

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

November 25, 2013

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: November 12, 2013

A work-study session of the White Bear Lake Area School Board will be held on **Monday, November 25**, 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. Karner Blue Education Center (Intermediate School District 916, Connie Hayes) 5:30 p.m.
2. Strategic Plan Updates 6:00 p.m.
 - a. Middle School Program Review
 - b. High School Program Review
3. High School Curriculum Changes for 2014-15 6:45 p.m.
4. Update on Planning for Orchestra 7:00 p.m.
5. Negotiation Study Session 7:30 p.m.

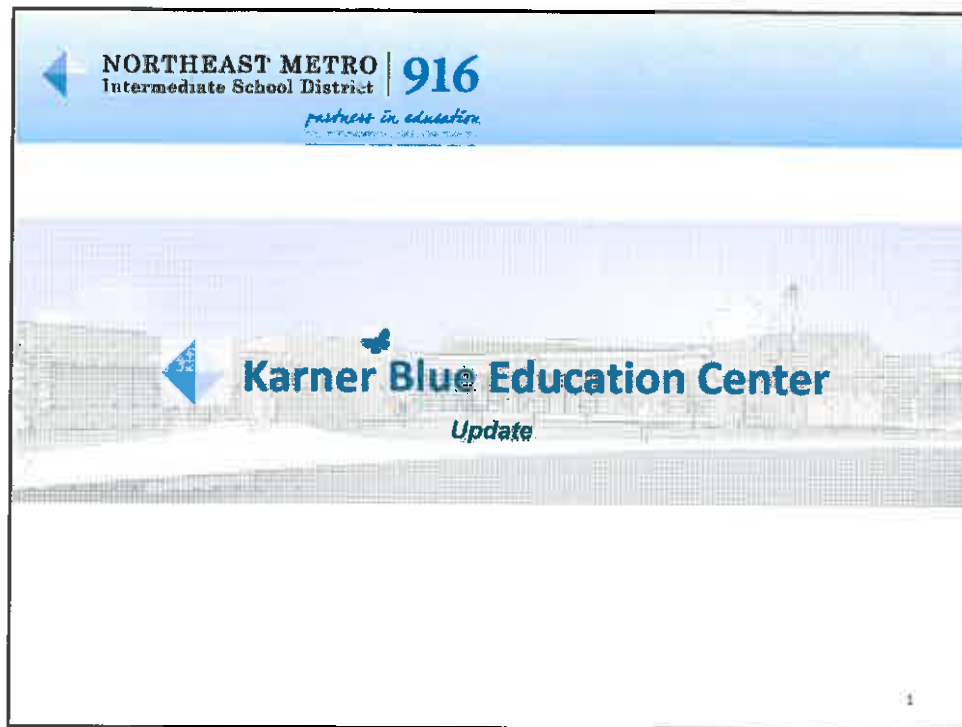
C. ADJOURNMENT 8:00 p.m.


<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: **Karner Blue Education Center**
MEETING DATE: **November 25, 2013**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

BACKGROUND:

Connie Hayes, Superintendent of Intermediate School District 916, will present information on the Karner Blue Education Center. We are a member of the Intermediate School District, so this is a project jointly funded by White Bear Lake Area Schools and the other member districts.





Northeast Metro 916 Facilities Plan

Plan Summary

- Build a consolidated K-8 facility in the NW part of district
- Build a consolidated K-8 facility in the SE part of the district
- Improve the high school facility – Capitol View Center

Progress on Plan


- Karner Blue Education Center to open Fall 2014
- Land for the SE building being considered now
- Legislative help to unblock work at CVC being sought

New member spreads cost across 11 districts rather than 10
We have a new member! Forest Lake has rejoined 916.

Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

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KB Milestones


Milestones

- April 29: Earthwork and steel bid pack I
- May 24: Bid pack II
- June 19: Ground breaking
- November 12: Building nearly enclosed
- August 2014: School open, Oneka and Otter Lake closed

Mission

Northeast Metro Intermediate School District 91C responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

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KB Program Summary + Milestones

Program Summary

- Building capacity: 120-130 students
- Students moving to Karner Blue: 80
- Capacity for new students: 40-50
- Serving students with ASD, EBD and DCD

Mission

Northeast Metro Intermediate School District 91S responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

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White Bear Lake + Northeast Metro 916

Level IV

- 38 Level IV students from White Bear Lake currently attend Northeast Metro 916 programs
- 13 of those students are currently enrolled in Northeast Metro 916 K-8 programs
- 12 of those students would be identified as Karner Blue students for the 2014-2015 school year



Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

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Designing Karner Blue

- B|W|B|R has experience designing mental health facilities and schools
- Brought together staff, industry experts, and partnered closely with member districts
- Outcome:
 - Design features found in mental health treatment centers
 - Nature theme with place-based and compassionate school philosophies
 - Intentional school identity to create community



Karner Blue Education Center

Roots to grow. Wings to fly.

B|W|B|R
 Northeast Metro 916 School
 Design Spectrum Overview
 August 12, 2013

	Success/Content	Durability	Safety/Security	Design/Meeting	Learning	Family-Friendly	Construction
Traditional Hospital A purpose-built facility designed specifically for the safe and treatment of patients with serious medical illness.							
Northeast Metro 916 School A public education facility designed specifically for the unique needs of children, youth and adults with a variety of needs.	916	916	916	916	916	916	916
Elementary School A public education facility designed specifically for the education of children, youth and adults with a variety of needs.							

Success/Content

For students with a variety of needs, the school is designed to provide a safe and secure environment for learning.

Content is designed to meet the needs of students with a variety of needs.

Staff are trained to provide a safe and secure environment for learning.

Durability

The school is designed to provide a safe and secure environment for learning.

Content is designed to meet the needs of students with a variety of needs.

Staff are trained to provide a safe and secure environment for learning.

Students and school districts with innovation, quality and trusted experience.

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Exterior

Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

◀

Interior




Mission

Northeast Metro Intermediate School District #16 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

◀

Interior



Northeast Metro Intermediate School District #16 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

← Interior



Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality, and trusted experience.

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NORTHEAST METRO
Intermediate School District

916

partners in education

Connie Hayes
Superintendent

Val Rae Boe
Manager

Dan Naidicz
Director of Special Education

Northeast Metro 916 Intermediate School District

Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.

AGENDA ITEM: **Middle School Program Review**
MEETING DATE: **November 25, 2013**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

BACKGROUND:

Principals of Sunrise Middle School and Central Middle School, Dr. McDowell and Dr. Schmidt, will present information on the middle school program review.

We received a lengthy presentation from the principals at our October work-study session; since then the proposal has been reviewed with staff, parents, and the Community Curriculum Advisory Committee (CCAC).

Middle School Course Proposals for Design/Technology



***Designing world-class
opportunities for our students***

Background and Context

- **Middle school improvements**
 - World Language
 - Project Lead the Way (PLTW)
 - International Baccalaureate
- **Further refining our programming**
 - Project Lead the Way
 - Balanced course options

6th Grade

Current Design/Technology Courses

- 1 quarter FACS course
- 1 quarter Computer 6 course

Proposal

- Maintain the quarter FACS course
- Embed computer skills in a PLTW quarter course
 - Design & Modeling I

Rationale

- Increasingly, students are entering middle school with experience using computer applications in elementary school
- Strengthen articulation of PLTW program, offering a 3-year progression in grades 6-8
- Maintain instruction of computer skills while embedding them within a Design and Modeling course to increase understanding of real-world application

7th Grade

Current

- Design & Modeling I semester course, every other day
- 15 hours of design cycle integration into 7th grade health course

Proposal

- Design & Modeling II semester course, every other day
- Maintain 15 hours of design cycle integration in 7th grade health course

Rationale

- Design and Modeling II will build upon Design and Modeling I, allowing the middle schools to deliver the entire Design & Modeling curriculum over 6th and 7th grade.
- This is only partially covered currently due to time constraints.

8th Grade

Current:

- **Elective group**
 - Choir, Band, FACS, Manufacturing Ed
- **Semester, every other day**
 - Visual Art, Automation and Robotics
- **Scheduling Issue:**
 - Students electing music are not fulfilling design cycle hour requirements for the IB MYP; students electing FACS or Manufacturing are not meeting the arts hours requirement

Proposal:

- Cluster electives into arts and design/technology options

Proposed Elective Cluster Options

Arts - Students choose 1 (full year, every other day)	Design - Students choose 1 (full year, every other day)
<ul style="list-style-type: none"> ● Choir ● Band ● Visual Art 	<ul style="list-style-type: none"> ● FACS ● Manufacturing ● Automation & Robotics (PLTW) ● Visual Media Design* (<i>new course</i>)

Rationale:

The proposed clusters ensure students will meet the IB MYP requirements in both the arts and design.

