

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

October 24, 2016

MISSION STATEMENT

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

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

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

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: October 10, 2016

A work-study session of the White Bear Lake Area School Board will be held on **Monday, October 24, 2016**, at 5:30 p.m., in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

1. Update on School Board/Superintendent Goals and Strategic Plan Priorities for 2016-17 5:30 p.m.
2. Review of Health Insurance Proposed Rate Increase 5:40 p.m.
3. Proposed Changes in Secondary Courses for 2017-18 6:20 p.m.
4. Plans for Evaluation of International Baccalaureate Programs, Consistent with Strategic Plan Action Step I.4 7:00 p.m.
5. Update on Options for Ice Arena Rentals 7:30 p.m.
6. Superintendent Recruitment and Selection Process 7:45 p.m.

C. ADJOURNMENT

8:00 p.m.

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

MEETING DATE: **October 24, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

We have provided you with an updated copy reflecting any changes or adjustments.

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

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

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation
Goal 1 - Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.				
Action Step 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	1.1. Proficiency and Growth This step will be aligned to the District's World's Best Workforce Plan.	During 2016-17 the District will continue a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board. As part of a comprehensive review of student progress, the District has designed new	August 22: School Board Work Study Session: Establishing the Foundation:Academic Measures of Success. <u>September 26 work-study session and October 10 School Board meeting: Updates on the Requirements under the State "World's Best Workforce" Legislation.</u>	Evaluation plan includes metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.

<p>Action Step I. 2: All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.</p>	<p>I.2 College and Career Readiness This step will be aligned to the District's World's Best Workforce Plan. Implementation 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.</p>	<p>strategies for literacy for 2016-17, including at the elementary level comprehensive PLC teams at each school and literacy coaches.</p>	<p><u>September 26</u> <u>work-study session and</u> <u>October 10 School</u> <u>Board meeting: Updates</u> <u>on the Requirements</u> <u>under the State "World's</u> <u>Best Workforce"</u> <u>Legislation.</u></p>	<p>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.</p>	
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<p>Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.</p>	<p>I.4: IB and Other Rigorous Comprehensive Programs.</p>	<p>International Baccalaureate Programs, including the primary years program at Matoska, and the Middle Years Programs at Central and Sunrise Middle Schools and report on the evaluation to the School Board</p>	<p><u>Administration will propose an evaluation plan for International Baccalaureate programs for School Board review at the work-study session of October 24, 2016.</u></p>	<p>Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.</p>	
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Goal 1 - Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
<p>Action Step II. 1: All students will expand their global perspective through the study of world language and culture at the elementary schools.</p>	<p>II.1 World Language K-5</p>	<p>Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.</p>	<p>Written evaluation scheduled to be completed by 12/31/16.</p>	<p>Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2. Assessment data measuring student global understanding.</p>	
<p>Action Step II. 2: Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.</p>	<p>II.2 World Language 6-12</p>	<p>Chinese is now offered 6-12. Students have access to CIS (College in the Schools) classes in American Sign Language, Chinese, French, German and Spanish.</p>	<p>Written evaluation scheduled to be completed by 12/31/16.</p>	<p>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.</p>	
<p>Action Step II. 4: All students will expand their global perspective by participating in annual service learning</p>	<p>II.4 Service Learning</p>		<p>Written evaluation scheduled to be completed by 12/31/16.</p>	<p>Evaluation plan includes: 1.Participation trends in global service learning projects, including</p>	

opportunities at the classroom or building level.				comprehensive report from We Act; 2. Survey data on student understanding of global issues related to service learning opportunities.	
Goal 1 - Strategy III: We will ensure our facilities support our district's mission and objectives.					
Action Step III. 1: The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces		<p>July 11: Update to the School Board on options for ice rental, and presentation on growth in Hugo.</p> <p>August 22: Update on facilities planning for 2016-17 to include internal assessment of facilities and demographic study.</p> <p>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year with a targeted completion date of March 2017.</p>	<p>Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Completion of Phase I recommended improvements. 2. Incorporation of action step into comprehensive, long-term facilities planning process during 2016-17. 	

