

**INDEPENDENT SCHOOL  
DISTRICT #624**



**WORK-STUDY  
AGENDA**

May 18, 2015

To: Members of the School Board

From: Dr. Michael J. Lovett  
Superintendent of Schools

Date: May1, 2015

A work-study session of the White Bear Lake Area School Board will be held on **Monday, May 18, 2015**, at 5:30 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

### **WORK-STUDY AGENDA**

#### **A. PROCEDURAL ITEMS**

1. Call To Order
2. Roll Call

#### **B. DISCUSSION ITEMS**

1. Update on School Board/Superintendent Goals 5:30 p.m.
  - a. Report on Early Childhood Review Summary 5:45 p.m.
  - b. Quarterly Budget Update and Preliminary Presentation on Budget for 2015-16 6:15 p.m.
  - c. Report and Preliminary Recommendation for Targeted Services for 2015-16 School Year 7:15 p.m.
  - d. Update on Communications and Marketing Plan 7:45 p.m.

#### **C. ADJOURNMENT 8:00 p.m.**

**AGENDA ITEM:** Goal I.1: Update on School Board/Superintendent Goals List

**MEETING DATE:** May 18, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Dr. Michel Lovett, Superintendent

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**BACKGROUND:**

We have attached the annual School Board/Superintendent Goals Updates with changes highlighted since our April work-study session.

Red – Not begun  
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### School Board/Superintendent Goals for 2014-15

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
<b>Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.</b>					
<u>Action Step I.1:</u> All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	I.1 Student Proficiency  Note: Under Minnesota's 2014 Worlds Best Workforce Legislation, goal should read "all third grade students achieve grade level literacy".	Monitor progress based on a dashboard of metrics.	9/9/13 9/23/13 10/14/13 2/24/14 5/19/14 8/25/14 On 2/13/15, report to School Board.	Metrics dashboard, including student growth, as measured by MAP, student proficiency, required by State MCAs, and other measures.	
<u>Action Step I. 2:</u> All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.	I.2 Post-secondary Plan	Year 3 of implementation; counselors move with their students from North to South Campus.	2/24/14 8/11/14	Survey data from students and parents that reflects fluency in Naviance and confidence in post- secondary success.  Usage data by students in Naviance.  Metrics dashboard, including results of EXPLORE, PLAN, and ACT	
<u>Action Step I.4:</u> The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program.	I.4 Middle School IB	2014-15 is the third year of IB candidacy.  In January, 2015 Sunrise Park and Central Middle Schools received word of I.B. authorization.	10/13/13 10/27/14  On-site accreditation visits took place during November of 2014.  Celebration of authorization at Board meeting of February 9, 2015.	IB Certification in January, 2015.	
<b>Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.</b>					
<u>Action Step II. 1:</u> All students will expand their global perspective through	II.1 World Language K-5	For 2014-15, Chinese offered K-5 in two elementary schools and Spanish in six	2011-12 school year March 24, 2014 April 14, 2014	Summary information measuring student participation and success in world language.	

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the study of world language and culture at the elementary schools.		elementary sites.	November 24, 2014	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 offered 6-12 beginning in 2012-13; Chinese and ASL applying for College credit (CIS) status during 2014-15.	2011-12 school year	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 will collect data in a common format through our partnership with Free the Children/We Act, an international organization supporting and monitoring service and leadership.	2012-13 school year	Participation trends in global service learning projects, including July 14, 2014 report from We Act.  Survey data on student understanding of global issues related to the service learning opportunity.	
<b>Strategy III: We will ensure our facilities support our district's mission and objectives.</b>					
<u>Action Step III. 1:</u> The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces	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 committee on April 24, 2013 and were presented to the school board on May 20, 2013.	Facilities report presented in May of 2013.  Incorporated into Strategy III.11, as part of 4/28/14 report to the School Board.  The Board was updated on 1/26/15 and 2/9/15.  Additional information was presented on 2/23/15 and a Community forum was held on	Included in the strategic review of secondary sites and facilities.  Phase I report due early in 2015.  Completion of Phase I recommendations.	

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		<p>Outside space, and more specifically, artificial turf at the Stadium on South Campus needs to be addressed. WBL is one of the few members of our conference to still play on grass. Both the quality of the field and the opportunity for a significant increase in usability would result from this upgrade.</p> <p>Between April 24, 2013, when the District presented the results of the collaborative study on use of space done in conjunction with our municipalities and our youth athletic associations, the District made regular presentations on Phase I of our Secondary Program and Facilities planning.</p> <p>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.</p> <p>Work begins in May of 2015, with the expectation that the field and other improvements will be ready for competition</p>	<p>2/24/15.</p> <p>On March 2, 2015 the Board approved action to proceed with solicitation of bids for a synthetic turf field at South Campus.</p> <p>On April 13, 2015 the Board approved bids for artificial turf and for other South Campus Stadium work.</p>		

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		for the fall sports season of 2015.			
<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	The completion of construction at Matoska IB Elementary School creates a separate nutrition services area and a new gymnasium area.	Community open house held at Matoska on 1/28/14.	Matoska addition was completed in the fall of 2013.	
		Remodeling of Lakeaires and Willow Lane elementary schools include the addition of a gymnasium which creates separate spaces for the nutrition services program and the physical education/performing arts programs.	9/23/13 – work-study session 11/11/13 – Board meeting	Lakeaires and Willow Lane additions completed in the fall of 2014.	
		With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces.	Schedule final report to the Board on March 2, 2015.		
<u>Action Step III. 3:</u> The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage		9/23/13 – work-study session 11/11/13 – Board meeting	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	III.4 Facility – Student Population Distribution	As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if adjustments to elementary	At School Board meeting of April 28, will be incorporated into presentation on Strategy III.11.	Included in the strategic review of secondary sites and facilities.	

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activities are equitable for all buildings.		attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced.  The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run.			
<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.	May 19, 2014 work-study session.	Evidence that manuals are in place and that employees have been trained appropriately.	
<u>Action Step III. 6:</u> Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	Currently all elementary buildings with the exception of Otter Lake have HVAC system upgrades that include air conditioning.  The School Board acted to accept the bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15.  Secondary buildings have certain areas that are air conditioned; however, the cost associated with having	2012-13 school year	Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	



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		the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.			
<u>Action Step III. 8:</u> The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	<p>All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day.</p> <p>With the completion of both Lakeaires and Willow Lane elementary schools projects, all elementary schools will have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.</p>	November 11, 2013	Secure entrances at each site and appropriate protocols in place.	
<u>Action Step III. 9:</u> District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	III.9 Facility – Technology Access	<p>See Strategy IV.11</p> <p>During 2014-15, District begins pilots of space and classroom redesign to promote 21<sup>st</sup> Century skills.</p>		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	This issue needs to be carefully watched over the next few years. Our southern elementary populations are beginning to show greater		<u>Data on class size averages and ranges.</u>	

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		<p>growth, but our northern elementary populations also continue to grow.</p> <p>The additional space the District will be getting at Otter Lake Elementary School may temporarily help with this issue but, ultimately, if the patterns of growth continue, there will be a need to look at the elementary school boundaries in the north and determine if shifts are necessary.</p>		<u>Strategy III.11, facilities study.</u>	
<p><b>Action Step III.11:</b> 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.</p> <hr/>	<p>III.11 Facility – Secondary</p> <p>Phase I recommendations</p> <hr/> <p>Phase II recommendations</p>	<p>Secondary strategic program and facilities review begins in 2014-15.</p> <p>Action taken at April 13, 2015 Board meeting on Phase I improvements.</p> <hr/>	<p>March 24, 2014          April 28, 2014.          May 19, 2014          October 27, 2014          February 9, 2015          February 23, 2015, with a community forum on 2/24/15.          Discussion continues on Phase I recommendations at work-study meeting of 3/23/15.          April 13, 2015, action on South Campus Stadium and other Phase I improvements</p> <hr/>	<p>Included in the strategic review of secondary sites and facilities.</p> <p>Strategy III.11, facilities study.</p> <hr/>	
<b>Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.</b>					
<b>Action Step IV.11:</b> Every classroom will have	IV.11 Classroom Technology	2014 - 2015 Capital Projects levy priorities includes	1/27/14 8/11/14	Building technology plans.	