Rationale for Visual Media Design

- Allows music students to elect to engage in a visual arts/design course while fulfilling MYP requirements for design
- Meets a wide variety of student interests
- Strengthens articulation of a rigorous design progression from 6th grade to high school
- Strengthens articulation of a visual arts progression, offering more students the opportunity to take visual art in grades 6-8
- World-class, 21st century opportunities and elective options that will set WBL's middle school offerings apart from area districts

Net Effects for Students

- Net gain in PLTW opportunities
 - Students continue to take two required PLTW courses.
 - Students may elect to choose to take a third PLTW course.
- Net gain in arts opportunities
 - Students will have the option of taking the equivalent of a semester (full year, every other day) of Visual Art 8 and the equivalent of a semester of Visual Media Design.
 - Students will have the opportunity to engage in a greater depth and breadth of visual arts, allowing them the opportunity to take the equivalent of a full year of visual arts.

Other Effects

Staffing Effects - Neutral

- 0.6 FTE shift from the Business Ed. department to the Technology department
- Other staffing shifts will depend upon enrollment

Budget Effects - Neutral

- District allocation of technology funds for multimedia devices and software

Curriculum Effects - Net Gain

- Progression of arts and design strengthened 6th-8th
- Opportunity to strengthen curriculum alignment from elementary through middle school

AGENDA ITEM: **High School Program Review**
MEETING DATE: **November 25, 2013**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

BACKGROUND:

Principals of White Bear High School South Campus and North Campus, Mr. Wald and Mr. Bosch, will present information on the high school program review.

Since the presentation to the School Board at work-study sessions in August and September, the options under consideration have been modified based on feedback from staff, students, and parents. A presentation was also made to the Community Curriculum Advisory Committee.

White Bear Lake Area High School: 6 Period Day and Schedule Flexibility

DRAFT

To be presented to:

High School Staff Input Sessions- November 14, November 21, and November 22, 2013

Community Curriculum Advisory Committee -November 14, 2013

Student Focus Group - November 19, 2013

South Campus Listening Group - November 21, 2013

North Campus Listening Group - November 22, 2013

School Board Work Study Session - November 25, 2013

Submitted for Consideration by

Don Bosch, North Campus Principal

Tim Wald, South Campus Principal

History

White Bear Lake Area High School switched from a four period, seven credit day to a six period day in the fall of 2009. The benefits of this schedule included increasing the amount of instructional time for each course by 23% and doubling the number of contact days for each course. A challenge in implementing the new schedule was a reduction of space in student schedules for elective opportunities in both enrichment and college prep courses. The requirements in health and physical education were reduced from one credit in health and one credit in physical education to 1.5 credits in health and physical education combined. Further, university admissions offices communicate the importance of world language study, leading a high percentage of students to invest elective credits in world languages. Students who study four years of languages and are committed to experiences in choir and band or engineering are unable to fit all of their requirements into the scheduled school day and have had to take two classes outside of the school day to meet local requirements for graduation.

As the 6 period day was first implemented in the fall of 2009, the class of 2013 was the first group of students who experienced the six period day schedule throughout their high school experience. We completed a high school program review in the spring of 2013 in which students, parents, and staff participated.

Stakeholder input

A high school program review survey was administered during the 2012/13 school year. The feedback from students, parents, and staff was excellent in most areas with over 95% of the students and parents reporting the two high school campuses have a positive and welcoming atmosphere, and noting that staff treat students and parents with courtesy and respect. Approximately 90% of the parents and students indicated satisfaction with the variety of course offerings. While stakeholders indicated a satisfaction with the variety and quality of course offerings approximately 25% indicated the schedule did not allow them flexibility to take the courses they wish to take. Indeed, it has been our experience working with families during the past four years that this has been a problem for some.

Additional Credit Opportunities – enrollment

With the adoption of the 6 Period Day we developed multiple ways for students to earn credit above and beyond the school day. This was a necessity for students wishing to take four years of core classes and who were also enrolled in music and world language courses all four years.