<p>Action Step III. 2: At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.</p>	<p>III.2 Facility – Elementary</p>	<p>During 2016-17, other elementary site improvements of significance will be considered, as part of a comprehensive long-term facilities planning process.</p>	<p>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year. September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</p>	<p>Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.</p>
<p>Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.</p>	<p>III.3 Facility – Storage</p>	<p>Some improvements made in 2015 and 2016; further needs addressed by the comprehensive facilities plan in 2016-17.</p>		<p>Comprehensive review of facilities during 2016-17</p>
<p>Action Step III. 4: The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.</p>	<p>III.4 Facility – Student Population Distribution</p>	<p>This goal will be incorporated into a comprehensive, long-term facilities planning process.</p>	<p>August 22: School Board Work Study Session: Establishing the Foundation:Academic Measures of Success.</p>	<p>Included in the comprehensive review of facilities during 2016-17.</p>

			<p>September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</p>	
<p>Action Step III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.</p>	<p>III.5 Facility – Standardized Procedures</p>	<p>Completed.</p>	<p><u>September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</u></p>	<p>Evidence that manuals are in place and that employees have been trained appropriately.</p>
<p>Action Step III. 6: 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>As of 2016-17, all elementary buildings have air conditioning. Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is</p>	<p>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year. <u>September 26 work-study session and October 10 School Board Meeting: Review options for demographic</u></p>	<p>Successful completion of HVAC projects scheduled for fiscal year 2017.</p>

		<p>not part of our current budget.</p> <p>This goal will be incorporated into the comprehensive facilities plan.</p>	<p><u>study with School Board approval on October 10.</u></p>	
<p>Action Step III. 8: 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>As of 2016-17, all elementary schools 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>	<p>Part of the Comprehensive Facilities Plan</p>
<p>Action Step III. 9: District facilities will be designed to allow for informational</p>	<p>III.9 Facility – Technology Access</p>	<p>See Strategy IV.11</p> <p>This goal will be incorporated into the</p>		

<p>technology to be accessible by all ISD 624 employees, learners and families.</p>		<p>Comprehensive Facilities Plan.</p>			
<p>Action Step III.10: The District will ensure that elementary class sizes are balanced across the district.</p>	<p>III.10 Facility – Balanced Elementary Class Sizes</p>	<p>Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2016-17. Additionally, school start and end times will be considered for possible implementation in 2016-17 or 2017-18.</p>	<p><u>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year.</u></p> <p><u>September 26 work-study session and October 10 School Board meeting: review options for demographic study with School Board approval on October 10.</u></p>	<p>Data on class size averages and ranges.</p>	
<p>Action Step III.11: Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.</p>	<p>III.11 Facility – Secondary Phase I recommendations completed in 2015. This action step will be addressed via the Comprehensive Facilities Plan.</p>		<p>January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.</p> <p><u>September 26 work-study session and October 10 School</u></p>	<p>Part of the Comprehensive Facilities Plan.</p>	

				Board meeting: review options for demographic study with School Board approval on October 10.	
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Goal 1 - Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
Action Step IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.	Consistent with annual technology plan, funded with general education revenue and from revenue generated by capital projects levy.	3-year implementation plan: 2015-16 - 7th-10th Grade 1:1 2016-17 - 6th-12th Grade 1:1 2017-18 - 1:1 classroom sets Grades 3-5 & 1:2 classroom sets in Grades K-2 Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the	November 9, 2015: Update on 1:1 Initiative in the Schools January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present) February 22, 2016 Study Session – technology Support Model (background and data) March 28, 2016 Further updates on	Evaluation plan during 2016-17 includes: 1. Monitor and evaluate the redesigned technology staffing model	

<p>Action Step IV. 12: The District will enhance communication, interaction, and collaboration through the use of a web site.</p>	<p>IV. 12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan update presented to the board annually.</p> <p>During 2016-17, the current website will be evaluated consistent with appropriate standards, and options considered for keeping the website current and adaptable to changing needs for technology and communications.</p>	<p>District replacement cycle.</p>	<p>comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p>	
		<p>In the fall of 2016, the photos and 624 Facts on the website will be updated and the home page Quick Links will be switched to include more parent-specific information. <u>During the fall of 2016, web editor training is offered to all district and building web editors, and Siteimprove services are being used (to find misspellings and broken links throughout the site).</u></p>		<p>2016-17 Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Monitor internal and external user comments on website usability 2. Track decrease in website misspellings and broken links. 3. Report on extent to which current website meets standards and options for future improvements