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equitable access to a core set of effective, innovative, and well supported technology.		<p>network infrastructure and Wifi improvements as well as classroom technology upgrades. Replacement cycles will take into account student, program and classroom needs as well as teaching style and preference.</p> <p>Moreover, the 5-year technology plan presented at the February 2014 School Board meeting includes a proposal that will move away from the current computer lab model and provide classroom access to technology at the elementary level while providing 24/7 access to technology for secondary students.</p> <p>Our 1:1 will expand to cover 7-10 in 2015-16 and 6-12 in 2016-2017.</p> <p>Elementary schools will have at least one classroom set per grade level by 2016-2017.</p>	<p>8/25/14</p> <p>Updates were provided to the School Board at the work-study session of April 27, 2015, and a further presentation at the School Board meeting of May 11, 2015.</p>		
<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; enhanced and expand in 2012-13 and 2013-14.	2011-12 school year	Operational; trends measured by system analytics.	
<u>Action Step IV.13:</u> The District will establish a	IV.13 Schoology	All teachers expected to meet requirements of Schoology	2011-12 school year 2012-13 school year	Schoology use analytics and BrightBytes survey data.	

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learning management system to support the development and management of online coursework to allow web-based learning for staff and students.		<p>Learning Management System.</p> <p>Schoology is used as the LMS by all White Bear classroom teachers this school year. Base-line digital presence expectations were set for the first semester of the 2014-2015 school year and expanded in the second semester. Professional development in the form of 1:1 trainings, summer technology sessions, embedded staff development, building and District sessions and bi-weekly technology tips.</p>	<p>2013-14 school year</p> <p>8/25/14 work-study session.</p> <p>Updates were provided to the School Board at the work-study session of April 27, 2015, and a further presentation at the School Board meeting of May 11, 2015.</p>		
<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	<p>Students and staff provided feedback on mobile technologies classroom goals, current practice and model policies. We will address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.</p> <p>Policy 524 is up for annual review first reading in April.</p>	Scheduled for a first reading at the 4/13/15 Board meeting.	Board adoption of policy.	
<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	<p>See Strategy IV.11</p> <p>During January, 2015, the administration testified on proposed legislation. On January 22 and 23, the</p>	<p>November 10, 2014</p> <p>Report on 1:1 Initiative</p> <p>Update on progress during 2014-15 and plans for 2015-16 scheduled for work-study</p>	<p>BrightBytes survey data.</p> <p>In September Sunrise 8<sup>th</sup> grade students received 1:1 Chromebook computers. Central 8<sup>th</sup> grade students received Chromebook computers in November.</p>	

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		<p>District hosts site visits at Sunrise and Central.</p> <p>We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment.</p> <p>By 2016-2017 all secondary students will have a 1:1 device.</p> <p>Our Middle School Tech Depot students are reimagining, cleaning and packaging Netbooks that are now being deployed to isd624 families in need.</p> <p>We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community.</p> <p>We will continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment.</p>	<p>meeting on April 27, 2015.</p> <p><u>Updates were provided to the School Board at the work-study session of April 27, 2015, and a further presentation at the School Board meeting of May 11, 2015.</u></p>		
<b>Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.</b>					
<u>Action Step V. 1:</u> The District will implement a process that will provide a consistent method to initiate	V.1 Partnership – Process	School Board Policy 900 was approved by the School Board at the May 12, 2014 School Board meeting. It	<p>Approved on 5/12/14.</p> <p>An update was provided to the School Board at the work-study</p>	Successful implementation of Policy 900, Partnerships.	

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and maintain community partnerships.		includes a vetting process of partnerships with the office of Superintendency having final approval. Implementation plan developed for 2014-15 school year.	session of April 27, 2015.		
<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	A needs assessment tool has been developed and is being piloted in our Early Learning department. A roll out to buildings is expected for spring 2015.	An update was provided to the School Board at the work-study session of April 27, 2015.	Compliance with needs assessment for all partnerships.	
<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	With our partnership at Tamarack Nature Center a vetting document has been created along with a partnership evaluation document. These are being piloted in our Early Learning department. A phased roll out to buildings is expected for spring 2015.	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 is done via school board meetings, and through the communications office, including electronics, print, and other media.		Communications plan implemented.	
<b>Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.</b>					
<u>Action Step VI. 1:</u> The District will adopt a comprehensive bullying	VI.1 Bullying Policy and Program	Implemented during 2012-13. During 2014-15 additional	2011-12 school year. Report at the School Board	Minnesota Student Survey data regarding bullying.	

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prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.		<p>training provided to all staff to comply with new law and revised policy.</p> <p>During the 2014-15 school year, the administration is developing protocols to assure ongoing compliance with our Bullying Prevention Policy, the new state law on prohibiting bullying from the 2014 legislature and related policies, and implementation of the curriculum currently in place.</p>	<p>meeting of May 19, 2014.</p> <p>Policy 514, Bullying Prohibition Policy revised on 10/13/14.</p>	<p>Implementation data that demonstrates how consistently we are using the bullying prevention curriculum.</p> <p>The administration will continue to monitor and analyze student data from the Minnesota Student Survey and other applicable surveys.</p>	
<u>Action Step VI. 2:</u> The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.	VI.2 Faculty	New recruitment and selection protocols implemented in 2012-13; <u>Annual Report</u> to the School Board.	Annually since 2011-12	Annual employment metrics.	
<u>Action Step VI. 3:</u> During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.	VI.3 Multi-cultural Curriculum	A cultural liaison has participated in the Teaching & Learning Projects, including curriculum. More work can be done training our T&L team to review curriculum with our equity lens.	At the work-study session of April 27, 2015, the administration updated the Board on steps taken in the progress of equity planning.	Annual reporting on curriculum adoptions and the process used to ensure cultural proficiency.	
<u>Action Step VI. 4:</u> Programs will be adopted and implemented and resources allocated for students and families to promote a	VI.4 School Transitions	Transition plans are in place at each level, including WEB for the middle school and LINK Crew for the high school.	9/9/13	<p>Annual Board updates on transition programming.</p> <p>Attendance data reflecting student participation in transition</p>	

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positive transition between buildings and programs.		In the fall of 2014, WEB and LINK crew successful.		programming.  Student survey data on the effectiveness of transition programming.	
<u>Action Step VI. 5:</u> The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.	VI.5 Programming	Advisory curriculum has been implemented in 12-13 and is in its 3rd year. While this addresses some student perspective, we have just started understanding similarities and differences among students, staff, administration, community members and parents.	At the work-study session of April 27, 2015, the administration updated the Board on steps taken in the progress of equity planning.	Minnesota Student survey data regarding students feeling connected and welcome at school.  Staff survey data regarding school climate.  Parent feedback on school climate.	
<u>Action Step VI. 6:</u> The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	A team of 17 district staff (including 2 cabinet members) participated in the Equity Plan workshop in January 2013. This group of 17, along with other district stakeholders, updated the 3-year WBL Equity Plan. The updated equity plan was presented to the board for approval on March 3, 2014	2/24/14 3/4/14  At the work-study session of April 27, 2015, the administration updated the Board on steps taken in the progress of equity planning.	Annual review of the Achievement and Integration plan by a committee and the School Board.	
<b>Goal 2 - Ongoing Financial Stewardship and Budget Management (New for 2014-15)</b>	<b>Details</b>	<b>Status</b>	<b>Report to the School Board</b>	<b>Evaluation</b>	
An improved statewide economy has resulted in improved education funding in the most recent legislative	Strong community support, which led to the passage of the November 2011 operating levy renewal by a	In the fall of 2014, Standard and Poors reaffirmed the District's AA Bond rating; for 2014-15 District increases the	October 13, 2014 Report on tax levy and AA bond rating.	Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit.	



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<p>sessions, a welcome change after a long period of little increase in state revenue. 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.</p>	<p>margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability.</p> <p>The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011, 2012, and 2013. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.</p> <p><u>The District received an AA rating for new Facility Bonds in May, 2015.</u></p>	<p>frequency of financial reporting to quarterly.</p> <p><u>A quarterly budget update and preliminary budget for 2015-16 will be presented on May 18, 2015.</u></p>	<p>November 13, 2014 Report on Audit for 2013-14.</p> <p>November 24, 2014 Quarterly report on District finances.</p> <p>January 26, 2015 Quarterly report on District finances.</p> <p>At the February 9 School Board meeting the Board approved a revised budget for 2014-15.</p> <p><u>Our next report to the School Board is scheduled for the work-study session of May 18, 2015.</u></p>	<p>The audit report for FY 2014-15 is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December.</p> <p>Beginning in 2014-15, the administration will increase the detail and frequency of budget updates to the School Board.</p>	
<b>Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.</b>	<b>Communication and Marketing Plan.</b>	<b>Status</b> The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010.	<p>Reported to the School Board at 5/19/14 work-study session.</p> <p><u>An update will be made at the School Board work-study session of May 18, 2015.</u></p>	<b>Evaluation</b> Enrollment data Surveys	
<b>Goal 4: Operational Improvements</b>	<b>Details</b>	<b>Status</b>	<b>Report to the School Board</b>	<b>Evaluation</b>	
a. Recognition Program, Phase III, <u>will evaluate and</u>	Goal 4a Recognition Program	The committee continues to evaluate and expand a	Reported to the School Board at 5/19/14 work-study session.	Annual Satisfaction Survey.	

