

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

November 23, 2015

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: November 9, 2015

A work-study session of the White Bear Lake Area School Board will be held on **Monday, November 23, 2015**, at 5:30 p.m. in Community Room 112, District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

1. School Board/Superintendent Goals 5:30 p.m.
 - a) Goal 2: *Ongoing Financial Stewardship and Budget Management*
 - 1) Quarterly Financial Update and Revised Fiscal Year 2015-16 Budget
 - 2) Workers Compensation Pool
 - b) Strategy I – 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) Achievement and Integration Progress Report
 - 2) Leading Indicators as of First Quarter of 2015-16
2. Phase II of Secondary Program Course Proposals for 2015-16 6:30 p.m.
3. Community Achievement Center Project Proposal 6:45 p.m.
4. School Board Self Evaluation 7:00 p.m.
5. Negotiations Study Session* 7:15 p.m.
- 8:00 p.m.

C. ADJOURNMENT

*This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes 179.A.01 to 179.A.25.

AGENDA ITEM: **2015-16 School Board/Superintendent Goals**

MEETING DATE: **November 23, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

Background:

As is our practice, we have attached a copy of the 2015-16 School Board/Superintendent Goals highlighting updates through the date of this work-study session.

School Board/Superintendent Goals for 2015-16 (Updated for the Work Study Session of November 23, 2015)

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
<u>Action Step 1.1:</u> All students will achieve grade level in reading, writing and math by <u>grade 3</u> and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	<u>1.1. Proficiency and Growth</u> <u>This step will be aligned to the District's Worlds Best Work Force Plan.</u>	Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.	August 10 School Board Meeting: Proficiency and Growth data reported to School Board; August 24: School Board Work Study Session: Focus on Proficiency, Growth, and Gaps; September 14: Focus on Measures of College and Career Readiness October 26: World's Best Workforce Executive Summary November 23: First Quarter Update on Leading Indicators	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	
<u>Action Step I. 2:</u> All students will have an ongoing plan for post-secondary readiness	I.2 College and Career Readiness This step will be aligned to	The 2015-16 School Year is the fourth year of implementation of the grade 9-12 changes;	September 14: Focus on Measures of College and Career Readiness	Evaluation plan will include metrics consistent with the state profile of the following:	

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.	the District's Worlds Best Work Force Plan. Implementing of the WBWF Plan will include deepening our work to use post secondary plans to increase our collective understanding of each learner's needs and interests and needs.	counselors move with their students from North to South Campus. This is year 2 of the comparable guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.	November 23: Update- Leading Indicators of Student Engagement	1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	
<u>Action Step I.4:</u> The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.	<u>I.4: IB and Other Rigorous Comprehensive Programs.</u>	In January, 2015 Sunrise Park and Central Middle Schools received I.B. authorization. <u>In addition to deepening implementation of IB programming, the District will consider other options including but not limited to:</u> <u>Implementation of Career Pathways; Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programing, and other options for review.</u>	.	<u>Evaluation Plan will include:</u> <u>1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.</u>	

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

		<u>During 2015-16, a comprehensive report will be made to the School Board.</u>			
Strategy III: We will ensure our facilities support our district's mission and objectives.					
<u>Action Step III. 1:</u> The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces	<p>The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. The results of this study were presented to the School Board on May 20, 2013.</p> <p>A community forum about Phase I projects was held on February 24, 2015. At the School Board meeting of April 13, 2015, the Board acted to approve priorities identified in Phase I, including artificial turf at the South Campus stadium and new stadium lighting. Additional Phase I projects were completed during the summer of 2015, and work will continue during the 2015-2016 school year as well.</p> <p>Other athletic facilities improvements will be considered through a comprehensive, long-</p>	<p>The School Board was updated at the July 13, 2015 work-study session.</p> <p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</p>	<p>Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Completion of Phase I recommendations. 2. Incorporation of action step into comprehensive, long-term facilities planning process (Phase II of Facilities Study). 	

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

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		term facilities planning process.			
<u>Action Step III. 2:</u> At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	<p>The completion of construction at Matoska IB Elementary School created a separate nutrition services area and a new gymnasium area.</p> <p>The remodeling of Lakeaires and Willow Lane elementary schools included the addition of a gymnasium which created separate spaces for the nutrition services program and the physical education/performing arts programs.</p> <p>With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces. Other elementary site improvements of significance will be considered of a comprehensive, as part long-term facilities planning process.</p>		Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	
<u>Action Step III. 3:</u> The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage	Additional storage space was included as part of the 2014 Lakeaires addition. This additional space is currently being used for District storage. Other storage improvements of significance will be considered as part of a comprehensive, long-term facilities planning process.		Included in the strategic review of secondary sites and facilities.	

<u>Action Step III. 4:</u> The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.	III.4 Facility – Student Population Distribution	<p>As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced.</p> <p>The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run. School start and dismissal time adjustments will be considered as part of this process.</p> <p>This goal will be incorporated into a comprehensive, long-term facilities planning process.</p>	<p>At School Board meeting of April 28, will be incorporated into presentation on Strategy III.11.</p> <p><u>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</u></p>	Included in the strategic review of secondary sites and facilities.	
<u>Action Step III. 5:</u> Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.		Evidence that manuals are in place and that employees have been trained appropriately.	

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<p><u>Action Step III. 6:</u> Each district facility will have an HVAC system that provides optimum air quality throughout the district.</p>	<p>III.6 Facility – Air Quality</p>	<p>Before 2015-16, all elementary buildings with the exception of Otter Lake had HVAC system upgrades that include air conditioning.</p> <p>The School Board acted to accept the bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15. This work was done in the summer of 2015.</p> <p>Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.</p> <p>This goal will be incorporated into Phase II of Facility Plan.</p>	<p>Update to the School Board in July and August, 2015</p> <p><u>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</u></p>	<p>Successful completion of HVAC projects scheduled for fiscal years 2015-2017.</p>	<div></div> <div></div>
<p><u>Action Step III. 8:</u> The District will ensure that all schools provide secure entrances.</p>	<p>III.8 Facility – Secure Entrances</p>	<p>All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day.</p> <p>With the completion of both Lakeaires and Willow Lane elementary schools projects, all elementary schools will have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.</p>		<p>Secure entrances at each site and appropriate protocols in place.</p>	<div></div>

<u>Action Step III.9:</u> District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	III.9 Facility – Technology Access	See Strategy IV.11 During 2014-15, District begins pilots of space and classroom redesign to promote 21 st Century skills. This goal will be incorporated into Phase II of Facility Plan.	<u>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</u>	Included in the strategic review of secondary sites and facilities, Strategy III.11	
<u>Action Step III.10:</u> The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2015-16. Additionally, school start and end times will be considered for possible implementation in 2016-2017.	<u>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</u>	Data on class size averages and ranges.	
<u>Action Step III.11:</u> Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.	III.11 Facility – Secondary Phase I recommendations	Secondary strategic program and facilities review begins in 2014-15. Action taken at April 13, 2015 Board meeting on Phase I improvements. Update to the School Board presented on July 13, 2015.		Strategy III.11, facilities study. Included in the strategic review of secondary sites and facilities.	