For the 2013/14 school year there are multiple ways in which students can earn credit beyond

the six credits earned during the school day. Currently the options are:

1. **Summer hybrid course** to complete the PE/Health required 11th grade course (48 students)
2. **Summer Apex courses** in American Government, Economics, and elective Health (101)
3. **Zero hour courses** in American Government, Economics, and the PE/Health required 11 grade course (52)
4. **Apex courses during the school year** in Health elective, American Government, and Economics (23)

189 - Students enrolled in one or more courses outside the school day (summer, zero hour, Apex). Total enrollment is 225.

- 149 - Students enrolled in summer initial credit courses
- 52 - students enrolled in Zero Hour courses
- 23- students enrolled in Apex courses currently
- 36 students enrolled in more than one extra course

Reasons students access additional credit opportunities

When reviewing the schedules of the 189 students enrolled in additional credit opportunity courses we found a variety of reasons students accessed these courses:

1. To access high-priority elective, including:
 - World language, music, Project Lead the Way
 - Career and Technical Center at 916/Century College
 - Pursue interests or explore a new elective area
2. Credit deficient - for a variety of reasons

State and Local Graduation Requirements

When studying options for increasing student flexibility in our current schedule we recognized limits related to state requirements for graduation. Like most school districts, we meet but do not exceed the state requirements in most academic areas. The exception to this is in the area of physical education and health education where our combined requirements of 1.5 credits are greater than the state requirements. Further, in the area of the arts, our graduation requirements are at the minimum interpretation of state statute.

Comparing our requirements to 19 metro or out-state large school districts with similar enrollment and similar daily course schedules, we noted that our graduation requirements are similar to nearly all school districts in most academic areas but we are discrepant from other school districts in two academic areas. We require more credits in health and physical education and fewer credits in the arts than most districts.

Sample Schedule - current

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
9th Grade	Geog .5 H/PE .5	Lang Arts 1	Physical Sci 1	Math 1	Elective 1	Elective 1
10th Grade	US History 1	Lang Arts 1	Biology 1	Math 1	Elective 1	Elective 1
11th Grade	World History 1	Lang Arts 1	Chem or Phys 1	Math 1	H/PE .5 Elective .5	Elective 1
12th Grade	Government .5 Economics .5	Lang Arts 1	H or PE Elective .5* Elective .5	Elective 1	Elective 1	Elective 1

*may be taken any time in grades 9 –12

** .5 elective must be in the arts

The importance of Health, Physical Education and the Arts in schools

We have strong programs and a long history of support for quality physical education and health education programs as well as programs in the arts. It is our belief that increased exercise in *physical education* positively impacts students' physical, psychological, and academic well-being. In the area of health education, students benefit from research-based messages to help them build knowledge, skills, and positive attitudes about health. Quality *health education* programs motivate students to improve and maintain their health, prevent disease, and reduce risky behaviors. Quality programs in *the arts* teach a specific set of skills rarely addressed elsewhere in the curriculum. All three of these academic areas are critical in a comprehensive high school experience.

Two Proposals

The goal of this review was to identify potential solutions to increase flexibility for students without sacrificing quality of programming. We have identified two viable options:

Option 1: Maintain current requirements of .5 cr in Health, .5 cr in PE; additional .5 cr in H or PE (1.5 credit with increased flexibility in alternate course delivery)

In this option we would maintain our current requirements and offer new strategies to earn credit outside of the six credit schedule. Students will earn a minimum of .5 credit in physical education and a minimum of .5 credit in health and can choose whether to pursue the final .5 credit requirement in either health or physical education.

Content Area	Required Credits
Language Arts	4
Math	3
Science	3
Social Studies	3.5
Physical Education	.5
Health	.5
Health or PE Elective	.5
Arts	.5
Electives	6.5
TOTAL	22

Alternative delivery options for plan 1

1. **Earn .5 cr over the span of a year in a hybrid H/PE course**. Students would take this course in addition to their six classes. The course would meet twice during the month for 30 minutes during the school day. The majority of the coursework would occur online. Other content areas may be able

to offer the same delivery method.

2. **Complete an independent study in gr 11 H/PE.** Students would meet with teachers before or after school and complete an independent study version of the course and successfully complete an independently provided CPR course.

3. **Apply for a waiver for the elective in H or PE.** Students who are taking a rigorous course load may request a waiver from the elective Health or PE by submitting a health and fitness plan for approval by the principal or designee.