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<u>expand recognition of community, partnerships, and volunteers.</u>		recognition program for students, staff and community.			
b. Implement the recommendation of the Gifted and Talented program review, with emphasis on recommendation for a district-wide elementary program for the gifted and talented students, which could begin in 2015-16.	Goal 4b Gifted and Talented Program	Planning continued after the approval of the School-Within-A-School Program in November, 2014. Based on current registration for the program, two sections of the School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School.	2/24/14 9/22/14 10/27/14 11/10/14 School Board approved Elementary School within a School.	Implementation of Program. Metrics on student annual growth. Survey data from parents, staff, and students.	
c. Develop plans for a String Orchestra program with the first phase programming beginning in the 2014-15 school year.	Goal 4c String Orchestra	After more than 3 years of study and planning, the School Board approved a plan to begin a string orchestra with grade 5 in 2015-16, adding one grade each year thereafter until the program is grades 5-12.	11/25/13 11/24/14 Presentation to Board on January 26, 2015. Board action to approve program on 2/9/15.	School Board approval. Implementation of program.	
d. Program Review of Preschool and Early Childhood Programs  Currently about 20% of our preschool age population is enrolled in WBLAS preschool and early childhood family education programs.  Our programming includes sites at Normandy Park, a separate early childhood and	Goal 4d Preschool and Early Childhood Programs  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.	<u>In addition to the initial purposes of the preschool and early childhood program review, given significant discussion to preschool programming in legislation, the administration has expanded the preschool program review to take into account options and considerations currently before the Legislature.</u>	10/27/14  Update scheduled for March 23, 2015.  <u>A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations are scheduled for the May work-study session.</u>	.	

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<p>preschool facility; classrooms dedicated for preschool and early childhood at Hugo and Vadnais Heights Elementary Schools; and a partnership with Tamarack Nature Center, a facility operated by Ramsey County. All facilities are currently at or close to capacity.</p> <p>With state funded all-day kindergarten beginning in 2014-15, the entry into school for an increasing percentage of children is expected to be at the preschool level. Recent state policy decisions and funding decisions are consistent with this expectation.</p>					

**AGENDA ITEM:** Report on Early Childhood Review Summary

**MEETING DATE:** May 18, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Kathleen Daniels, Director of Special Services  
Kristine Wehrkamp, Director of Community Services  
and Recreation  
Nancy Melquist, Early Childhood Supervisor  
Danielle Mickelson, Early Childhood Special  
Education Supervisor

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**BACKGROUND:**

A summary on the Early Childhood review will be presented by Nancy Melquist, Danielle Mickelson, Kristine Wehrkamp, and Kathleen Daniels.

# **White Bear Lake Area Schools Early Childhood Program Review**

## **School Board Work Study Session of May 18, 2015**

### **Background**

Consistent with School Board Superintendent Goal 4d, the purpose of the Early Childhood Program Review was to conduct 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.

In addition to the initial purposes of the preschool and early childhood program review, given significant discussion to preschool programming in legislation, the administration has expanded the preschool program review to take into account options and considerations currently before the Legislature.

### **Overview of Report**

This report will provide detailed summary of research, data analysis and work group product, and articulate recommendations for “next steps”. Included in this review process was a stakeholder group that met on March 19, 2015, to discuss “kindergarten readiness” for White Bear Lake Area Schools. Participants included parents, early childhood care providers, kindergarten teachers, representation from our teaching and learning team, administrators, principals and special education personnel. The half-day stakeholder meeting was facilitated by Judy Plante from the Management Analysis Division of the State of Minnesota. Participants were asked:

- To describe desired outcomes for all children who enter and are served by the kindergarten programs of the district;
- To reflect on where the students come from - school or care background, demographics, languages spoken, and socio-economic background;
- To describe trends in education;
- To describe optimal readiness from the perspective of the family, community, the child’s experiences, and the school; and to
- To conclude with implications for the children families and district.

### **Thorough review of our current preschool and early childhood program**

#### **Enrollment Data:**

As of May 2015, 387 students (213 regular education and 174 special education) attend preschool classes at four locations in the District. Our programming includes sites at Normandy Park, a separate early childhood and preschool facility; classrooms dedicated for preschool and early childhood at Hugo and Vadnais Heights Elementary Schools; and a partnership with Tamarack Nature Center, a facility operated by Ramsey County. We estimate that with the current kindergarten enrollment numbers approaching 700 and our 4 year old enrollment of 210, we are potentially serving 27% of the kindergarten class of students.

#### **Referral and Evaluation Data:**

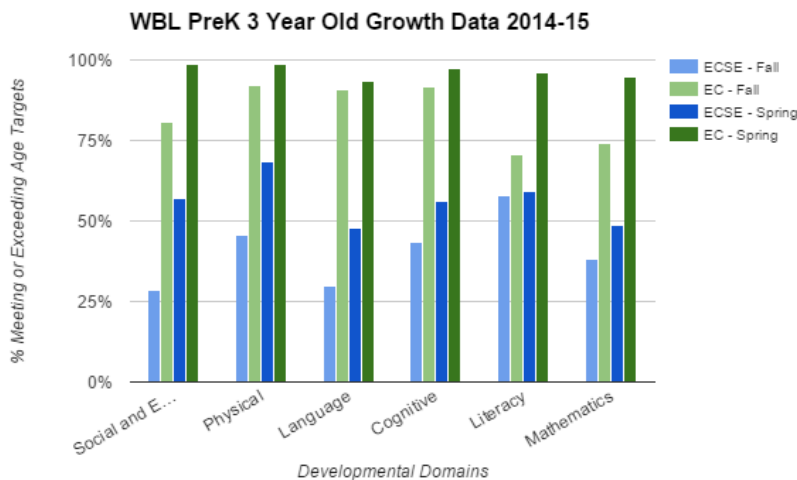
As of May 2015, the Early Childhood Special Education Team has processed 205 referrals from the following sources: *Help Me Grow*, Early Childhood Screening, and White Bear Lake Area Preschool. Of the 205 students referred, 130 students were fully evaluated (75% of whom became eligible for special education services), transferred into our district with active Individualized Education Plans, or were re-screened after concerns were identified during Early Childhood Screening.

## Program Design:

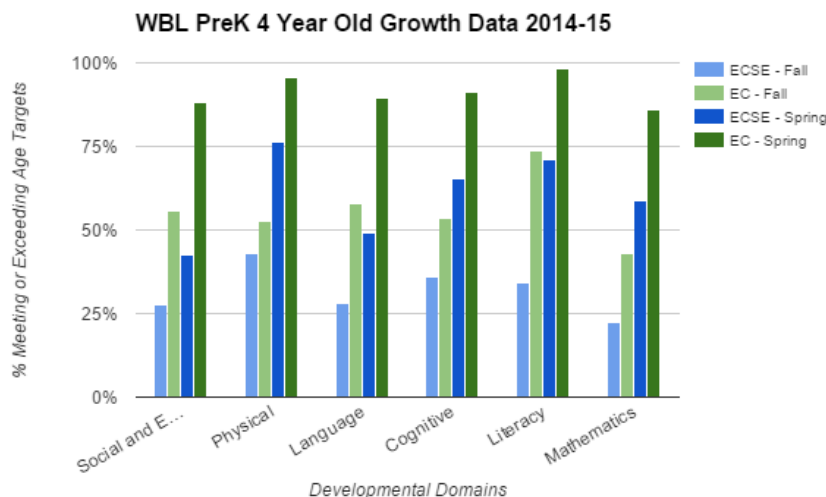
Sixty-two percent (13 of 21) of the preschool classes are inclusion classes - merging special education with regular education classes. The structure of these classrooms consists of a general education preschool teacher and a special education preschool teacher co-teaching the class with the assistance of paraprofessional and related service provider supports. The goal of “inclusion” is for all children with disabilities to attend “typical” schools and classrooms and receive the support they need to be successful. It is the charge of special education programs to provide students identified with special needs with the least restrictive environment (opportunities with typical peers from a level of fully included to a level of most support received outside of the general instruction) to the extent to which they can be successful and make progress on their Individualized Education Plan.

## Student Growth Data Review:

White Bear Lake Early Childhood utilizes the *Teaching Strategies-GOLD* criterion referenced and curriculum based measure of early childhood student growth and development. This measurement tool was chosen due to its alignment to our program adopted *Creative Curriculum* and allows comparisons to be made for students of like age across the nation.