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	Phase II recommendations	Phase II of the secondary program and facilities review will expand to include preK-12 and senior facilities as part of a comprehensive, long-term facilities planning process.	<u>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</u>		
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
<u>Action Step IV.11:</u> Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.		<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</p> <p>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>	<u>November 9: Update on 1:1 Initiative in the Schools</u>	Evaluation plan includes: 1. Annual BrightBytes technology survey data; 2. Measures of student success; 3. Staff participation in 1:1 training, Summer Tech Camp, 4C's Mentors and Technology & Leadership Cohort.	
<u>Action Step IV.12:</u> The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan update presented to the board annually.	Recommend review of the website use and areas for improvement during 2015-16; develop and implement plan for Strategic updates and improvements.		Evaluation plan includes: TBD	

<u>Action Step IV.13:</u> The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials.		Evaluation plan includes: 1. Total number of courses; 2. Enrollment and student success in hybrid courses; 3. Usage statistics.	
<u>Action Step IV.14:</u> A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.	IV.14 Technology Policy	We will address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.		Evaluation plan includes: 1. Completion of proposed policy and Board action on policy by December 31, 2015. 2. Teacher and student training on updated policy completed by June 2016.	
<u>Action Step IV.15:</u> Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11 We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment. By 2016-2017 all secondary students will have a 1:1 device. We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community.		Evaluation plan includes: 1. Student device ratio; 2. Student home Internet access as measured by Brightbytes survey.	
Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
<u>Action Step V. 1:</u> The	V.1 Partnership – Process	School Board Policy 900 was		Successful implementation of Policy	

District will implement a process that will provide a consistent method to initiate and maintain community partnerships.		approved by the School Board at the May 12, 2014 School Board meeting. It includes a vetting process of partnerships with the office of Superintendency having final approval. An update was provided to the School Board at the work-study session of April 27, 2015. As of August 15, 2015, all building level partnerships project that all district level partnerships will be in compliance by September 30, 2015.		900, Partnerships, including the following: 1. Assure compliance with policy and protocols for all partnerships for the 2015-16 school year; 2. An evaluation of each partnership will be made by June 30, 2016 and annually thereafter consistent with policy.	
<u>Action Step V.2:</u> A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	An update was provided to the School Board at the work-study session of April 27, 2015.		Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2015-16 school year;	
<u>Action Step V.3:</u> The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	An update was provided to the School Board at the work-study session of April 27, 2015.		Implementation of process consistent with Policy 900, Partnerships.	
<u>Action Step V.5:</u> The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	Communication regarding current partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media. By March 31, 2016, the District		Communications plan implemented, including the following: 1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and	

		will design a section of the District's website that features information about District partnerships, and questions and answers about the policy and procedures.		answers about the policy and procedures	
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.					
<u>Action Step VI. 1:</u> The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	VI.1 Bullying Policy and Program	<p>New program implemented during 2012-13.</p> <p>During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014.</p> <p>During the 2014-15 school year, the administration developed protocols to assure ongoing compliance with our Bullying Prevention Policy, policies, and implementation of the curriculum currently in place.</p> <p>For 2015-16, all staff will receive training on compliance with state law and district policy.</p>		<p>The evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Reviewing data from the Minnesota Student Survey scheduled for 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. 	
<u>Action Step VI. 2:</u> The District will increase the number of faculty and staff from culturally diverse	VI.2 Faculty	Beginning during 2015-16, the human resources office will develop a set of metrics on recruitment, selection, and		Employment metrics will be reported annually to the School Board.	

communities to more closely reflect the diversity of the student population.		retention consistent with this action step.			
<u>Action Step VI. 3:</u> During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	An update on the Equity Plan was presented at the work-study session of July 13, 2015. Consistent with the District's Equity Plan, during 2015-16 develop and implement strategies to assure equity in curriculum and instructional practices.		An evaluation plan will be developed consistent with the equity plan.	
<u>Action Step VI. 4:</u> Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	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. For 2015-16, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.		Evaluation plan will include: 1. Annual Board updates on transition programming; 2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming.	
<u>Action Step VI. 5:</u> The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff,	VI.5 Equity in all Programming	An update on the Equity Plan was presented at the work-study session of July 13, 2015. For 2015-16, the District will participate in the following programming: 1. Marnita's Table, designed as intentional social interaction		An evaluation plan consistent with the Equity plan, will include: 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2. Staff survey data regarding school climate; 3. Parent feedback on school climate.	

administration, community members, and parents.		across race, socio-economic groups, and age; 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; 4. Other strategies consistent with Equity Plan			
<u>Action Step VI. 6:</u> The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	An update on the Equity Plan was presented at the work-study session of July 13, 2015. During the 2015-16 school year, this action step will be aligned with the District's WBWF and Equity plan.		Evaluation plan will include: 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District's Plan; 3. Other measures consistent with the Plan.	
Goal 2 - Ongoing Financial Stewardship and Budget Management (Revised for 2015-16)	Details	Status	Report to the School Board	Evaluation	
The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability.	For 2014-15, the District increased the frequency of financial reporting from semi-annually to quarterly. A quarterly budget update and preliminary budget for 2015-16 was presented on May 18, 2015 with Board approval on June 8,	<u>November 23: Quarterly Financial Update and Report on Workers Compensation</u>	Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit; 2. The audit report for FY 2014-15 is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board	