4. **Zero hour course offerings** will remain as an option in a variety of half credit courses that meet graduation requirements (may include H/PE gr 11, Economics, Government, Creative or College Writing)

*students could access up to two of the above options after 10th grade.

Notes regarding option 1

Option 1 maintains our current offerings in Physical Education and Health while increasing opportunities for students to complete courses via alternate delivery methods. These alternative credit options allow us to eliminate summer school courses for initial credit. A drawback to this model is it requires world language/music students to still complete two courses beyond the six period school day.

Impact on current programming

Because this option does not change requirements there should be no significant change in course enrollment that would impact programming.

Implementation plan

This plan could be implemented for the Class of 2015 and beyond. Some students in the Class of 2015 may have already met requirements through our current additional credit options.

Option 2: .5 cr each in PE, Health, the Arts; with .5 elective requirement in one of the areas

(1.5 credit, increases flexibility by allowing students to meet .5 elective requirement in any one of the three areas)

In this option we would maintain our current minimum requirements in health, physical education and the arts, but would increase flexibility by permitting students to fulfill the final .5 credit requirement in either health, physical education, or the arts.

Content Area	Required Credits
Language Arts	4
Math	3
Science	3
Social Studies	3.5
Physical Education	.5
Health	.5
Arts	.5
Additional Elective in Health, Phy Ed or the Arts	.5
Electives	6.5
TOTAL	22

Alternative delivery options

The proposal will still leave some students looking to meet .5 credit outside the school day. This is especially true of juniors and seniors who are taking full-year classes in math, language arts, social studies, science, world language, and music.

1. **Earn .5 credit over the span of a year in a hybrid H/PE course**. Students would take this course in addition to their six classes. The course would meet twice during the month for 30 minutes during the school day. The majority of the coursework would occur online. Other content areas may be able to offer the same delivery method.

2. **Complete an independent study for grade 11 H/PE**. Students would meet with teachers before or after school and complete an independent study version of the course and successfully complete an independently provided CPR course.

3. **Zero course offerings** will remain as an option in a variety of half credit courses that meet graduation requirements (may include H/PE gr 11, Economics, Government, Creative or College Writing)

*students could access one of the above options after 10th grade.

Notes regarding option 2

Option 2 maintains our current minimum requirements in physical Education and health while allowing students to take the final .5 credit from a wider variety of courses. By increasing the flexibility to fulfill the third .5 credit requirement in the arts, this actually creates flexibility for students. For example, music and world language students will have met the final .5 credit in their music class.

Like option 1, this option provides creative opportunities for students to complete courses via alternate delivery methods. These alternative delivery methods allow us to eliminate summer school courses for initial credit. It will reduce pressure for music and world language students to take multiple courses outside the school day. Still, these students may need to access one .5 credit course outside of the school day. A drawback to this model is it may result in decreased enrollment in elective physical education and health courses and still requires some students to take .5 credit outside the school day.

Impact on current programming

It should be noted that this proposal will likely have impact on current enrollment in physical education, health, and electives in the arts. Currently approximately 100 students/grade will meet the third ½ credit requirement in music. While these students may not choose to take an elective in PE and Health, the loss of enrollment may be balanced by the number of students who currently take summer courses to meet the requirements. We anticipate mild enrollment impact in the three areas.

Implementation plan

The credit requirement in this plan could be implemented for the Class of 2016 and beyond. The alternate delivery options could be implemented for Class of 2015 and beyond.

Additional options the team considered

1. Embedding Health requirements to be taught by health educators through pull-out lessons (-ie- Minnetonka). We made a site visit to Minnetonka and learned about their program. While they are happy with their delivery model we noted they offer no electives in Health.
2. Reducing requirements to .5 Health and .5 PE. As described above, the benefits of Physical Education and Health, as well as opportunities rooted in the arts play an important role in the physical, psychological, and academic development of our students.
3. Leaving requirements as they are. We recognize that the challenges students face in her current schedule indicated a change is needed for the benefit of our students