<p>Action Step IV.13: The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.</p>	<p>IV.13 Schoology</p>	<p>Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials. Skyward, our Student Information System (SIS), provides a record of attendance and completed grades as well as student data. Google Apps is playing an increasingly central role in the classroom communication model as well.</p>	<p>November 2016: Workstudy Update on Digital Presence and Communication expectations as well as plans to streamline necessary account logins. During October, work with principals to evaluate options.</p>	<p>2016-17 Evaluation plan includes: 1. Digital communication tools including Schoology and Google Apps 2. Evaluate options for reduction of necessary accounts to allow for more efficient communication.</p>	
<p>Action Step IV.14: A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.</p>	<p>IV.14 Technology Policy</p>	<p>Mobile technologies use was included in the Electronic Technologies Acceptable Use policy.</p>	<p>The Electronic Technologies Acceptable Use policy revisions were approved by the Board on February 8, 2016.</p>	<p>2016-17 Evaluation plan includes: 1. Digital Learning Specialists will train teachers on the updated policy by December, 2016.</p>	

<p>Action Step IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.</p>	<p>IV.15 Access to Instructional Technology</p>	<p>See Strategy IV.11</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>We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community.</p> <p>The partnership with Ramsey County is highlighted at a White House Conference on January 18, 2016, to which the Superintendent, County Library Director, and County Commissioner were invited; and at a March 11 statewide school</p>	<p>February 8, 2016: As part of the Presidential Connect Ed Library Card Initiative with Ramsey County, jointly presented to the School Board on the access Middle School students have to resources to school and Ramsey County Library resources via student library cards.</p> <p>September 12, 2016: Update the School Board on new grant received to promote collaboration between the public library system and elementary media.</p> <p>November 2016</p> <p>Workstudy Update - Student 1:1 now covers grades 6-12.</p>	<p>2016-17 Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Monitor and evaluate 1:1 2. Monitor and evaluate Ramsey County Library partnership and expand library card partnership to cover grades 6-12. 	
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			<p>administration conference.</p> <p>Work continues with Ramsey County Library to increase family access.</p> <p><u>On October 13, public libraries and elementary media specialists host an evening for district elementary students at the White Bear Library.</u></p>		
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Goal 1 - Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.

<p>Action Step V. 1: The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.</p>	<p>V.1 Partnership – Process</p>		<p>Evaluation: Successful implementation of Policy 900, Partnerships, including the following: 1. Assure compliance with policy and protocols for all partnerships for the 2016-17 school year; 2. An evaluation of each partnership will be made by June 30, 2017 and annually</p>
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					thereafter consistent with policy.	
Action Step V.2: 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.			<p>Evaluation: Successful implementation of the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2016-17 school year;</p>	
Action Step V.3: The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	An update was provided to the School Board at the work-study session of April 27, 2015.			<p>Evaluation: Annual implementation of process consistent with Policy 900, Partnerships.</p>	
Action Step V.5: 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.			<p>Evaluation: Communications plan implemented annually, 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</p>	

					about District partnerships, and questions and answers about the policy and procedures
Goal 1 - Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.					
<p>Action Step VI. 1: The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.</p>	<p>VI.1 Bullying Policy and Program</p>	<p>New program implemented during 2012-13. During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014. During the 2014-15 school year, the administration developed protocols to assure ongoing compliance with our Bullying Prevention Policy, policies, and implementation of the curriculum currently in place.</p>			<p>The evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Reviewing data from the Minnesota Student Survey from spring, 2016; 2. An internal audit to assure that all schools are complying with expectations to provide the curriculum; 3. On-going review of other sources of data, including student discipline data. 4. Assurance that all staff receive the required training annually.

		For 2016-17, all staff will receive training on compliance with state law and district policy.			
Action Step VI. 2: The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.	VI.2 Faculty	Beginning during 2015-16, the human resources office provides metrics on recruitment, selection, and retention consistent with this action step.	<u>Administration will report employment metrics at the November work-study session.</u>	Evaluation: Employment metrics will be reported annually to the School Board.	
Action Step VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	Consistent with the District's Equity Plan, during 2016-17 develop and implement strategies to assure equity in curriculum and instructional practices. For 2016-17, the District has reallocated existing staff to create a new position, Assessment and Integration Coordinator.		Evaluation: An evaluation plan will be developed consistent with the equity plan.	