	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.	2015. In July the administration provided an update on the 2015-16 budget subsequent to the Legislative Special Session. An annual operating plan, to include information related to all major District funds, will be finalized during the 2015-2016 school year.		meeting in December; 3. The administration will continue the practice of quarterly reports to the School Board; 4. Will increase communication with the public by posting additional financial information on the District's website. 5. Review the role and membership of the finance advisory committee. 6. Present an annual operating plan in June 2016.	
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Details	Status	Report to the School Board	Evaluation	
	Communication and Marketing Plan.	The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010. An update was made at the School Board work-study session of May 18, 2015. For 2015-16, the District will continue to implement and update our communications and marketing plan consistent with the		Evaluation plan includes: 1. Enrollment data and trends, including open enrollment; 2. Analytics on website and social media; 3. Surveys; 4. Additional metrics developed in 2015-16	

		May 2015 report to the School Board.			
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase III, will evaluate and expand recognition of community, partnerships, and volunteers.	Goal 4a Recognition Program	The staff recognition program will be reviewed based on the results of the School Culture Survey completed in Spring of 2015, and actual steps developed.		Evaluation plan will be developed which will include: 1. Annual School Culture results; 2. Other measures based on the specific goals of the program.	
b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School with two sections. During 2015-16, the District will develop metrics for all gifted and talented programing.		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 Chemical Dependency Needs	Goal 4c Student support	Based on feedback from school staff during listening sessions at District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.	<u>October 26: Plan presented to the School Board.</u>		

d. Follow-up on Program Review of Preschool and Early Childhood Programs	<p>Goal 4d Follow-up on Preschool and Early Childhood Programs.</p> <p>During 2014-15, the District made a thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.</p>	<p>A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were made to the School Board at the May work-study session.</p> <p>For 2015-16, develop follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review.</p> <p>Preschool facilities planning will be incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11</p>	<p><u>October 26: Update on Comprehensive Facilities Plan. (Relates also to all Action Steps under Strategy III)</u></p> <p><u>November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center</u></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, with completed in conjunction with Phase II of the District facility planning process. 	
<u>e. Comprehensive Review of Senior Services.</u>	<p>Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith communities and other</p>	<p>In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum.</p> <p>In September of 2015, the community members are invited to a follow-up meeting to work on the development of a survey in the fall of 2015 to our senior population.</p>		<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programming and the identification of priorities for action in a one to five year window; 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2016. 	

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	<p>agencies working with the senior population.</p> <p>The goal of this comprehensive review will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed through the School District or in partnership with other entities.</p>	<p><u>Work with the Community has continued through the fall of 2015</u></p>			
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AGENDA ITEM: **Quarterly Financial Update and Revised Fiscal Year 2015-16 Budget**

MEETING DATE: **November 23, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

A revised budget for fiscal year 2015-2016 will be presented to the School Board for discussion at the November 23, 2015 work-study session. Additionally, projected budgets for fiscal years 2016-2017 and 2017-2018 will be presented. At the December 14, 2015 regular meeting, the School Board will be asked to approve a revised budget for fiscal year 2015-2016. A mid-year revision allows for modifications to be made that reflect changes since the preliminary budget was approved in June. Several examples that might impact a budget include actual enrollment compared to projected enrollment, unforeseen capital expenditures, revenue adjustments that more accurately reflect any legislative changes from the most recently completed legislative session, updated revenue estimates from the Minnesota Department of Education (MDE), and guidance from the District's auditor.

Also included as part of the discussion at the work-study session will be a report titled *2013-14 MDE Profiles Data*. At a prior School Board meeting, a question of how White Bear Lake Area Schools compares to other Metro school districts was asked. This report will provide School Board members additional context to help understand the District's expenditure budget.

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Fiscal Year 2016 Revised Budget, Fiscal Year 2017 and 2018 Projected Budgets

School Board Meeting
November 23, 2015

WHITE BEAR LAKE AREA SCHOOLS



General Fund Budget (Fund 1, 3, 5)

FY16

- Revenue: \$102.86 million total (\$100.99 million General Education revenue plus \$1.87 million Other Sources)
- Revenue compared to preliminary budget
 - Special education state aid adjustment (\$0.8 million)
 - FY12 student accounting audit adjustment (\$1.0 million)
 - One-time transfer related to funds held in trust for severance obligations (\$1.3 million)



General Fund Budget (Fund 1, 3, 5)

FY16

- Expenses: \$101.2 million total
 - Adjustments made based on data from payroll and human resources
 - Transportation adjusted to include the purchase of vehicles
- Revenue projected to exceed expenses by approximately \$1.65 million
 - Preliminary budget approved in June 2015 showed revenues exceeding expenses by approximately \$67,000



Assumptions FY17-FY19

Revenues

- State General Education Formula Allowance
 - Actual increase of 2.0% for FY17
 - Assumed increase of 1.75% for FY18 and FY19
- Special Education
 - State mandated changes to revenue calculations
 - » FY16 figures will be adjusted prior to FY17 budget adoption in June 2016
 - Assumed increase of 3.0% for FY18-FY19
- Federal
 - Assumed no increase



Assumptions FY17-FY19

Expenses

- Assumed regionally competitive increase on salary and benefits
- Assumed no increase to supplies and other areas
- Assumed stable staffing levels



General Fund Budget (Fund 1, 3, 5)

FY17

- Revenue: \$101.49 million total (\$100.07 million General Education revenue plus \$1.43 million Other Sources)
- Expenses: \$101.84 million total
- Expenses projected to exceed revenue by approximately (\$347,000)

FY18

- Revenue: \$103.08 million total (\$102.01 million General Education revenue plus \$1.08 million Other Sources)
- Expenses: \$104.29 million total
- Expenses projected to exceed revenue by approximately (\$1.21 million)



Budget Planning

November 23	Revised FY16, Projected FY17 and FY18 Budgets reviewed by School Board
December 14	Revised FY16 budget presented for School Board action
January-April	Staffing plan and enrollment projections refined
February-May	Budget planning with stakeholders, budget refinement
April-May	Preliminary FY17 budget reviewed with School Board
May	Recommendations for budget adjustments that have staffing ramifications
June 13	Preliminary FY17 budget presented for School Board action

White Bear Lake Area Schools
Revised FY16 and Projected FY17, FY18 & FY19 Budgets