The following courses meet the arts requirement

Art	AP Art History	Introduction to Music Theory
Design	FACS	AP Music Theory
Drawing & Painting 1/2	Fashion Design & Sewing	Physical Education
Sculpture 1/2	Housing and Interior Design	World of Dance
Film Production 1/2	Language Arts	Technology Education
Photojournalism	Theater Arts	Digital Photography
Senior Studio Art	Music	Graphic Arts 1/2
Ceramics 1/2	Choir	Advanced Graphic Arts
AP Studio Art	Band	Introduction to Engineering Design (PLTW)

AGENDA ITEM: **High School Curriculum Changes for 2014-15**

MEETING DATE: **November 25, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

Lisa Switzer will present information on the high school curriculum changes for 2014-15. This was first presented at the October work-study session, and to the Community Curriculum Advisory Committee (CCAC). Some revisions and clarifications in the rationale statements have been made based on feedback received.

BACKGROUND:

The following are the new course proposals and course title changes for the 2013-2014 school year.

Preliminary groundwork has been laid for consideration of the following course additions/deletions/name changes. Approval will be requested at the December School Board meeting.				
New Courses				
Department	Course Title	Term	Grade Level	Rationale
World Language	Spanish Conversation and Culture	semester	11-12	Students have expressed that as seniors they would like to continue in Spanish courses but do not have room for a full credit or for the rigor of another CIS course.
World Language	Chinese Level 3	Full year	10- 12	Fulfillment of the World Language Department articulation changes since the addition of WL in the middle schools in 2008/2009 school year. The high school is doing further research into the possibility of CIS 1001.
World Language	CIS German 1004	Full year	12	This request allows for the full year of German 1004, similar to French and Spanish. This is a continuation of the World Language Department articulation changes since the addition of WL in the middle schools in 2008/2009 school year.
Science	AP Chemistry with Biochemistry	Full year	12	The AP Chemistry course is designed to be a second year chemistry course. The College Board recommends that students have a general Chemistry course prior to taking AP Chemistry. Students who might access this course place a high value on earning college credit their senior year.
Deletions				
Department	Course Title	Term	Grade Level	Rationale
Science	Honors Biochemistry	Full year	11-12	Enrollment in Biochemistry has declined in recent years. We have only offered one section and enrollment has been 20 or less students for the last three years. We believe that the proposed AP Chemistry with Biochemistry class offering will be a more attractive option for students.

Changes				
Department	Course Title	Length	Grade	Rationale
Physical Education	Bears Weights and Lifetime Activities	full/sem option	10-12	This is a name change from Bears Weights 2. The modified new curriculum is an in-depth approach designed to teach beyond the basics of strength training. The class will introduce many modalities of strength training, fitness, and lifelong wellness and sport. The proposed changes made to the Bears Weights curriculum will meet the National Standards including the highly valued standards 5 & 6. <i>(Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction).</i>
Art	Multimedia Arts & Design	semester	9-12	The current course title of "Design" is confused with other courses offered in the registration catalogue. While the course will continue to teach graphic design, fashion design, and architectural design, the integration of technology and professional grade materials is represented in this course title.
Art	Movie Production/ Movie Production 2	semester	9-10/ 11-12	The current course title(s) of Film Production garners an antiquated view on movie making. This is a return to the original course title.
Art	Photography Apps and Applications	semester	11-12	The current course title of Photojournalism is not an accurate depiction of the current and ever changing content. The course must add an update to represent the millions of photographers who carry a phone and camera on them at all times. While the course will continue to teach Digital Single-Lens Reflex (DSLR), fine art, and photojournalism approaches, it will add social media to the changing landscapes in which photography is utilized.
Art	Sculpture 2	semester	10-12	This change request, adds the offering for 10 th grade. There has been an increased registration and interest over the last 4 school years in Sculpture 1. 2010-2011- two sections 2011-2012 & 2012-2013 - four sections 2013-2014 -five sections In addition, multiple students request independent study (sculpture/clay) or to retake Sculpture 1 at North Campus.
Art	AP Art History	semester	11-12	This request is a course length change from full year to semester. AP Art History has been an option for students to fulfill their arts requirement. However, many students have difficulty fitting the full year commitment into their schedule. Due to a redesign of the course (limiting the images from 500+ to 250) by the AP Board just weeks ago, it is now possible to teach the course in a semester time frame.

RECOMMENDATION: This item will be placed on the October 28, 2013 Work Study agenda. This item will be placed on the December 9, 2013 Board agenda as an action item.