<p>Action Step VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.</p>	<p>VI.4 School Transitions</p>	<p>During October, the administration began a comprehensive process for preparing our new three year Integration and Achievement Plan.</p>			
		<p>Transition plans are in place at each level, including:</p> <ol style="list-style-type: none"> 1. Kindergarten Jumpstart for four year olds; 2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school. <p>For 2016-17, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.</p>		<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Annual Board updates on transition programming; 2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming. 	

<p>Action Step VI. 5: The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.</p>	<p>VI.5 Equity in all Programming</p>	<p>An update on the Equity Plan was presented at the work-study session of July 13, 2015.</p> <p>For 2015-16, the District participated in the following programming:</p> <ol style="list-style-type: none"> 1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age; First student lead ISI took place in January 28 at Willow Lane <p>Elementary, with a second event at Lakeaires in May.</p> <ol style="list-style-type: none"> 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3. Training for District leaders in cooperation with EMID member school districts; 	<p>Presentation to Board at work-study session of March 28th from students who planned and delivered first student lead "Intentional Social Interaction" event in the Northeast Metro and first in the White Bear Lake Area Schools. Additional ISI was planned and completed at Lakeaires Elementary on May 26th. Met on June 23rd with SRFC to discuss funding for 2016-17 school year.</p> <p>Presentation to the School Board on April 25, including overview of EMID from the Executive Director, and update on District's EMID programming.</p> <p>Presentation to the School Board on May 23 highlights work with PIQE and Equal Opportunity Schools.</p>	<p>An evaluation plan consistent with the Equity plan, will include:</p> <ol style="list-style-type: none"> 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2016 data released to District from State end of May, review and summarize to compare to 2013. 2. Staff survey data regarding school climate; 3. Parent feedback on school climate.
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<p>Action Step VI. 6: The District will review and assess the current plan related to cultural competency.</p>	<p>VI.6 Cultural Competency</p>	<p>4. Other strategies consistent with Equity Plan</p>			
<p>During the 2016-17 school year, this action step will be aligned with the District's WBWF and Equity plan.</p> <p><u>During October the administration began a comprehensive process for preparing our new three year Integration and Achievement Plan.</u></p>	<p>During the 2016-17 school year, this action step will be aligned with the District's WBWF and Equity plan.</p> <p><u>During October the administration began a comprehensive process for preparing our new three year Integration and Achievement Plan.</u></p>	<p>4. Other strategies consistent with Equity Plan</p>		<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 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. 	
<p>Goal 2 - Ongoing Financial Stewardship and Budget Management</p>	<p>Details</p>	<p>Status</p>	<p>Report to the School Board</p>	<p>Evaluation</p>	
<p>The District continues to identify greater efficiencies in operations that will help to maintain financial</p>	<p>Strong community support, which led to the passage of the November 2011 operating levy renewal</p>	<p>For 2014-15 and 2015-16, the District increased the frequency of financial reporting from</p>	<p>November 23: Quarterly Financial Update and Report on Workers Compensation.</p>	<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Ongoing financial stewardship on investments and budget management 	