	Actual 2013	Actual 2014	Actual 2015	Preliminary 2016	Revised 2016	Projected 2017	Projected 2018	Projected 2019
1 General Fund								
2 Revenue								
3 Local sources								
4 Property taxes	\$ 21,280,073	\$ 12,956,296	\$ 23,587,670	\$ 23,772,000	\$ 23,772,000	\$ 23,970,000	\$ 24,500,000	\$ 24,750,000
5 Investment earnings	21,332	20,131	49,506	20,000	50,000	50,000	60,000	60,000
6 Other	1,198,099	1,601,805	1,309,465	1,700,000	3,291,845	1,700,000	1,700,000	1,700,000
7 State sources	52,560,756	63,533,412	55,952,733	59,080,609	60,118,609	60,262,256	61,316,846	62,389,890
8 Special Education	8,585,319	9,066,468	10,437,669	10,260,000	11,055,000	11,386,650	11,728,250	12,080,097
9 Federal sources	2,798,778	2,844,272	2,725,971	3,012,563	2,698,078	2,700,000	2,700,000	2,700,000
10 Total revenue	86,444,357	90,022,384	94,063,014	97,845,172	100,985,532	100,068,906	102,005,095	103,679,987
11								
12 Expenditures								
13 Current								
14 Administration	4,015,982	4,360,452	4,368,076	4,527,124	4,602,104	4,692,153	4,824,957	4,933,853
15 District support services	2,193,489	1,642,913	1,662,845	1,683,720	1,880,134	1,905,388	1,943,307	1,970,400
16 Elementary and secondary regular instruction	39,629,298	41,901,372	41,958,720	45,400,110	45,843,632	45,850,951	46,991,809	48,052,385
17 Vocational education instruction	816,566	827,110	951,749	937,010	1,004,140	1,013,253	1,030,574	1,044,681
18 Special education instruction	18,408,949	18,603,528	18,802,623	19,663,681	19,872,893	20,458,003	21,054,218	21,550,355
19 Instructional support services	4,478,937	5,682,729	7,784,273	7,579,327	7,665,794	7,797,517	7,968,204	8,109,633
20 Pupil support services	2,743,672	2,867,753	3,891,907	4,034,880	4,161,823	4,244,249	4,363,622	4,461,407
21 Transportation	5,231,629	4,937,462	4,987,958	4,941,250	5,400,052	5,302,054	5,406,096	5,541,317
22 Sites and buildings	13,539,510	16,559,644	9,129,257	9,358,127	9,406,084	9,305,932	9,433,956	9,537,835
23 Fiscal and other fixed cost programs	366,519	383,556	181,837	283,560	200,000	200,000	200,000	200,000
24 Debt service								
25 Principal	134,839	293,817	499,918	734,130	734,130	664,080	690,180	717,120
26 Interest and fiscal charges	16,077	142,506	483,178	435,090	435,090	406,880	381,000	353,840
27 Total expenditures	91,575,467	98,202,842	94,702,341	99,578,009	101,205,876	101,840,460	104,287,923	106,472,826
28								
29 Excess (deficiency) of revenue over expenditures	(5,131,110)	(8,180,458)	(639,327)	(1,732,837)	(220,344)	(1,771,554)	(2,282,828)	(2,792,839)
30								
31 Other financing sources (uses)								
32 District Reserves								
33 Assigned for Secondary Facilities				1,125,000	1,000,000	500,000	500,000	
34 Assigned for Construction & Capital Improvements				100,000	197,595	500,000	500,000	500,000
35 Assigned for Carryovers				500,000	500,000	250,000	125,000	125,000
36 Assigned for Strategic Priorities				250,000	250,000	250,000		
37 Capital lease issued	3,900,000	8,000,000						
38 Proceeds from sale of assets	9,850	630	13,129					
39 Prior Period Adjustment	-	10,405,920						
40 Transfer to Community Service Fund	(388,000)	(388,000)	(250,000)	(175,000)	(75,000)	(75,000)	(50,000)	-
41 Total other financing sources (uses)	3,521,850	18,018,550	(236,871)	1,800,000	1,872,595	1,425,000	1,075,000	625,000
42								
43 Net change in fund balances	(1,609,260)	9,838,092	(876,198)	67,163	1,652,251	(346,554)	(1,207,828)	(2,167,839)
44								
45 Fund balances								
46 Beginning of year	20,138,708	18,529,448	28,367,540	27,491,342	27,491,342	29,143,593	28,797,040	27,589,212
47								
48 Ending Fund Balance (Assigned and Unassigned)	\$ 18,529,448	\$ 28,367,540	\$ 27,491,342	\$ 27,558,505	\$ 29,143,593	\$ 28,797,040	\$ 27,589,212	\$ 25,421,373
49 Ending Fund Balance (Unassigned)	\$ 7,295,063	\$ 12,888,284	\$ 14,670,122	\$ 14,737,285	\$ 16,322,373	\$ 15,975,819	\$ 14,767,991	\$ 12,600,153
50 Ending Fund Balance (Unassigned as % of expenditures)	8.0%	13.1%	15.5%	14.8%	16.1%	15.7%	14.2%	11.8%
51								
52 Nutritional Services								
53 Revenues	4,060,843	4,204,291	4,208,560	4,424,632	4,424,632	4,468,878	4,513,567	4,558,703
54 Expenditures	4,098,121	4,205,461	4,245,505	4,339,028	4,339,028	4,465,809	4,595,125	4,727,027
55								
56 Excess (deficiency) of revenue over expenditures	(37,278)	(1,170)	(36,945)	85,604	85,604	3,070	(81,558)	(168,324)
57 Ending Fund Balance	271,267	270,097	233,152	318,756	318,756	321,826	240,268	71,944
58 Ending Fund Balance (as % of expenditures)	6.6%	6.4%	5.5%	7.3%	7.3%	7.2%	5.2%	1.5%
59								
60 Community Services								
61 Revenues	5,097,513	4,621,755	4,772,075	4,800,963	4,911,763	4,896,982	4,994,922	5,094,820
62 General Fund Transfer	388,000	388,000	250,000	175,000	75,000	75,000	50,000	
63 Expenditures	5,443,742	4,445,004	4,515,800	4,975,515	4,875,520	5,075,025	5,176,526	5,280,056
64								
65 Excess (deficiency) of revenue over expenditures	41,771	564,751	506,275	448	111,243	(103,043)	(131,604)	(185,236)
66 Ending Fund Balance	\$ 306,939	\$ 871,690	\$ 1,377,965	\$ 1,378,413	\$ 1,489,208	\$ 1,275,370	\$ 1,143,766	\$ 958,530
67 Ending Fund Balance (as % of expenditures)	5.6%	19.6%	30.5%	27.7%	30.5%	25.1%	22.1%	18.2%
68								
69								
70								
71								
72								
73								