Three-year old-special education and regular education students demonstrated most notable growth gains in the area of social and emotional development. Special education students also demonstrated growth gains in the areas of motor and language development.



Four-year-old students made greater growth gains than their three-year-old peers in all developmental domains. In preparation for kindergarten transition, four-year old students demonstrated significant gains in Literacy and Mathematics as well as their Cognitive development.

Early Childhood Programs will continue to monitor data throughout the year and will begin tracking data from year to year. The goal is to monitor trends of our youngest district learners while in early childhood but also how they are performing as they move through elementary school.

#### **Assessment of the needs of our preschool children and families**

**In-depth programming analysis including: underutilized programming and programming in which demand exceeds capacity and barriers (preschool fees and transportation) to accessing programming currently offered.**

In reviewing data of preschool class enrollment over the last 3-5 years (most reliable data from 3 years), we recognize the following trends:

- Tamarack and Hugo sites have early enrollment lending those locations to a demand that exceeds capacity as they are typically close to capacity;
- Identification of lack of transportation for families, childcare issues and participant fees as primary barriers to accessing White Bear Lake Area School District Preschool Program;
- Increased transportation options for families in need utilizing special education transportation routes, K-5 transportation routes (Vadnais Elementary) and limited additional EC specific routes;
- Increase in available financial assistance (Parent Aware Pathway 1 and Pathway 2 scholarships, Title 1, School Readiness).

**March 19th stakeholder meeting participants were asked to reflect on what optimal readiness looks like from the perspective of the family, community, child's experiences and the school. The participants concluded:**

From the **family** perspective, optimal readiness would include the family having provided an enriching home environment (outings, reading to children, numeracy experiences, healthy habits with food, sleep and activity, good routines) and would have participated in well child checks, immunizations, and early childhood screening. Families themselves would have would have proficiency navigating systems on their child's behalf and be emotionally prepared for their child's entry into the school system.

From the **community** perspective, optimal readiness includes active community outreach to families and ongoing access to resources, including child care options, parks, activities, transportation, information, social and support services and opportunities for families and children learning together.

For **children**, optimal readiness would include having had positive home routines including adequate sleep, having had experiences in group settings and social experiences, play that promotes fine motor skills (crayons, pencils, scissors, etc.), active play and having books read to them. Optimal readiness would include a child that is excited, eager and ready to learn.

Stakeholders agreed that, from the **school** perspective, optimal readiness begins early. Participants suggested continued outreach to families at the birth of a child and providing families with information on community and district supports and resources as well as child development. A clear set of expectations about the kindergarten experience, including an emphasis on the whole child educational philosophy, would be communicated to families, including how those families can support their child's development at home.

## **Assessment of steps for improving quality of programming and space for program growth**

### **Space and Program Needs**

Over the past four years, we have seen gradual increases in our preschool enrollment and our “child find” efforts have shown dramatic results with our early childhood special education enrollment numbers as well. A trend that we have found in our enrollment and registration data has been that our Hugo and Tamarack program has early registrants, fill to capacity, and proportionally have fewer referrals to special education services.

Our Vadnais program is designed for four-year-old children in their year before kindergarten and meet criteria of free/reduced lunch, and/or English Language Learner and live within the boundaries of one of our Title 1 eligible elementary schools.

Finally, our Normandy Park program typically has enrollments to general education preschool all year long, has a small burst of enrollment during initial registration, and has a higher referral rate proportionally.

Three areas of concern have been identified:

#### *1) Ability to offer options and space that meets demand*

An area of concern for our general education preschool program is the ability to offer enough options and spaces in the programs of highest demand. There are currently five classes at Hugo Elementary, one class at Normandy Park and three classes at Tamarack Nature Center that have waiting lists of families requesting programming at those locations for the 2015-16 school year. Hugo families have indicated the desire to have their early childhood children in the building in which they will go to kindergarten.

#### *2) Consistency and continuum of services for special education students*

An area of concern for special education is an adequate amount of programming options that is consistent between our Hugo and Normandy Park locations. We are currently not able to offer the same program intensity at Hugo that we can offer at Normandy Park due to space restrictions. In instances where a student would not receive the supports and educational programming necessary for them to make education progress, we have transported them from our Hugo boundaries to our Normandy Park site to receive their services.

#### *3) Maintain the least restrictive environment for special education students and a rigorous program for all*

A shared concern for our program is the balance of special education and general education students in each of our classrooms. We work diligently to ensure that the ratio remains 9:8 (general ed: special ed). However, our enrollment trend is that we have an increasing population of special education students and we run the risk of not having enough preschool spots for special education students in the inclusion classes.

### **Improving Quality Programming**

A key theme during the March 19 kindergarten readiness discussion was the emphasis on preparing each child for success, rather than establishing a minimal threshold that must be crossed prior to kindergarten entrance.

With the goal of preparing each child for success, there are four key themes:

- **Increase outreach to families.** Participants emphasized communicating with families early, providing resources for families regarding their child’s readiness for kindergarten, and helpful documents so families can understand the kindergarten experience. Communications should be prepared in all home languages and be easily understood.
- **Take a child-centered approach.** Building on efforts for focus on the needs of each child, the schools need to be prepared for children who arrive not yet ready for kindergarten with developmentally appropriate approaches to help them find success.
- **Avoid teaching to the test or report card;** keep the child’s overall development, need for play, and developmentally appropriate teaching practices as the focus for kindergarten.



- **Engage the community and clearly articulate goals and philosophy.** Education from this earliest point should reflect the community's core values. Core values should include an emphasis on teaching children how to think, learn, and problem solve.
- **Utilize evidence-based research in designing early childhood and kindergarten curricular and instructional practices.** Utilize the best in early childhood research to determine programming. Balance the demands for academics with adherence to developmentally appropriate curriculum and activities.

### **Recommendations for potential next steps**

1. Measures of readiness for kindergarten  
*Stakeholder meeting participants were asked to reflect on what optimal readiness looks like from the perspective of the family, community, child's experiences and the school. Indicators of experiences, activities and skills were developed with the four perspectives in mind that would be indicative of facilitating readiness for kindergarten.*
2. Collaborative work with elementary teachers and principals
3. Responding to the 2015 Legislative outcomes
4. Facility study and long-term program planning proposal.

### **Summary**

Our overall findings of this program review demonstrates preschool programming that has grown to the point that we are currently utilizing all available spaces in the four sites.

Assessment data on students in our 3, 4, and 5 year old programs show that White Bear Lake Area Preschool students make gains in all developmental domains, most notably in the domains of Literacy, Mathematics and Social-Emotional.

Based on discussions with stakeholders on preparing all students to be ready for and successful in kindergarten, we conclude that "readiness" includes a complex set of skills, not just isolated skills, which a child may or may not be able to demonstrate. Expectations at kindergarten entry are spelled out more fully in the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards*. The list of skills in the *Early Childhood Indicators of Progress* is meant only to illustrate examples of children's development and is not intended to be a checklist or assessment of children's skills.

AGENDA ITEM: **Preliminary FY16 Budget and Projected FY17-FY19 Budgets**

MEETING DATE: **May 18, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne A. Kazmierczak, Director of Finance and Operations**

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**BACKGROUND:**

Attached please find a *draft* preliminary budget for fiscal year 2016 and projected budgets for fiscal years 2017 through 2019. Note that the data contained within the attachments are subject to change leading up to the School Board work-study meeting on May 18, 2015 and the School Board meeting on June 8, 2015.

Variables used to develop the budget will be discussed at the May 18, 2015 work-study meeting. Additionally, it is important to note that Minnesota's 2015 legislative session will be concluding on the same day. The end of the session will most certainly impact the final assumptions that are used to develop the budget that will be presented to the School Board for approval in June.

Once again, the data presented here are *draft* preliminary figures that are subject to change. Expenditure and revenue assumptions will be refined leading up to the work-study meeting at which time revised documents will be provided.