AGENDA ITEM: **Update on Planning for Orchestra**

MEETING DATE: **November 25, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**
Lisa Switzer, Curriculum & Program Coordinator

BACKGROUND:

Shannon Anderson, Jeremy Rockford, Lisa Switzer, and Dr. Lovett will provide an update on planning for Orchestra. This topic was extensively presented and discussed last fall, and most recently at a work-study session on January 7, 2013. We have attached materials from the January meeting.

AGENDA ITEM: **Orchestra Proposal**
MEETING DATE: **January 7, 2013**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Michael Lovett, Superintendent**
David Law, Assistant Superintendent

BACKGROUND:

This year's School Board/Superintendent Goal 5 provides that we "*develop plans for a String Orchestra Program with the first phase programming beginning in the 2013-14 School Year.*"

At our September Work Study Session, Curriculum & Program Development Coordinator Lisa Switzer, and high school band teachers Shannon Anderson and Jeremy Rockford presented a proposed timeline for an orchestra planning committee.

At our October Work Study Session, Lisa Switzer and Shannon Anderson provided a progress update to the School Board.

At our November Work Study Session, Shannon Anderson, Jeremy Rockford and Lisa Switzer presented initial recommendations for consideration.

Tonight Shannon Anderson, Jeremy Rockford and Lisa Switzer will present revised recommendations based on School Board questions regarding both short term and long term financial feasibility.

HISTORY OF ORCHESTRA RECOMMENDATION

- 2011 - 2012 - Preliminary work led by WBL music department
 - March 2012- Initial discussions with music department, Superintendent and Principals
 - September 13, 2012 - orchestra discussion
 - September 20, 2012 - meeting with GTCYS fine art director, U of M fine arts director and University of MN conductor.
 - September 24, 2012 - Initial presentation to School Board
 - September 27, 2012 - initial orchestra planning committee meeting
 - September 28, 2012 - meeting with Nancy Wiessner; Fine Arts Director in South Washington County School District 833
 - October 8, 2012 – Orchestra planning committee meeting to organize initial recommendations
 - October 22, 2012 - Update to School Board October 22, 2012
 - November 5, 2012 - final orchestra planning committee meeting
 - November 26, 2012 - Preliminary recommendations to School Board
 - January 7, 2013 – Revised recommendations to School Board
 - January 14, 2013 - Administrative recommendations for School Board approval
 - January 2012 - Begin implementation as approved by School Board
 - September 2013 - Orchestra program begins as approved by School Board
-

ORCHESTRA PLANNING COMMITTEE

Shannon Anderson.....Music, WBLAHS, South Campus; Secondary Curriculum Leader
Jeremy Rockford.....Music, WBLAHS, North Campus
Mike Snell.....Music, Sunrise Park Middle School
Marie Dymit.....Music, WBLAHS, South Campus
Jennifer Gere.....Music, Sunrise and Central Middle
Kristin Kusche.....Music, Central Middle School
Dan Gullick.....Music, Birch Lake/Hugo; Elementary Curriculum Leader
Scott Keen.....Music, Willow Lane/Matoska
Mike Mason.....Parent, band boosters
Robert McDowell.....Administrator, Sunrise Park Middle School
Noel Schmidt.....Administrator, Central Middle School; department administrative liaison
David Law.....Assistant Superintendent
Peter Wilcoxon Sr.....Executive Director of Business Services
Lisa Switzer.....Curriculum and Program Development Coordinator

CHARGE OF THE COMMITTEE

The goal of the review committee is to ensure an excellent music experience in White Bear Lake Area Schools by complementing band, choir and general music with orchestra.

RECOMMENDATION FOR ORCHESTRA

❖ **Begin the orchestra program in 6th grade in 2013-14**

- Offer an after-school opportunity for 7-12 ensemble.
- Build capacity at elementary level in partnership with MacPhail.

❖ **Add high school offerings in 2016-2017**

Each year through 2015 we would add a grade level at the middle school. North Campus would add an orchestra program in 2016. South Campus would begin orchestra in 2018.

❖ **Re-evaluate start of orchestra in 6th grade vs. elementary**

- Younger children have an *easier time holding* string instruments.
- *Bowing and fingering* is more natural for younger students.

❖ **High School orchestra scheduling consideration:**

Orchestra registration at the high school level is a string only offering. Brass, percussion and woodwind students register for Band. Orchestra and the top band scheduled the same hour to allow for large orchestral instrumentation.