624	WHITE BEAR LAKE				
2013-14 MDE Profiles Data posted 2-24-15			SchoolFinances.Com		
WHITE BEAR LAKE IS A MEMBER OF THE METRO(48) DISTRICTS					
ADM plus Tuitioned Out		8,169	Metro (48) District Comparison		
The ADM Rank of District #624 is		(19)	IN THIS ASSN OF (48) SCHOOL DISTRICTS		
	EXPENDITURES (per ADM FY 14)	District Expenditures 2013 14	Metro (48) District Average	Compared to METRO (48) Average	Ranking / METRO (48) Districts
	District Level Administration	\$344.00	\$469.65	-\$125.65	(42)
	School Level Administration	\$490.47	\$423.11	\$67.36	(11)
	Regular Instruction	\$4,826.36	\$4,831.51	-\$5.14	(25)
	Career & Technical Instruction	\$101.25	\$122.28	-\$21.03	(31)
	Special Education	\$2,260.79	\$1,904.40	\$356.39	(9)
	Student Activities and Athletics	\$156.72	\$280.41	-\$123.69	(48)
	Instructional Support Service	\$490.76	\$542.25	-\$51.49	(30)
	Pupil Support Services	\$482.62	\$311.62	\$170.99	(4)
	Operation, Maintenance and Other	\$935.22	\$849.59	\$85.63	(12)
	Student Transportation	\$604.36	\$640.75	-\$36.38	(31)
	Sub total: General Fund Operating Expenditures	\$10,692.55	\$10,375.58	\$316.97	(20)
	Equipment	\$283.27	\$362.75	-\$79.49	(32)
	Land & Buildings	\$66.74	\$121.15	-\$54.40	(37)
	Sub total: Capital Expenditures	\$350.01	\$483.90	-\$133.89	(39)
	Total PK-12 General Fund Expenditures	\$11,042.56	\$10,859.48	\$183.08	(22)
	Food Service	\$514.81	\$504.73	\$10.08	(19)
	Community Service	\$544.13	\$698.73	-\$154.60	(35)
	Building Construction	\$246.99	\$839.90	-\$592.91	(36)
	Debt Service	\$1,054.32	\$1,708.50	-\$654.19	(31)
	Total Other Expenditures	\$2,360.24	\$3,751.86	-\$1,391.61	
	Grand Total All Expenditures / ADM	\$13,402.81	\$14,611.34	-\$1,208.54	

AGENDA ITEM: **Workers Compensation Pool**

MEETING DATE: **November 23, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

Effective July 1, 2014, the District joined the *Minnesota Insurance Scholastic Trust* (MIST), a group of school districts that came together to innovatively purchase property and casualty insurance. This change has been a success; the District has experienced considerable cost savings, better overall coverage and better customer service compared to the previous, more traditional means of purchasing insurance. A similar model for workers compensation has been under development for the past year and is now viable. *The Workers Compensation Insurance Scholastic Pool* (WISP) is a protected group risk management program for workers compensation insurance that has been designed for the benefit of participant Minnesota school districts. White Bear Lake is positioned to be a charter member of WISP.

Mr. Nick Lano and Mr. David Howard from Arthur J. Gallagher & Co. will be in attendance at the November 23, 2015 work-study meeting to provide an overview of WISP and to share a preliminary cost indication for the District's workers compensation insurance. The targeted implementation date is January 1, 2016.

AGENDA ITEM: **Strategy I: 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**

MEETING DATE: **November 23, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

Background:

This evening we have two items under Strategy I: an update on our achievement and integration report; and leading indicators as of the end of the first quarter. Members from our Teaching and Learning Team will present data and information. A copy of an executive summary is attached.

Executive Summary: World's Best Workforce Part Two: Achievement and Integration Progress Report
November 17, 2015 School Board Work Study Meeting

Presenters: Sara Paul, Brian Morris, Don Bosch

Purpose of Achievement and Integration Program

The Minnesota Department of Education (MDE) states that the purpose of the *Achievement and Integration for Minnesota* program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. WBLAS receives funding through the MDE, therefore must follow annual reporting requirements.

Achievement and Integration Program Reporting Requirements

Districts in the Achievement and Integration (AI) program are required to report each year on progress toward their AI plan goals (see Minnesota Statutes 124D.861, Subd. 3). Our AI Plan and supporting documents are posted on our website at <http://www.whitebear.k12.mn.us/about/Teaching-and-Learning.asp>.

Longitudinal Data Reporting as Required Component of Progress Report

Districts may choose one of the following three data sets to report on:

- School enrollment choices supported by the plan, **or**
- World Language Proficiency Certificates awarded, **or**
- Indicators of school safety, student engagement, and connection at school such as those included in the Minnesota Student Survey.

We will be reporting on our indicators of student engagement, school safety and connection to school at this work study meeting.

Longitudinal Data: Student Engagement measured as part of our Educator Growth and Evaluation System

As part of the the educator development and evaluation system, the CLASS tool is used to provide feedback on student/teacher interactions. Longitudinal data is collected regarding student engagement for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. While student engagement is influenced by the context of family, peers, community, and school, within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction.

- We will be providing initial student engagement data collected from our first year of

implementation of our educator evaluation system.

- We will also share how we use CLASS data to inform professional development to increase student engagement.

Longitudinal Data: School safety, student engagement, and connection to school measured as part of the Minnesota Student Survey

The Minnesota Student Survey (MNSS) is a triennial survey of young people regarding a variety of risk and protective factors. The survey asks young people questions about their activities, opinions, behaviors and experiences. It includes questions on a variety of issues, such as substance abuse, school climate, violence and safety concerns, healthy eating, out-of-school activities, connections to school, community and family and many other questions.

The 2013 student survey was used to improve services for our students in areas of social, mental and chemical health.

- The 2013 MNSS survey revealed an increasing trend of chemical use among ninth graders. In response to the survey results, WBLAS increased staffing for chemical health counseling.
- 2013 MNSS Data revealed that female, hispanic, and multi-racial students in 9th and 11th grade reported a higher occurrence of feelings of depression and thoughts of suicide than other groups. WBLAS responded by restructuring and increasing mental health supports to provide more services and more culturally responsive mental health services.
- 2013 MNSS survey data revealed feelings and attitudes about teachers become more negative between fifth grade and the secondary grades. This trend is consistent with surrounding districts. WBLAS responded by increasing our efforts to create positive relationships between students and adults through advisory, counselling, and mentorship programs.