White Bear Lake Area Schools  
Preliminary FY16 and Projected FY17, FY18 & FY19 Budgets  
**DRAFT 5.12.15**

	Actual 2013	Actual 2014	Revised 2015	Preliminary 2016	Projected 2017	Projected 2018	Projected 2019
<b>1 General Fund</b>							
2 Revenue							
3 Local sources							
4 Property taxes	\$ 21,280,073	\$ 12,956,296	\$ 23,516,362	\$ 23,772,000	\$ 24,000,000	\$ 24,500,000	\$ 24,750,000
5 Investment earnings	21,332	20,131	15,000	20,000	20,000	20,000	20,000
6 Other	1,198,099	1,601,805	1,650,723	1,700,000	1,700,000	1,700,000	1,700,000
7 State sources	52,560,756	63,533,412	57,921,919	58,791,000	59,672,900	60,269,685	60,872,381
8 Special Education	8,585,319	9,066,468	9,470,901	9,660,000	9,853,200	10,050,264	10,251,269
9 Federal sources	2,798,778	2,844,272	2,822,068	2,815,068	2,992,767	3,082,553	3,172,538
10 Total revenue	86,444,357	90,022,384	95,396,973	96,758,068	98,238,867	99,622,502	100,766,188
11							
12 Expenditures							
13 Current							
14 Administration	4,015,982	4,360,452	4,418,582	4,528,501	4,630,338	4,769,243	4,909,306
15 District support services	2,193,489	1,642,913	1,648,481	1,683,720	1,720,796	1,772,422	1,819,981
16 Elementary and secondary regular instruction	39,629,298	41,901,372	43,593,870	45,352,968	45,947,848	46,937,636	48,312,498
17 Vocational education instruction	816,566	827,110	872,552	893,828	914,365	941,794	966,202
18 Special education instruction	18,408,949	18,603,528	18,769,682	19,561,833	20,078,548	20,680,909	21,306,530
19 Instructional support services	4,478,937	5,682,729	7,579,618	7,451,482	7,901,796	8,138,843	8,356,573
20 Pupil support services	2,743,672	2,867,753	3,935,016	4,035,777	4,128,422	4,252,284	4,376,280
21 Transportation	5,231,629	4,937,462	5,279,364	4,941,250	5,091,808	5,414,566	5,540,297
22 Sites and buildings	13,539,510	16,559,644	15,544,580	9,358,127	8,842,672	8,789,954	9,006,715
23 Fiscal and other fixed cost programs	366,519	383,556	278,000	283,560	289,231	297,908	303,866
24 Debt service							
25 Principal	134,839	293,817	499,918	734,130	664,080	690,180	717,120
26 Interest and fiscal charges	16,077	142,506	483,475	435,090	406,880	381,000	353,840
27 Total expenditures	91,575,467	98,202,842	102,903,138	99,260,266	100,616,784	103,066,739	105,969,208
28							
29 Excess (deficiency) of revenue over expenditures	(5,131,110)	(8,180,458)	(7,506,165)	(2,502,198)	(2,377,917)	(3,444,237)	(5,203,020)
30							
31 Other financing sources (uses)							
36 District Reserves							
37 Assigned for Secondary Facilities			1,500,000	1,125,000	250,000		
38 Assigned for Construction			600,000	100,000	250,000	200,000	200,000
39 Assigned for Carryovers			475,213	500,000	250,000	125,000	125,000
40 Assigned for Strategic Priorities				250,000	250,000		
41 Capital lease issued	3,900,000	8,000,000					
42 Lease Levy Reimbursements			5,400,000				
43 Alternative Facilities Contribution			531,676				
44 Proceeds from sale of assets	9,850	630					
45 Prior Period Adjustment	-	10,405,920					
46 Transfer to Community Service Fund	(388,000)	(388,000)	(250,000)	(175,000)	(150,000)	(125,000)	-
47 Total other financing sources (uses)	3,521,850	18,018,550	8,256,889	1,800,000	850,000	200,000	325,000
48							
49 Net change in fund balances	(1,609,260)	9,838,092	750,724	(702,198)	(1,527,917)	(3,244,237)	(4,878,020)
50							
51 Fund balances							
52 Beginning of year	20,138,708	18,529,448	28,367,540	29,118,264	28,416,066	26,888,149	23,643,911
53							
54 Ending Fund Balance (Assigned and Unassigned)	\$ 18,529,448	\$ 28,367,540	\$ 29,118,264	\$ 28,416,066	\$ 26,888,149	\$ 23,643,911	\$ 18,765,892
55 Ending Fund Balance (Unassigned)	\$ 7,295,063	\$ 12,888,284	\$ 14,018,367	\$ 13,316,169	\$ 11,788,252	\$ 8,544,014	\$ 3,665,995
56 Ending Fund Balance (Unassigned as percentage of expenditures)	8.0%	13.1%	13.6%	13.4%	11.7%	8.3%	3.5%
57							
58 <b>Food Service</b>							
59 Revenues	4,060,843	4,204,291	4,275,452	4,574,632	4,620,378	4,666,582	4,713,248
60 Expenditures	4,098,121	4,205,461	4,223,572	4,252,552	4,377,603	4,505,155	4,635,258
61							
62 Excess (deficiency) of revenue over expenditures	(37,278)	(1,170)	51,880	322,080	242,775	161,427	77,990
63 Ending Fund Balance	271,267	270,097	321,977	644,057	886,832	1,048,259	1,126,249
64 Ending Fund Balance (as percentage of expenditures)	6.6%	6.4%	7.6%	15.1%	20.3%	23.3%	24.3%
65							
66 <b>Community Services</b>							
67 Revenues	5,097,513	4,621,755	4,753,044	4,800,963	4,896,982	4,994,922	5,094,820
68 General Fund Transfer	388,000	388,000	250,000	175,000	150,000	125,000	
69 Expenditures	5,443,742	4,445,004	4,717,907	4,975,515	5,075,025	5,176,526	5,280,056
70							
71 Excess (deficiency) of revenue over expenditures	41,771	564,751	285,137	448	(28,043)	(56,604)	(185,236)
72 Ending Fund Balance	306,939	871,690	1,156,827	1,157,275	1,129,232	1,072,628	887,392
73 Ending Fund Balance (as percentage of expenditures)	5.6%	19.6%	24.5%	23.3%	22.3%	20.7%	16.8%

White Bear Lake Area Schools  
Detail Revenues and Expenditures  
**DRAFT 5.12.15**

	2013	2014	Revised 2015 Budget	Preliminary 2016 Budget	Projected 2017 Budget	Projected 2018 Budget	Projected 2019 Budget
<b>Revenue</b>							
Local sources							
Property taxes	\$ 21,280,073	\$ 12,956,296	23,516,362	23,772,000	24,000,000	24,500,000	24,750,000
Investment earnings	21,332	20,131	15,000	20,000	20,000	20,000	20,000
Other	1,198,099	1,601,805	1,650,723	1,700,000	1,700,000	1,700,000	1,700,000
State sources	52,560,756	63,533,412	57,921,919	58,791,000	59,672,900	60,269,685	60,872,382
Special Education	8,585,319	9,066,468	9,470,901	9,660,000	9,853,200	10,050,264	10,251,269
Federal sources	2,798,778	2,844,272	2,822,068	2,815,068	2,992,767	3,082,553	3,172,538
Total revenue	86,444,357	90,022,384	95,396,973	96,758,068	98,238,867	99,622,502	100,766,189
<b>Expenditures</b>							
Current							
Administration							
Salaries	2,834,886	3,098,410	3,061,963	3,123,561	3,186,031	3,281,613	3,380,061
Employee benefits	914,618	1,001,674	1,074,979	1,118,347	1,151,987	1,186,550	1,222,148
Purchased services	175,530	175,651	181,130	184,753	188,447	194,093	197,973
Supplies and materials	43,220	28,676	34,010	34,010	34,690	35,731	36,447
Other expenditures	47,728	56,041	66,500	67,830	69,183	71,256	72,677
Total administration	4,015,982	4,360,452	4,418,582	4,528,501	4,630,338	4,769,243	4,909,306
District support services							
Salaries	1,222,037	795,562	806,263	822,389	838,837	864,003	889,923
Employee benefits	448,275	289,785	317,451	328,473	337,394	347,518	357,942
Purchased services	394,825	466,211	426,560	435,091	443,792	457,104	466,242
Supplies and materials	49,803	59,936	67,677	67,677	69,030	71,102	72,525
Capital expenditures	39,665	5,250	1,030	—	1,051	1,083	1,105
Other expenditures	38,884	26,169	29,500	30,090	30,692	31,612	32,244
Total district support services	2,193,489	1,642,913	1,648,481	1,683,720	1,720,796	1,772,422	1,819,981
Elementary and secondary regular instruction							
Salaries	27,112,501	28,505,825	29,949,387	30,831,245	31,586,964	32,277,070	33,245,390
Employee benefits	9,249,202	9,880,518	10,343,874	10,785,386	11,093,488	11,427,783	11,772,159
Purchased services	1,947,541	2,235,811	1,646,221	1,669,474	1,702,859	1,753,945	1,789,022
Supplies and materials	1,086,106	1,087,560	849,586	1,542,392	1,109,140	1,009,777	1,027,487
Capital expenditures	214,181	171,693	264,922	342,922	270,220	278,329	283,894
Other expenditures	19,767	19,965	539,880	181,549	185,177	190,732	194,546
Total elementary and secondary regular instruction	39,629,298	41,901,372	43,593,870	45,352,968	45,947,848	46,937,636	48,312,498
Vocational education instruction							
Salaries	384,726	326,692	360,260	368,254	376,425	387,718	399,349
Employee benefits	158,238	136,542	152,740	159,382	164,425	169,357	174,440
Purchased services	248,100	340,954	332,000	338,640	345,412	355,774	362,889
Supplies and materials	25,502	22,922	27,552	27,552	28,103	28,945	29,524
Capital expenditures	—	—	—	—	—	—	—
Other expenditures	—	—	—	—	—	—	—
Total vocational education instruction	816,566	827,110	872,552	893,828	914,365	941,794	966,202
Special education instruction							
Salaries	12,392,306	12,518,354	12,774,825	13,048,905	13,323,657	13,723,372	14,135,074
Employee benefits	4,969,267	5,156,238	5,024,979	5,555,336	5,757,750	5,930,487	6,123,872
Purchased services	807,543	641,929	674,000	681,564	695,192	716,043	730,359
Supplies and materials	158,633	203,240	203,378	203,378	207,446	213,669	217,941
Capital expenditures	78,900	81,677	85,000	65,000	86,700	89,301	91,086
Other expenditures	2,300	2,090	7,500	7,650	7,803	8,037	8,198
Total special education instruction	18,408,949	18,603,528	18,769,682	19,561,833	20,078,548	20,680,909	21,306,530
Instructional support services							
Salaries	2,801,304	3,381,605	3,753,884	3,828,959	3,905,538	4,022,699	4,143,383
Employee benefits	917,575	1,126,055	1,332,701	1,386,975	1,429,129	1,472,005	1,516,173
Purchased services	257,720	246,372	325,427	331,935	338,570	348,726	355,699
Supplies and materials	127,847	64,922	110,005	110,005	112,207	115,569	117,883
Capital expenditures	374,456	863,585	1,546,601	1,272,388	1,584,708	1,632,251	1,664,891
Other expenditures	35	190	511,000	521,220	531,644	547,593	558,544
Total instructional support service:	4,478,937	5,682,729	7,579,618	7,451,482	7,901,796	8,138,843	8,356,573
Pupil support services							
Salaries	1,954,207	2,048,985	2,623,659	2,676,353	2,730,108	2,812,015	2,896,377