<p>stability and allow for improvements in program quality and student success.</p>	<p>by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability.</p> <p>The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011, 2012, 2013 and 2015. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.</p>	<p>semi-annually to quarterly. This practice will continue for 2016-17.</p> <p>An annual operating plan, to include information related to all major District funds, was finalized during the 2015-2016 school year, with preliminary presentation on May 23 and budget action recommended on June 13, 2016.</p> <p>The adopted budget for 2016-17 is balanced, and the projected fund balances are within the range called for by policy.</p> <p>During 2016-17, the district will take what steps are necessary to prepare for a renewal of the referendum levy in the fall of 2017.</p>	<p>May 23: Presentation of preliminary budget for 2016-17, and information on financial matters which require Board action.</p> <p>June 13: School Board Action on the budget for 2016-17.</p>	<p>are reviewed annually as part of the financial audit;</p> <ol style="list-style-type: none"> The audit report for FY 2015-16 is presented to the School Board and public at a regular School Board meeting; The administration will continue the practice of quarterly reports to the School Board; Will continue increased communication with the public by posting additional financial information on the District's website. Review the role and membership of the finance advisory committee. Present an annual operating plan in June 2017.
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Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Details	Status	Report to the School Board	Evaluation
<p>a. Continue implementation of the Communications and Marketing Plan for the District</p>	<p>The Communications and Marketing Plan was initially implemented during the 2012-13 school year and has been updated annually under the themes of: actively recruit school shoppers, get them young and keep them connected, accentuate the positives, influence the influencers, and use data to inform decision-making.</p>	<p>Administration annually reports to the School Board.</p>	<p>Annually</p>	<ol style="list-style-type: none"> 1. Evidence of increased enrollment (early childhood and kindergarten). 2. Evidence of increased senior citizen engagement. 3. Evidence of community support for referendums. 4. State, national awards for communications projects.
<p>Goal 4: Operational Improvements</p>	<p>Details</p>	<p>Status</p>	<p>Report to the School Board</p>	<p>Evaluation</p>

a. School Board Community Engagement	The School Board will develop strategies to increase community engagement with the Board.	Discussed at School Board Work-Study meetings of July 11, August 22, and September 26, 2016.		
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, and will continue at the same level in 2016-17. During 2016-17, the District will continue with metrics for all gifted and talented programming.	Update to School Board on August 8, including metrics on student growth and survey data from parents and staff.	Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.
c. Review of District programs and services supporting students with Mental Health and 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	October 26: Plan presented to the School Board. Planning meeting with small group on January 5, January 21, and February 2, 2016.	Completed Staff Professional Development Activity for ALL Special Service Staff members 9/1/16 on Trauma Informed Classrooms in collaboration with Dr. Clayton Cook from U of MN.

		<p>current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.</p> <p><u>In October, 2016, administration reviews findings and recommendations with principals and other leadership team members in advance of final presentation to the School Board in November, 2016. ok</u></p>	
<p>Large Group Launch (22 participants) on February 9, 2016 (2-4 pm). Included national, regional, and local data. Followed by survey of current practice per building, due March 10, 2016.</p> <p>Large Group meetings held on March 17, 2016, and May 5, 2016.</p> <p>May 23: Update to the School Board on the mental health and chemical dependency review.</p> <p>Final large group meeting was convened on June 16th to discuss preliminary findings.</p> <p>Small group met July 13 to summarize discussion and data outcomes. We are anticipating Board work-study presentation in 2016 with final</p>			

	<p>recommen- dation discussion.</p>	<p>November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center</p> <p>March 22: Update the School Board on planning for the Achievement Center.</p>	<p>A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were made to the School Board at the May work-study session.</p> <p>For 2015-16, developed follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review.</p> <p>Preschool facilities planning will be incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11.</p> <p>From November, 2015, through April, 2016,</p>	<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>d. Continue to follow-up on Program Review of Preschool and Early Childhood Programs, including addressing space constraints due to program growth</p>
					<p>Evaluation plan will include: 1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review. 2. Comprehensive facilities plan for all preschool programming, completed in conjunction with District comprehensive facility planning process.</p>

<p>e. Comprehensive Review of Senior Services.</p>	<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</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</p>	<p>administration continued to work closely with the Legislature, Ramsey County, and other partners on obtaining funding and support.</p> <p>By the end of October, 2016, the administration plans to inform the YMCA that we will not be able to extend the lease of four classrooms at Birch Lake Elementary because these classrooms will be needed in 2017-18 for our own preschool programming.</p>		
				<p>Evaluation plan will include: 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.</p>	