This year, the survey will be administered online to students in grades 5, 8, 9, and 11 in February and results will be available to districts in June. The survey is voluntary and anonymous, and parents have the opportunity to opt their students out of the survey.

Longitudinal Data: Connection to School as measured by Attendance and Behavior Referrals

Two measures of connection to school that we are tracking and working to improve are student attendance and student behavior referrals. We are providing a baseline for these metrics and will periodically report on progress towards our goals.

- **Attendance** - Research supports the unquestionable link between attendance and student achievement. Students who attend school between 85 and 100 percent of the time pass the state tests in reading and math at much higher rates than students who attend school less than 85 percent of the time.

- Our attendance metric is the percent of students who are in school more than 95% of school days. This is equivalent to being absent less than nine school days in a year. Our vision for this metric is to have 80% of our students have an absence rate of less than 9 days for the year, for all students and all demographic groups.
- In 2015, 65% of our middle school students and 57% of our high school students reached this attendance benchmark. There is variation across demographic groups and our Free and Reduced Lunch group has the greatest attendance gap.
- **Behavior Referrals** - WBLAS seeks to promote positive behaviors while providing appropriate supports and interventions for each and every student. District leaders, school administrators, and a school-based student support teams collaborate in order to maximize every student's opportunity for success.
 - Our student behavior metric is the percent of students who have received fewer than five disciplinary referrals in the year. Our vision for this metric is to have 95% of students in all demographic groups receive less than five disciplinary referrals.
 - In 2015, 91% of middle school students and 93% of our high school students reached this behavior benchmark. Our students overall are close to vision on this metric yet there are significant gaps in both racial and economic groups.

Case Study of Quarter One Leading Indicators at North Campus

Improving student outcomes and closing achievement gaps, both within a school and across a district, takes time; therefore, the AI program requires WBLAS to track progress over a three-year period. WBLAS seeks to understand when (and whether) progress is being made before the results show up in indicators like student test scores. Leading indicators – indicators that provide early signals of progress toward academic achievement – enable both building leaders and district leaders to make more strategic and less reactive decisions about services and supports to improve student learning. These indicators are a way of viewing and using data to inform decisions.

Don Bosch will provide an overview of North Campus' Student Engagement building goals and action plan for the 2015-16 school year. Don will provide first quarter leading indicators related to the success of North's building initiatives related to student engagement and connection to school.

Additional Data included in the Progress Report

- District Data disaggregated by student group
 - Student achievement data required as part of this AI progress report includes: Reading proficiency increase, Reading gap decrease, Math Proficiency increase, Math gap decrease.
 - This data was shared at a previous work study and the data is posted on our website. We will briefly provide key insights from the data as part of this presentation.
- Willow Lane Elementary- Racially Isolated School Data disaggregated by student group
 - WBLAS receives additional funding through the AI program to support programming at Willow Lane Elementary.
 - We have highlighted Willow Lane's exceptional student achievement results at a previous work study and the following data is posted on our website: Reading proficiency increase, Reading gap decrease, Math Proficiency increase, Math gap decrease.

Reporting Timeline

AI districts must submit an annual progress report to MDE by December 15.

AGENDA ITEM: **Phase II of Secondary Program Course Proposals for 2016-17**

MEETING DATE: **November 23, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

Background:

In addition to the secondary program course proposals that were approved at the November School Board meeting, at the October work-study session we discussed other possibilities for consideration for the 2016-17 school year.

After additional meetings with staff and analysis, we are ready to present additional tentative recommendations for discussion.

Phase 2 of Secondary Course Proposals for 2016 - 2017

Reviewed at School Board Work Study Session of November 23, 2015

BACKGROUND:

The following are new course proposals and proposed course changes for the 2016-2017 school year.

New Courses			
Preliminary groundwork has been laid for consideration of the following course proposals. Action at the December School Board meeting is recommended in order to allow the changes to be reflected in the 2016-17 registration guide.			
Dept.	Course Title	Rationale	Course description
TBD	IT Explorations Semester, 0.5 credits Grades 9-12	WBLAS is planning to roll out phase 1 of a pathway toward careers in Information Technology (IT). Our work is being guided by <i>Advance IT Minnesota</i> , a Minnesota State Colleges and Universities (MNSCU) Center of Excellence. <i>Advance IT Minnesota's</i> goal is to develop new curricula, programs and credentials that anticipate and fulfill needs for educating and training workers in computer information systems, computer forensics and computer security and is affiliated with Metropolitan State University. The Greater Twin Cities United Way is an interested partner in supporting the development of this pathway. The first course in the pathway, IT Exploration, was developed by <i>Advance IT</i> for use at the high school level. The course is aligned with standards for IC3 industry certification and we are currently in discussions with Century College about offering concurrent enrollment credit for this course.	Are you curious about careers in the hot industry of information technology? The world of IT offers outstanding career potential and livable wages. This introductory course will expose students to the wide-open world of information technology in the areas of programming, networking, security, analytics, and more. This course is the entry level course in an IT career pathway and is currently being reviewed by Century College for possible concurrent enrollment credit in the Minnesota State Colleges and Universities (MNSCU) system.
Language Arts	Strategies for College and Career Reading Grade 10 and 12 (Aligns with Century College READING 0950)	This course aligns with the Century College's highest developmental reading course and is designed to give students the skills to take college level courses without the need for remedial coursework. This class is being offered as a follow up to the 9th grade Academy with the goal of guiding students to access at least one concurrent enrollment college course before they graduate.	This course focuses on techniques for reading and studying textbooks in various college courses. Topics include effective learning and critical reading strategies for social sciences, sciences, technology, and the humanities. In addition, students will have the opportunity to explore how critical reading skills are applied in various career fields.

Name Changes and Content Re-Alignment

Preliminary groundwork has been laid for consideration of the following name changes. Action at the December School Board meeting is requested in order to allow the changes to be reflected in the 2016-17 registration guide.