Employee benefits	767,062	801,332	976,452	1,018,436	1,050,506	1,082,030	1,114,492
Purchased services	872	—	59,760	60,955	62,174	64,040	65,320
Supplies and materials	21,531	17,439	30,735	30,735	31,350	32,286	32,940
Capital expenditures	—	—	—	—	—	—	—
Other expenditures	—	—	244,410	249,298	254,284	261,913	267,151
Total pupil support services	2,743,672	2,867,756	3,935,016	4,035,777	4,128,422	4,252,284	4,376,280
Transportation							
Salaries	1,305,374	1,192,172	1,291,950	1,546,993	1,590,511	1,638,227	1,687,374
Employee benefits	397,182	345,160	387,634	442,681	490,910	505,636	520,806
Purchased services	2,302,430	2,747,879	2,811,780	2,330,576	2,377,187	2,424,729	2,473,223
Supplies and materials	807,147	651,845	777,000	610,000	622,200	634,644	647,337
Capital expenditures	419,496	403	10,000	10,000	10,000	210,300	210,506
Other expenditures	—	—	1,000	1,000	1,000	1,030	1,051
Total pupil support services	5,231,629	4,937,459	5,279,364	4,941,250	5,091,808	5,414,566	5,540,297
Sites and buildings							
Salaries	2,955,365	2,941,905	3,011,228	3,071,453	3,132,878	3,226,865	3,323,667
Employee benefits	1,093,536	1,078,001	1,134,784	1,191,875	1,234,004	1,271,024	1,309,156
Purchased services	2,759,755	2,955,188	2,968,602	2,863,069	2,918,327	3,002,877	3,062,924
Supplies and materials	822,215	824,198	1,344,393	869,180	876,362	902,654	920,704
Capital expenditures	5,904,240	8,758,167	7,083,073	1,360,000	678,500	383,855	387,531
Other expenditures	4,399	2,185	2,500	2,550	2,601	2,679	2,733
Total sites and buildings	13,539,510	16,559,644	15,544,580	9,358,127	8,842,672	8,789,954	9,006,715
Fiscal and other fixed cost programs							
Purchased services	366,519	383,556	278,000	283,560	289,231	297,908	303,866
Debt service							
Principal	134,839	293,817	499,918	734,130	664,080	690,180	717,120
Interest and fiscal charges	16,077	142,506	483,475	435,090	406,880	381,000	353,840
Total debt service	150,916	436,323	983,393	1,169,220	1,070,960	1,071,180	1,070,960
Total expenditures	91,575,467	98,202,842	102,903,138	99,260,266	100,616,784	103,066,739	105,969,208
Excess (deficiency) of revenue over expenditures	(5,131,110)	(8,180,458)	(7,506,165)	(2,502,198)	(2,377,917)	(3,444,237)	(5,203,019)
Other financing sources (uses)							
District Reserves							
Assigned for Secondary Facilities			1,500,000	1,125,000	250,000		
Assigned for Construction			600,000	100,000	250,000	200,000	200,000
Assigned for Carryovers			475,213	500,000	250,000	125,000	125,000
Assigned for Strategic Priorities				250,000	250,000		
Capital lease issued	3,900,000	8,000,000					
Lease Levy Reimbursement			5,400,000				
Alternative Facilities Contribution			531,676				
Issuance of Debt							
Proceeds from sale of assets	9,850	630					
Transfers (out)	(388,000)	(388,000)	(250,000)	(175,000)	(150,000)	(125,000)	
Total other financing sources (uses)	3,521,850	7,612,630	8,256,889	1,800,000	850,000	200,000	325,000
Net change in fund balances	(1,609,260)	(567,828)	750,724	(702,198)	(1,527,917)	(3,244,237)	(4,878,019)
Fund balances							
Beginning of year	20,138,708	18,529,448	28,367,540	29,118,264	28,416,066	26,888,149	23,643,912
Prior period adjustment		10,405,920					
End of year	\$ 18,529,448	\$ 28,367,540	\$ 29,118,264	\$ 28,416,066	\$ 26,888,149	\$ 23,643,912	\$ 18,765,893

**AGENDA ITEM:** Report on Preliminary Recommendation for Targeted Services for 2015-16 School Year

**MEETING DATE:** May 18, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Sara Paul, Assistant Superintendent  
Kristine Wehrkamp, Director of Community Services and Recreation

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**BACKGROUND:**

During the 2013-14 school year, we piloted the YMCA after school program at two sites in the spring and made a preliminary evaluation with a recommendation to continue expanding the program with the YMCA for this year. This year all elementary schools implemented one of the two after school targeted programs, one delivered by the YMCA and a second option run by our Community Services program.

Monday night's presentation will be descriptive of our experiences in both programs this year.

**Executive Summary:**  
**K-5 Targeted Services After School Programming**  
**School Board Work Study Meeting of May 18, 2015**

**Presenters:** Sara Paul, Kristine Wehrkamp, with principals and other staff available for questions and answers

**What is the purpose of Targeted Services?**

Targeted services programs are before, after school and summer programs for students in grades K-8 who meet Minnesota law "at-risk" criteria (Minnesota Statutes, Section 124D.68, Subdivision 2). The focus of this presentation is on K-5 Targeted Services, specifically after-school programming.

Typically, at-risk students are not successful in the regular school program and need additional time to develop skills and abilities. Targeted services are designed for meeting the needs of the whole child. Therefore, it is not more of the same teaching and learning that occurs during the day, but a different approach to engage students with the teacher, school and community. The purpose is to develop the skills needed to be successful in the regular school program.

**How are Targeted Services funded?**

While out-of-school time activities and after-school activities are funded through a variety of sources (eg: government agencies, foundations, fees), targeted services are intended for students at risk of educational failure, and are therefore funded through General Education Revenue.

**How are Targeted Services aligned to the rest of our work in the district?**

The Minnesota Department of Education, as part of the requirements of the World's Best Workforce Legislation, requires districts to define work to close identified achievement gaps. Targeted Services funding is provided by the state to support our efforts to help students develop skills needed to be successful in the regular school program.

As part of our WBLAS *World's Best Workforce Plan*, we have identified achievement gaps that persist within our system for students receiving Free/Reduced Lunch, and more specifically, achievement gaps in our system for black and hispanic students. In our *Equity in Action* Work Study presentation, we made a commitment to equity and we are following through on that commitment by delivering quality Targeted Services programming.