	<p>and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith communities and other agencies working with the senior population.</p> <p>The goal of this comprehensive review will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed through the School District or in partnership with other entities.</p>	<p>seniors to participate in a community forum.</p> <p>In September of 2015, the community members are invited to a follow-up meeting to work on the development of a survey in the fall of 2015 to our senior population.</p> <p>Work with the Community has continued through the fall of 2015.</p> <p>An update on the progress of the Community Forums was given to the School Board at the January 25, 2016 work-study session.</p> <p>A fourth Community Forum was held on February 10, 2016 with forty-four people in attendance. The community members formed action teams around five themes</p>	<p><u>September 26 work-study session: administration provided an update to the School Board on Senior Transportation services, and the District's role past, present, and future.</u></p>	<p>2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2015.</p> <p>3. Successfully partner on behalf of senior citizens with cities, municipalities, the township, and other entities working on behalf of seniors.</p>
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			<p>that came from the survey. They are: recreation, transportation, housing, healthcare, and services.</p> <p><u>Follow up meetings were held on April 6, May 25, August 3, and September 28, 2016.</u></p> <p><u>At City Managers/School District Meeting in October, the District and City Managers discussed options for providing long-term support to this initiative.</u></p>		
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AGENDA ITEM: **Health Insurance Rates Effective January 1, 2017**

MEETING DATE: **October 24, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

Immediately preceding the October 24, 2016 School Board meeting, the District's insurance committee will review the latest health insurance claims data for the current year and will consider rate adjustments for the District's health insurance plans effective January 1, 2017. An update will be provided to the School Board regarding the proposed change to the District's health insurance rates. Rob Keller and Pierre Guilfoile from National Insurance Services, Inc. will be in attendance to review the District's health insurance claims data and to recap the insurance committee's discussion. With a self-insured health insurance plan, the District establishes the renewal rates; the School Board will be asked to approve health insurance rates effective January 1, 2017 at the November 14, 2016 School Board meeting.

AGENDA ITEM: Proposed Changes in Secondary Courses for 2017-18

MEETING DATE: October 14, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent for Teaching and Learning
Jill Pearson, Teaching and Learning Coordinator

BACKGROUND:

Annually the Teaching and Learning Department works closely with our secondary principals regarding proposed changes to academic programming for the following year. This process involves careful evaluation of our current course offerings and includes proposals for new course offerings; changes to existing courses such as title changes, content re-alignment and expansion of concurrent enrollment opportunities; as well as recommendations regarding courses that should be phased out or eliminated. As we review these changes, we will explain the nature of the change and ramifications through a thorough process.

Secondary Course Proposals for 2017-2018

BACKGROUND:

The following are new course proposals and proposed course changes for the 2017-18 school year.

New Courses			
Preliminary groundwork has been laid for consideration of the following course proposals. Action at the November School Board meeting is recommended in order to allow the changes to be reflected in the 2017-18 registration guide.			
Dept.	Course Title & Grades	Rationale	Course description
AVID	AVID 6	A sixth grade AVID course would extend our AVID offerings to include all secondary grades, 6-12. AVID programming dovetails with the milestones and strategies outlined in the World's Best Workforce, with a focus on closing the achievement gap and preparing all students to be college and career ready. The instructional strategies used in AVID are easily transferable to other courses and considered instrumental in our work toward supporting students and preparing them for rigorous coursework.	Advancement Via Individual Determination (AVID) is a course for students in the academic middle who have the desire and determination to prepare for admission to four-year colleges and universities. The class provides students with the academic and motivational support to succeed in rigorous courses. The AVID curriculum teaches higher-level reading, writing, organizational and study skills.
Language Arts	Social Justice, Change, & Responsibility (semester, 9-10)	Currently, there is no similar course offered for students at White Bear Lake High School. Language Arts teachers work to infuse diverse literature and multiple viewpoints in their courses, but no single course is dedicated to exploring issues of race and the minority experience in more depth. This course addresses each of White Bear Lake Area Schools core values and aligns with strategies 1, 5, and 6 of the Strategic Plan.	In this course, students will use the Language Arts skills of speaking, listening, reading, and writing to explore the ideas of social justice, responsibility and change through the lenses of multiple minority and marginalized groups in the United States including: Native Americans, African Americans, Women, Latino Americans, Asian Americans, LGBTQ Americans, and disabled Americans. As part of this exploration, students will engage in frequent discussions of historical and contemporary perspectives as well as complete exploratory projects (both individual and collaborative). Work for this course will be discussion intensive and project-based.