Department	Current Course Title	Requested Course Title	Term	Grade	Rationale
Technology Education	2 courses: Small Engines Power, Energy, & Automotive Technology	Small Engines and Transportation Systems	Semester	9-10	The department leaders and administration are proposing combining content from the Small Engines course and Power, Energy, and Transportation Technology course into one semester course. There has not been sufficient enrollment to run the Power, Energy, and Transportation Technology course the last two years. However, three sections of the Small Engines course have run in the last two years. Capitalizing on the interest students have had in small engines, incorporating some additional content in power and energy will deepen the opportunity for students to explore connections to a variety of careers in engineering, designing, manufacturing, and automotive technology.
Technology Education	Wood Technology 1	Wood Technology & Manufacturing 1	Semester	9-10	Starting this year, this course has begun to introduce elements of manufacturing in order to offer initial exposure to the principles and opportunities within manufacturing and construction, and a name change will highlight alignment with the manufacturing pathway, although this will not be a prerequisite for the Manufacturing pathway.
Technology Education	Wood Technology 2	Wood Technology & Manufacturing 2	Semester	9-10	As with the Wood technology 1 course, this course will introduce elements of manufacturing in order to offer initial exposure to the principles and opportunities within manufacturing and construction, and a name change will highlight alignment with the manufacturing pathway. However, this will not be a prerequisite for the Manufacturing pathway.
Language Arts	Critical Reading 1840	Critical Reading and Thinking (Aligns with Century course: READING 1000)	Semester	12	This course aligns with Century College's course- Critical Reading and Thinking for College (RDNG 1000). Critical Reading and Thinking for College is a college level course in reading which emphasizes critical reading and thinking skills using focused questioning. This course primarily presents and applies strategies for critical analysis and evaluation of college-level texts. Students will develop strategies to adjust reading based on need and purpose to enhance more effective textual study and to increase college level vocabulary. Successful completion of this course with a "C" or better will result in college credit through Century College.

Deletions, Replacements or One-Year Moratorium on Offering				
Enrollment data support the following course offering changes and preliminary groundwork has been laid. Action at the December School Board meeting is requested in order to allow the changes to be reflected in the 2016-17 registration guide.				
Department	Course Title	Term	Grade(s)	Rationale
Math	Pre-calculus A	Semester	11-12	This course had been intended to pair with a semester of Algebra 3/ Trigonometry. With the 2015-16 addition of Algebra 3/Trigonometry and Analytical Geometry running as a full year course, there were not enough students interested or eligible to take Pre-calculus A as a semester course in their senior year. See math sequencing chart below which illustrates the suggested progression of courses and options available for students after taking Algebra 3.
Math	Pre-calculus B	Semester	12	Pre-calculus B and Calculus A are semester courses that were intended to follow the Algebra 3/ Trigonometry – Pre-calculus A sequence. With the change mentioned above, juniors eligible for Algebra 3 are now taking a full year of Algebra 3/ Trigonometry and Analytical Geometry in 11 th grade and either a full year of Pre-calculus, an AP math course, or an entry point College in the Schools (eCIS) course in their senior year.
Math	Calculus A	Semester	12	See rationale above.
Technology Education	Wood Technology 3	Semester	10	The recommendation is to delete this course as there has not been sufficient enrollment to run it in the last two years.
Technology Education	Woodworking & Cabinetmaking 1	Semester	11-12	The recommendation is to put a moratorium on this course for one year as it has experienced declining enrollment over the last several years: 2013: 58 students 2014: 28 students 2015: 21 students In addition, we envision an opportunity to develop a pathway in construction trades and are currently investigating the feasibility of offering a multi-craft curriculum and considering how to align woodworking with the trades curriculum.
Technology Education	Woodworking & Cabinetmaking 2	Semester	11-12	The recommendation is to put a moratorium on this course as there has not been sufficient enrollment to run it in the last two years.

Mathematics Sequences for 8th – 12th Grades

Students are required to take three years of high school mathematics and pass the state required MCA / GRAD test in mathematics before graduation. The three years of coursework must include classes with a content focus of Algebra, Geometry, and Algebra 2. The following sequences represent the high school mathematics' department recommendations for students who wish to take four years of math.

	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade ELECTIVE OPTIONS
College or Career Ready	Algebra 1	Intermediate Algebra	Geometry	Algebra 2	Alg 3/ Trig & Analytic Geometry <i>or</i> Pre-Calc w/ Trigonometry <i>or</i> eCIS Mathematical Modeling & Predictions <i>or</i> Alg/3 Trig (sem.) <i>and/or</i> eCIS Basic & Applied Stats (sem.)
AP Sequence 1	Algebra 1	Accelerated Geometry & Algebra	Accelerated Algebra 2	Alg 3 /Trig & Analytic Geometry <i>or</i> Pre-Calc w/Trigonometry	Pre-Calc w/ Trig <i>or</i> AP Calculus AB <i>and/or</i> AP Statistics
AP Calculus Sequence 2	Geometry (with Algebra 1 in 7th grade)	Honors Algebra 2	Honors Pre-Calculus with Trigonometry	AP Calculus AB <i>and/or</i> AP Statistics	AP Calculus BC <i>and/or</i> AP Statistics
AP Calculus Sequence 3	Honors Algebra 2 (with Geometry in 7th grade)	Honors Pre-Calculus with Trigonometry	AP Calculus AB	AP Calculus BC <i>or</i> AP Statistics	Multi-Variable Calculus & AP Statistics <i>or</i> AP Statistics

AGENDA ITEM: **Community Achievement Center Project Proposal**

MEETING DATE: **November 23, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael J. Lovett, Superintendent; Dr. Wayne A. Kazmierczak, Assistant Superintendent for Finance and Operations; Kathleen Daniels, Director of Student Support Services; Kristine Wehrkamp, Director of Community Education and Recreation**

BACKGROUND:

At the November 23, 2015 work-study session, an update on the White Bear Lake Area Community Achievement Center concept will be provided to the School Board.



Background and Rationale for Comprehensive Early Childhood Facility

White Bear Lake Area Schools
November 2015



Background and Rationale for Comprehensive Early Childhood Facility

Early Childhood Program Review (2014-15)

Comprehensive Facilities Review (2014-16)

School District History of Innovative Partnerships

Ramsey County

Non-profit organizations





Description of Facility

Comprehensive preschool and family services

Centrally located on public transportation corridor

Space for partners, including medical and dental services, counseling and family services, adult basic education including adult ESL, county services, and links to other family support services including food shelf and housing assistance



Rationale for Partnering

with the State of Minnesota, Counties, and Non-profits

Access for families to educational and social support services

Comprehensive educational and family services in **one location**

Space for health and wellness and dental **services**

Innovative approach to meeting educational needs of students and parents to create **equitable** opportunities for all families





Timeline

December 1, 2015

Site visit to White Bear Lake Area Schools
Capital Investment Committee (Senator LeRoy Stumpf,
Chair)



March 8, 2016

89th Minnesota Legislature regular session convenes

May 23, 2016

89th Minnesota Legislature regular session ends

AGENDA ITEM: **School Board Self Evaluation**

MEETING DATE: **November 23, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Janet Newberg, Chair**
White Bear Lake Area School Board

Background:

Chair Newberg will discuss the School Board Self-Evaluation process and results.