**What has been the recent work and focus of Targeted Services?**

In line with the purpose of Targeted Services, our district launched a pilot with the YMCA in 2013-14 to offer an after school program at two sites: Willow Lane and Matoska. The YMCA after school program was expanded to three additional sites for the 2014-15 school year- Lakeaires, Vadnais, and Birch. In addition to programs offered in partnership with the YMCA, we also added after school programming through our Community Education Extended Day program. Throughout the course of this year, our focus has been on establishing and providing quality Targeted Services programs. With this focus, we have gained a greater understanding and have established protocols to ensure quality programs for participating students.

**What is the Evaluation Framework and timeline for the evaluation?**

The quantitative data that will be part of the end of year evaluation will include:

- Attendance data.
- Student progress towards meeting their Continuous Learning Plan goals.
- Parent satisfaction survey data.

The qualitative evaluation of Targeted Services programming is comprised of the following key components:

- The Targeted Services program meets the educational needs of at-risk students.
- The Targeted Services program has an assessment system that improves instructional effectiveness and student learning.
- The Targeted Services program curriculum supports teachers in their instructional planning.
- High quality instruction is evident throughout the Targeted Services program.
- The Targeted Services program has strong instructional leadership.
- Parents/guardians and students are satisfied with the Targeted Services program.
- The organization of Targeted Services program effectively supports the delivery of the educational program.
- Targeted Services program leaders effectively communicate with the overall school community, including staff, parents/guardians, and students.
- The Targeted Services program substantially complies with applicable laws, rules and regulations.

The evaluation of 2014-15 programming will be completed by the end of June, 2015.

### **What is the implementation plan for next year?**

At the start of this year, logistics and programming were organized as shown on the chart below:

#### **Logistics and Programming**



#### **Logistics, Oversight and Programming**



Participation and program design varied by site. We will be discussing program success at our School Board Work Study session in regards to the number of students attending, each site's program model, areas of strength and areas for growth.

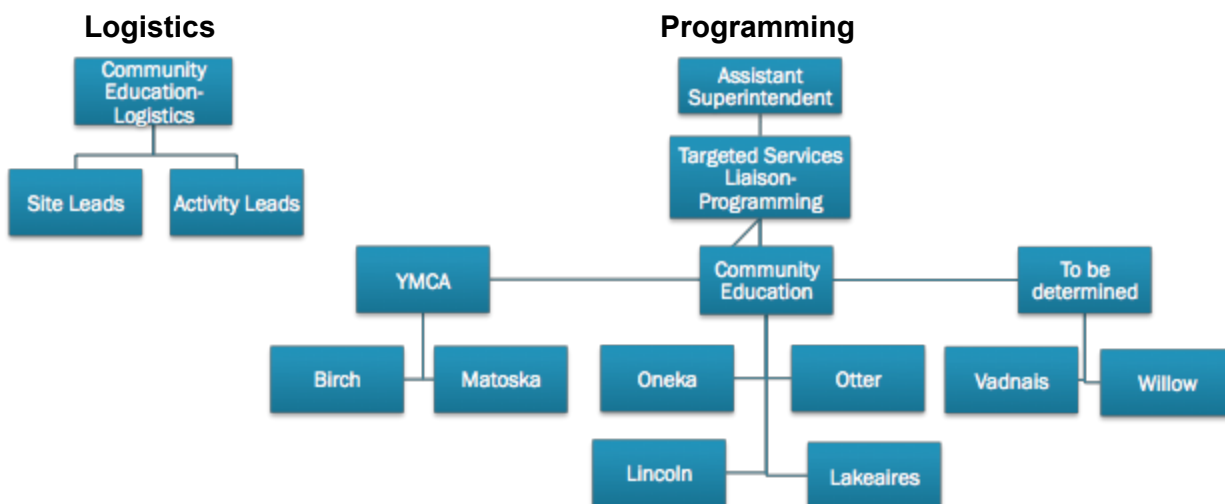
### **What adjustments are being made in light of key learnings from the first two pilot years of Targeted Services after school programming?**



Key adjustments made include Community Education Extended Day restructuring, increased clarity of roles and responsibilities across positions that are critical to delivering quality Targeted Services programs.

These changes will allow for more efficient use of resources as we provide all sites with essential logistical support and allow program providers to focus on teaching and learning. Based on these changes, we are confident that all programs are better positioned to provide quality programs for 2015-16.

### What is our direction for 2015-16 K-5 Targeted Services after school programming?



### What are the next steps regarding K-5 Targeted Services after school programming for 2015-16?

The Minnesota Department of Education (MDE) has expectations that must be followed to continue to receive Targeted Services funding. With the increased role clarity, we have increased our due diligence in regards to MDE compliance expectations and are continuing to draw from key changes made in K-5 Targeted Services monitoring and apply these changes to other applicable areas in our system.

Quality programming for students has and will continue to be our focus. The MDE acknowledges that there is no one single formula for success in before and after school programs. We agree with MDE that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in dynamic activities that complement the school day. We are confident that we are on track to develop and implement programs that meet the needs of at risk students served at each of our schools. With key changes we have made, we also are maximizing resources and allowing teachers and staff to focus on teaching and learning.

**AGENDA ITEM:** Goal 3: Continue Implementation of the  
Communication and Marketing Plan for the District

**MEETING DATE:** May 18, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Marisa Vette, Director of Communications and  
Community Relations

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**BACKGROUND:**

Marisa Vette will provide an update of year four in the implementation of our communications and marketing plan for the District. Possible options for updating the plan also will be presented.

## **White Bear Lake Area Schools Communications and Marketing Plan Update May 18, 2015**

Below you will find updates to the Strategies and Tactics outlined in the White Bear Lake Area Schools Communications and Marketing Plan, originally accepted by the School Board in 2010.

### **Strategies:**

**Actively recruit school shoppers.**  
**Get them young and keep them connected.**  
**Accentuate the positives.**  
**Influence the influencers.**  
**Use data to help inform decision-making.**

### **Actively recruit school shoppers.**

- **Maximize the effectiveness of district/school websites:**

- Status:

- We continue to make changes to the district/school websites to keep the information current and streamlined.
- We recently refreshed the school pages with new photos and an eye toward consistency across the district. We continue to work to ensure our directory information is accurate and updated automatically when our employee information system is updated.
- In the summer of 2013, we were one of seven districts to receive an Award of Excellence (the highest honor) from the National School Public Relations Association for our website. Our website has been used as a “best of” sample in Risdall Marketing’s marketing materials.

- Next Steps:

- We continue to look into website upgrades, including responsive design, the capability to schedule posts, listing of school social media sites on school home pages, and a possible refresh of the e-newsletter templates. At this time, we have decided to wait to schedule any major upgrades until we are ready to do a website redesign.

- **Offer a range of opportunities for parents and students to visit and experience WBLAS firsthand:**

- Status:

- The sixth annual “Welcome to White Bear Week” offered activities for students of all ages and transition levels.
- In the January, the district offered school tours in the two middle schools. While the focus was primarily on the district’s 1:1 and International Baccalaureate initiatives, the tours provided a glimpse into the buildings’ cultures and classroom activities.
- Since September 2014, we have been sharing weekly “62.4-second update” videos on Facebook and Twitter. The videos, a compilation of video and photo coverage gathered during district events that week, have been well received. Since school began in September, 2014, the group of weekly videos have been viewed a total of 8,800 times.
- Since, August 2014, and especially since January when we hired a Communications Specialist with video expertise, we have strategically used video to help share the story of the district. Recent videos have included highlights of: new principals, partnerships, BearPower, the WBLAHS theater program, elementary school renovations, IB – MYP, the 4C’s Mentoring Program, 1:1 Technology in the Classroom, and the Writing Center.

