocational Rehabilitation Services
- Appropriate hygiene, social and communication skills
- Ability to take direction and change behavior
- Desire to work!

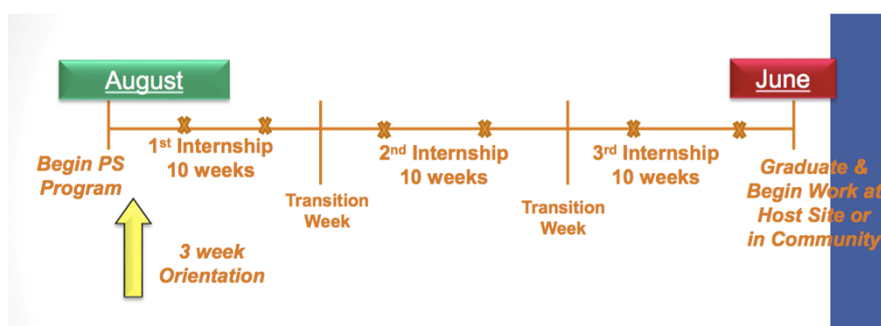
Beginning 2017-18

- Work Coordinator (Emily Norton) and Skills Trainer (Cheryl Bierman) on site daily at Gillette Children's
 - Classroom instruction and internships all takes place at Gillette
- 6 selected students will become interns
 - 8-12 interns in future years
 - Students from WBL or surrounding districts may apply

A Typical Day

Follow the school day & calendar of Transition Plus

- 8:00 am Employment Skills (in class at Gillette)
- 9:00 am Internship Site
- 11:00 am Lunch (eat with co-workers)
- 11:45 am Internship Site
- 1:45 pm Review, Plan, Journaling
- 2:00 pm Depart



Successful Outcome

Upon completing the 1 year internship at
Gillette Children's Specialty Care:

- Obtain competitive employment in an
integrated setting with competitive wages
- Work year-round
 - 16 hours/week or more
 - Minimum wage or higher

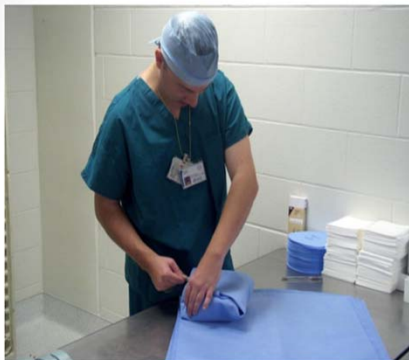
Project Search Partners



Internships

- Working on developing marketable skills
 - Computer skills, filing, filling orders, answering the phone, facing shelves, checking expiration dates, assembly, sorting, inventory, folding, cleaning, etc.
- 4-5 hours a day
- Potential departments:
 - Assitive Technology/Orthotics, Human Resources, Information Technology, Environmental Services, Pediatric ICU

Clinical Sterilization



Emergency Department Technician



 Project | SEARCH



ES Technician I



Human Resources at Atlas Copco



Endoscopy Decontamination at Whipps Cross NHS

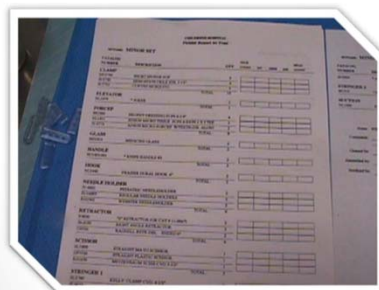


Pharmacy at New York Presbyterian

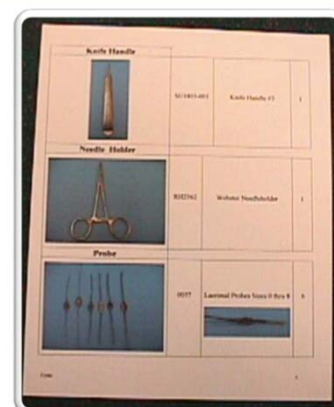


Modify Existing Work Aids

Before = A Pick List



After



Use pictures instead of words!



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Enlarging Print



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Drawer Dividers



Error Proofing:

**Low Tech
Solutions work
Best!**





Overall Goals

- Skill development
- Positive collaboration with a business
- Employment after graduation in an integrated setting with a competitive wage

Project Search History

- Program began at Cincinnati Children's Hospital Medical Center in 1996
- Close to 400 existing sites in over 45 states
- Sites worldwide
 - England, Ireland, Scotland, Wales, Canada, Australia and Holland
- Fidelity Audits
- Data collection for documenting outcomes

Types of Businesses Partnering with Project Search:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Smithsonian Institute • National Institute of Health • Water and Power • Lottery • Banking & Insurance • Universities • Zoos and parks | <ul style="list-style-type: none"> • Retirement Communities • Retail • Law Enforcement & Courthouses • McConnell Air Force Base • Manufacturing |
|--|--|

Employment Outcomes

- Class 2014-15
 - 75.5% of graduates employed worldwide
 - 80% USA
 - 33% of graduates employed by host site, 67% employed elsewhere in the community
 - Average wage of graduates: \$9.61
 - Average hours worked: 25.4/week

WBL & Gillette Timeline

- Information Night
 - Feb 28th, 2017
- Student Interview and Skills Day
 - April 17, 2017
- Selected Students get Offers
 - April 24, 2017
- Kick off Celebration During Disability Awareness Month
 - October 2017

Project Search Philosophy

- *People with disabilities have the right to choose a path toward education and employment. However, while freedom of choice is given, the right to work is earned. Earning the right to work is dependent upon the student's preparation.*

— Stephen Simon, *ADA Quarterly*, Fall 1998