**SCHOOL BOARD SELF-APPRAISAL
SUMMARY FOR NOVEMBER 23, 2015 BOARD MEETING**

Please rank the following ten items using this rating scale:

- 4 – Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 – Strongly Disagree

Additionally, please provide comments whenever possible.

Please return your completed Board self-appraisal to me no later than **Friday November 13**. We will discuss the results of this self-appraisal during the public portion of our work-study meeting on November 23.

1. The board works together as a team.

Average Rating: 3.57

Comments: The board has worked extremely well together with great synergy. It is hard to imagine a governing body that works as one more than this board has.

Comments: The Board works in a collegial fashion to perform the work of the district.

Comments: I appreciate that we all have our points of view. We are respectful of each other, have thoughtful and sometimes spirited discussions and in the end we have the best interests of the District at heart.

Comments: Members focus on the issues at hand and have the interest of the broader School District in mind. Uncommon for members to interject personal interests or bias.

Comments: The board works as a team, as appropriate, in terms of viewing the work we do – and decisions we make – as being accomplished for the good of the district and community. Board members work independently in considering issues and decisions, but once a decision is made the board is very good in moving forward with one voice.

2. Board members communicate effectively with each other.

Average Rating: 3.57

Comments: Board members have typically been very good about communicating to other members items and issues they should be aware of or would find of interest.

Comments: We are engaged, involved and visible in our community on many levels.

Comments: Members communicate openly, honestly and respectfully.

Comments: Communication among board members is definitely respectful, and for the most part effective, but generally speaking there could be more and deeper communication among board members.

3. The board communicates effectively with the public.

Average Rating: 3.29

Comments: Generally, the board and its individual members have done a good job of communicating with the community this past year. However, the incoming board should allocate time during a work study session to specifically deliberate and discuss whether the board and its members can do more to directly reach out to not only parents and the community at large but also to constituencies within the community.

Comments: When Board members do communicate with the public, they do it well. It would be preferable for Board members to increase their interactions with the public, though, both to solicit input on issues affecting the district, and to relay Board or district positions on issues.

Comments: We are engaged, involved and visible in our community on many levels.

Comments: The level of connection and communication with the public varies between the Board members. Primary communication link between the public and school district is through the Superintendent.

Comments: The communication of which I am aware is effective. Much of the communication is, by design, done by the district communications staff and/or by the board chair on behalf of the board.

4. The decision-making process is effective.

Average Rating: 3.21

Comments: Having the work-study meetings has been very effective in vetting issues and setting the stage for decisions to be made. Then, when the meetings to take action have been held, board members have generally been ready and comfortable to cast their votes.

Comments: We do make decisions that are well thought out and take into account input from and the impact on our stakeholders. We are aware that we are a public institution and are grateful for the financial support our communities provide.

Comments: Building from #1 and #2, the Board is a very effective decision making body. In addition the process that is followed is usually clear, timely and respectful.

5. The board is maintaining its legal role, i.e., a policy-making body.

Average Rating: 3.86

Comments: The board has done very well at keeping in mind and adhering to the scope of its responsibilities.

Comments: Only rarely has a Board member attempted to interject him or herself into administrative or managerial matters of the district.

Comments: This Board operates well within legal guidelines.

Comments: Unlike some other district boards of which I am aware, the WBL board sticks to its legal role and does not get involved in administrative details nor otherwise try to micro-manage.

6. As individuals, board members understand their role and act accordingly.

Average Rating: 3.36

Comments: From my vantage point, board members have kept within the boundaries of their positions.

Comments: I feel we do well in representing the whole of our

community, our staff, students and their families and we are not beholden to any special interest groups or single issue agendas.

Comments: Overall, Board members understand their role and purpose. Related to #3, some Board members are more effective than others in reaching out to the community.

7. Board members conduct themselves in a manner conducive to board productivity (i.e., attendance, preparation, participation).

Average Rating: 3.36

Comments: Board members have been very conscientious about attending board meetings and events of great importance to students, the district and the community (i.e. graduation ceremonies). In addition, members have consistently demonstrated preparation for, and participation in, meetings.

Comments: Board members come prepared to participate and contribute.

Comments: Although my rating is “3”, if there were an option in between “agree” and “disagree” I may have selected that option. For the most part, members are productive much or most of the time, but there are times when some of us appear not as prepared and/or not as interested in actively participating as we could be.

8. Board members treat each other with respect and dignity.

Average Rating: 3.86

Comments: Treating one another with respect and dignity has consistently been a high priority and strongly held to by board members.

Comments: I appreciate that we do! We are fortunate to have a Board that truly respects each other.

Comments: Mutual respect has been a key trait of the Board as long as I have served.

9. The board agenda is structured for action-oriented meetings.

Average Rating: 3.50

Comments: The agendas have been very effective in moving the meetings along and conducting the business at hand.

Comments: The agenda is always full and intentional.

Comments: The agenda is well structured, provides opportunity to communicate updates to the public, and facilitates organized, timely and productive meetings.

Comments: Work study meetings more than the regular meeting, and as much as possible for a school board meeting. But I think more could be done to make the meetings more action oriented.

10. Agenda background materials are complete and received in a timely manner.

Average Rating: 3.21

Comments: Agendas and most background materials are typically sent out four to five days in advance. However, quite frequently, some background items and revisions of materials previously are received on the day of the meetings, sometimes only an hour or two beforehand. This makes it difficult to be fully prepared going into sessions. To have last-minute information and revisions become the exception rather than the rule would be most welcome.

Comments: All though Board packets are supposed to go out mid-week the week before a meeting, it is not uncommon for us to receive updates or changes on the day of the meeting. This makes it difficult for the Board to adequately prepare for meetings, and it makes it difficult for the public to access posted Board materials in a timely way.

Comments: Materials are received in a timely manner.

Comments: Background materials are typically received well in advance of meetings. Sometimes materials are late or updated from original submittals, but not to a level of concern or issue.

Comments: The superintendent does a great job of providing background materials and does so well in advance of the meeting.

AGENDA ITEM: **Negotiations Study Session**

MEETING DATE: **November 23, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

Background:

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

*This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes 179.A.01 to 179.A.25.