- Next Steps:
  - In May, two district elementary schools (Willow Lane Elementary and Lakeaires Elementary) will host community open houses to celebrate the renovation projects that were completed during the 2014-15 school year.
  - We will continue to strategically use video to tell the story.
- **Follow-up with families who express an interest in WBLAS, or who leave WBLAS for any reason:**
  - Status:
    - Our Centralized Enrollment system helps us to maintain accurate data.
  - Next Steps:
    - Beginning in 2015-16 school year, we will develop strategies to follow up with families who express an interest in WBLAS or who leave WBLAS for any reason.
- **Increase personal outreach at critical decision points:**
  - Status:
    - New Families - We continue to have a presence in the White Bear Lake area and Hugo Welcome Wagon publications, which are sent to all new movers. The district hosts an inside front cover full-page ad, a coupon page, and a follow-up postcard. The Community Services office hosts a coupon page.
    - Early Childhood Families - We continue to help get the word out about the Community Baby Shower, which is sent to families with children up to 6 months old and serves as a first connection for families.
    - Elementary Families - The new principal videos specifically served as positive PR pieces to welcome new school leaders to two elementary schools (Otter Lake Elementary and Willow Lane Elementary) and to make families confident in the new principals.
    - Elementary Families - Envelopes for kindergarten registration information were personalized with a welcoming bear photo and students' names again this year.
    - Middle School Families - The IB-MYP video specifically was one that served as a positive PR piece for the middle schools' International Baccalaureate program.
    - Middle School Families - Principals continue to make an effort to connect with their "feeder schools" during the school year, and especially at registration time.
    - High School Families – Principals continue to make an effort to connect with their "feeder schools" during the school year, and especially at registration time.
  - Next Steps:
    - We will continue to find ways to reach out to specific audiences, especially at critical decision points.
    - We will focus on our connections with area realtors during 2015-16.
    - We will strengthen the feeder school connection efforts made by middle school and high school principals in 2015-16.

## **Get them young and keep them connected.**

- **Redesign early childhood outreach efforts so they are more visible, user-friendly and supportive of K-12 enrollment in WBLAS:**
  - Status
    - The Early Childhood Program Registration booklet continues to be split into two publications – one focused on preschool and one focused on Early Childhood Family Education. This change has allowed for mailing timelines that more closely follow the timelines parents are following as they are making their decisions (preschool info was sent in January, ECFE information was sent later in the spring).
    - We continue to implement a successful “baby onesie” campaign, through which we send all families with new babies a census form, Early Childhood registration information, and an orange “Born to be a bear” baby onesie. Through this process, the number of census forms being returned has increased.
    - The work that has been done on kindergarten readiness serves as a great starting point to strengthen the connection between early childhood and K-12 enrollment.
  - Next Steps:
    - We will continue to work to strengthen the connection between early childhood and K-12.
    - In 2015-16, we will work to get better data on the programs, and the baby onesie campaign specifically, to be able to clarify those efforts that made the most difference.
- **Develop partnerships with area preschools, child cares and mom’s groups:**
  - Status:
    - We continue to work with the White Bear Area YMCA, which offers child care options by leasing space in one of our elementary schools (Birch Lake Elementary).
  - Next Steps:
    - We will continue to give this area additional attention in 2015-16.
- **Offer a range of opportunities for families with young children to experience WBLAS:**
  - Status:
    - The Early Childhood program has increased space for next year at a popular preschool location (Tamarack Nature Center) and has filled the extra classes to capacity with a waiting list before the building has even been built.
    - The District’s Spring 2015 Community Baby Shower invitation included a “What to Expect” video link to help families understand the event to which they were being invited.
  - Next Steps:
    - The WBLAHS spring play, Alice in Wonderland, is purposefully being marketed as a Rated G production, which we hope will bring more families in to see first-hand the opportunities available at the high school level.
    - We will continue to work with the Early Childhood program to strategically offer families with young children opportunities to connect to the district.

### Accentuate the positives.

- **Institute a “Did you know?” campaign of positive and interesting facts about the WBLAS – academic, athletic, artistic and alumni-related:**
  - Status:
    - Since the first day of the 2014-15 school year, we have shared out daily 624 Facts on the district’s Facebook and Twitter pages. The consistency with which we are sharing updates (daily) seems to have helped people remember to let us know about updates. Information that has been shared ranges from links to articles shared, information related to upcoming events, and photos of past events/experiences.
    - “Did You Know” tidbits have been used in District publications and ads, including a greater ad presence in Town Life Magazine and monthly ads in the White Bear Lake Magazine that feature DYK information. The website includes attractive Did You Know info boxes at the bottom of pages and an entire Did You Know section. The middle school and high school student planners include “624 Fact” sections on each weekly spread.
    - We have begun including event-specific ads in publications (“Offering the Best” ad in White Bear Lake Magazine’s Best Of issue, theatre-specific ads in Hennepin Spotlight Awards playbill ads).
  - Next Steps:
    - We will continue to include 624 Facts in publications, as well as find other ways to strategically share out the information.
- **Build on existing Bears pride:**
  - Status:
    - Construction/renovation projects continue to be completed with an eye toward “bearified” design.
    - The Senior Program newsletter got a new, “bearified” look in the fall.
  - Next Steps:
    - We are currently in the process of finding a way to bring “Bear Wear” sales to the district’s Marketfest booth, which we hope will be expanded to two spaces this summer (we are waiting to hear back from the committee).
    - We will continue to find ways to strengthen this strategy.

### Influence the influencers.

- **Offer a range of opportunities for realtors to visit and experience WBLAS firsthand:**
  - Status:
    - We currently make sure to provide information to any realtor who requests information from the district, which has included electronic information, printed materials, and school/district tours.
  - Next Steps:
    - We will explore ways to revamp our Welcome Wagon pieces and provide them to realtors as an education piece.
    - We will explore ways to work with Realtors who host open houses in the area to offer them a packet of District materials to make available to open house attendees.
    - We will look into options of hosting a realtor forum during the 2015-16 academic year, possibly partnering with another organization to be able to offer continuing education credits.

- **Work with the White Bear Lake Area Educational Foundation to improve alumni outreach:**

- Status:

- The consistency with which we are sharing updates (daily) seems to have helped people remember to let us know about updates, including alumni updates. Our 624 Fact campaign has allowed us a fun venue through which to share information about alumni; we have recently been able to collect and publish alumni updates in the e-newsletter as well.
    - We are working this spring with high school staff members and the Wall of Fame committee on recognizing a new inductee to the WBLAHS Wall of Fame, which includes communications out about the events and a new look for the Wall of Fame area of the high school.

- Next Steps:

- We continue to work with the Foundation on their alumni efforts.

- **Increase visibility in the *White Bear Press*:**

- Status:

- Dr. Lovett writes a quarterly guest column, information is turned over to the *Press* each week, and periodic ads are placed (coupon book ads, ads in guides, event-specific ads).

- Next Steps:

- We will continue our open dialogue and good working relationship with the staff of the *Press*.

- **Connect with key communicators:**

- Status:

- School Board Meeting Highlights documents are shared with district staff members, municipality leaders and Parent Leaders Forum members later in the week after each Regular and Work-Study School Board meeting. The documents are linked in the internal and community e-newsletter issues directly following the meeting as well.
    - As appropriate, the district has begun sharing public informational messages with staff members in a timely manner in the event of emergency or media-covered events.
    - District leaders meet with: municipality leadership for a quarterly City Managers Meeting, legislators for an annual legislative breakfast, parents for monthly Parent Leaders Forum meetings, various boards and work groups as members.
    - District leaders present "State of the District" information and informal check-ins with all district staff members each year.
    - Weekly internal and external regular/video e-newsletters highlight District news and information (including Did You Know points).
    - The district's Facebook page stats:
      - The number of "likes":
        - 624 in March of 2012
        - 2400 "likes" in March of 2014
        - 3,085 in April of 2015.
      - Gender breakdown of our current followers:
        - 79% women
        - 21% men
      - Age breakdown of current followers:
        - 35% age 35-44
        - 23% age 25-34
        - 17% age 45-54
        - 12% age 18-24
        - 3% age 13-17

- 5% age 55-64
    - 3% age 65+
  - Most “likes” (3,040) originate from the US, but others have come from the UK, Germany, India, Brazil, United Kingdom, Columbia, Mexico, Tunisia, Canada, Argentina, Ukraine, Malaysia, Singapore, Iraq, Ghana, France, Italy, Egypt, Philippines, Thailand, Turkey, Portugal, Netherlands, Puerto Rico, Finland, Kenya.
- Next Steps:
  - We will continue to be strategic in reaching out to key communicators.

### **Use data to help inform decision-making.**

- **Learn more about families that leave the district:**
  - Status:
    - We currently have some of this anecdotal information and have used the information to make assumptions about family's choices.
  - Next Steps:
    - This area will need to be of greater focus in the future. We are hopeful that when we have a better handle on District data we will be able to implement better plans in this area.
- **Institute periodic online surveys:**
  - Status:
    - The District facilitated a culture survey to staff members this spring.
  - Next Steps:
    - The District has committed to facilitating a parent survey in the fall of 2015 to gather information about the 2016-17 school calendar.
    - The District will be working this spring to gather feedback from parents regarding the electronic report card system.

### **Possible options for updating the current plan:**

- Comprehensive audit of current communications program.
- See how the community narrative has changed (include community/parent/staff discussion groups and maybe surveys).
- Updated Marketing Plan – expand to a true Communications and Marketing Plan.