FINANCIAL CONSIDERATIONS OF ORCHESTRA

- Instructor
- Instruments and Instructional Materials
- Facilities

INSTRUCTOR

- Additional students in our current grades 4 and 5 will require additional staffing with or without the addition of orchestra.
- Therefore a decision to add orchestra would require only a minor increase in staffing. We anticipate by year three of implementation, staffing would be cost-neutral.

INSTRUMENTS AND INSTRUCTIONAL MATERIALS INCREMENTAL PLAN

CENTRAL AND SUNRISE MIDDLE SCHOOLS		
2013-14	2014-15	2015-16
1 section at Central 1 section at Sunrise Instruments needed: <ul style="list-style-type: none"> • 12 violas - 12 cellos - 8 basses (total for both middle schools) Other needs: <ul style="list-style-type: none"> • 20 library songs • Complete set of year one method/ technique books • Repair and maintenance budget • 2 cello, 2 bass and 2 violin/viola mobile racks 	2 sections at Central 2 sections at Sunrise Instruments needed: <ul style="list-style-type: none"> • 12 violas - 12 cellos - 8 basses (total for both middle schools) Other needs: <ul style="list-style-type: none"> • 40 library songs • Complete set of two year method/ technique books • Repair and maintenance budget • cello, bass, violin/viola mobile racks mobile racks 	3 sections at Central 3 sections at Sunrise Instruments needed: <ul style="list-style-type: none"> • 12 violas - 12 cellos - 8 basses (total for both middle schools) Other needs: <ul style="list-style-type: none"> • 60 library songs • Complete set of method/ technique books • Repair and maintenance budget • cello, bass, violin/viola mobile racks mobile racks

North Campus added	
2016-17	2017-18
3 sections at Central 3 sections at Sunrise 2 sections at North Instruments needed: <ul style="list-style-type: none"> • 12 violas - 12 cellos - 8 basses (at North Campus) Other needs: <ul style="list-style-type: none"> • 80 library songs • Complete set of high school method/ technique books • Repair and maintenance budget • cello, bass and violin/viola mobile racks 	4 sections at Central 4 sections at Sunrise 3 sections at North Instruments needed: <ul style="list-style-type: none"> • 6 violas - 6 cellos - 4 basses (at North Campus) Other needs: <ul style="list-style-type: none"> • 100 library songs • Complete set of high school method/ technique books • Repair and maintenance budget • cello, bass and violin/viola mobile racks

South Campus added
2018-19
4 sections at Central 4 sections at Sunrise 3 sections at North 2 sections at South Campus Instruments needed: <ul style="list-style-type: none"> • 12 violas - 12 cellos - 8 basses (at South Campus) Other needs: <ul style="list-style-type: none"> • 120 library songs • Complete set of high school technique books 3.0 • Repair and maintenance budget • cello, bass and violin/viola mobile racks

FACILITIES

CENTRAL AND SUNRISE MIDDLE SCHOOLS		
2013-14	2014-15/2015-16	
Central Middle School <ul style="list-style-type: none"> • Reallocate space • Choir room used for orchestra one period • Reconfigure Storage Space Sunrise Middle School <ul style="list-style-type: none"> • Reallocate space • Band room used for orchestra one period • Reconfigure Storage Space 	Central Middle Schools <ul style="list-style-type: none"> • Reallocate space • Redo storage • Possible restructure of adjacent general music room Sunrise Park Middle Schools <ul style="list-style-type: none"> • Reallocate space • Band or choir room used for orchestra two periods • Reconfigure storage space 	

North Campus added	South Campus added
<ul style="list-style-type: none"> • Reallocate space • Band room used for orchestra • Reconfigure storage space 	<ul style="list-style-type: none"> • Reallocate space • Band room used for orchestra • Reconfigure storage space

NEXT STEPS

- Prepare recommendation for School Board approvalJanuary 14, 2013
- Students register.....January, 2013
- Determine middle school enrollment.....February, 2013
- Consider storage and hire instructor.....Spring, 2013

AGENDA ITEM: **Negotiation Study Session**
MEETING DATE: **November 25, 2013**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Chris Picha, Director of Human Resources**
Pete Willcoxon, Sr., Executive Director of Business Services

BACKGROUND:

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

*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.