Science	AP Environmental Sciences (year, 11-12)	<p>This course opens up opportunities for more students to take an Advanced Placement science course, as the current AP science courses (AP Chemistry with Biochemistry and AP Physics) have advanced math prerequisites. In addition, its interdisciplinary nature and use of field work encourage study of human made and natural environmental problems in our own local ecosystem.</p>	<p>The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.</p>
Math; cross-listed with Engineering & IT	AP Computer Science Principles (year, 11-12)	<p>This course will add a capstone opportunity for students in the IT career pathway that was launched in 2016. Yet at the same time, many other students will be eligible to take this course as the only prerequisite is Algebra 2. In President Obama's 2016 State of the Union Address, he asserted that we should offer every student "hands-on computer science and math classes that make them job-ready on day one." According to the Association of Computing Machinery, there are more computing jobs than qualified people to fill them in the United States.</p>	<p>AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. The curriculum framework focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many of areas of their everyday lives. Topics include computational thinking practices, connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts. communicating, collaborating, and creativity.</p>
Engineering & IT	Programming Fundamentals (semester, 9-12)	<p>Students in the IT Explorations course this year were surveyed about their interest in IT topics for future courses. Coding / programming was the area of highest interest. We are pursuing concurrent enrollment with Century College.</p>	<p>This course introduces the fundamental concepts, structures and techniques of programming. Topics include introduction to algorithms, design and development and the fundamental constructs of programming and data. Students will use a modern integrated development environment to create</p>

									complex, multi-file projects. The course also introduces students to numerical applications,, machine architecture, revision control, and unit testing. Differences between the C and C++ language are presented. This course is pending approval to run as a concurrent enrollment course through Century College. If approved, students will have the opportunity to earn college credits.
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Name Changes and Content Re-Alignment

Preliminary groundwork has been laid for consideration of the following name changes. Action at the November School Board meeting is requested in order to allow the changes to be reflected in the 2017-18 registration guide.

Department	Current Course Title	Requested Change(s)	Term	Grade	Rationale
Visual Arts	Photo Apps	Name change: Photo-journalism; offer concurrent enrollment with Century	Semester	11-12	This title change better captures the original design of the course and its broader scope while de-emphasizing a focus on social media. In addition, the course aligns well with Century College's Introduction to Digital Photography and the course is pending approval as a concurrent enrollment offering. Our goal is to provide all students with opportunities to attain college credit while taking courses at White Bear Lake Area High School. Offering concurrent enrollment options across a variety of different subjects will help achieve this goal.
Language Arts	Public Speaking	Offer concurrent enrollment with St. Paul College, or Anoka-Ramsey	Semester	12	Public Speaking has been a popular course that helps fulfill the graduation requirement of one full year or two semesters of language arts courses in students' senior year. Aligning our course with a post-secondary partner for concurrent enrollment will open up opportunities for a broad cross-section of our senior class to earn college credit prior to graduation.
FACS	Education Career Lab	Offer concurrent enrollment opportunity through the	Semester	11-12	We have applied to pilot a CIS University of Minnesota course "Exploring the Teaching Profession I" which aligns with our current course, Education Career Lab, and is intended to attract more students of color, English Learners, and students receiving Free or Reduced Lunch to the teaching

Engineering	Biotechnical Engineering	University of MN Name change: Biomedical Engineering Department: Health, Engineering & IT Term: From year to semester	Semester	11-12	Biotechnical Engineering was formerly a Project Lead the Way (PLTW) course but it will no longer be offered through PLTW after 2016-17. The course has had strong enrollment in previous years and there is a curricular framework already in place that can contribute to our future health care pathway. The focus of this course is on exposing students to the diverse field of biomedical engineering.
Social Studies	Geography	Make this course available to grades 11-12 during odd years	Semester	9, 11-12	Geography is a required course for ninth grade students at White Bear Lake Area High School. However, there are enough students in eleventh and twelfth grade at South Campus who have not earned a geography credit needed for graduation to warrant a section every other year.
Language Arts	AP English Language & Composition, AP English Literature & Composition, CIS Introduction to Literature, eCIS Writing Studio	Remove prerequisite that states, "students will complete a satisfactory application" (AP & CIS) or "completed application" (eCIS)	Varies	11-12	As part of our work to close the achievement and opportunity gap, we have focused efforts on removing barriers to rigorous coursework. Some students and counselors have cited the application process required for admittance into one of the AP, CIS, or eCIS language arts class as a reason some students who might benefit from taking one of those courses have not enrolled. The language arts department is also committed to increasing access to advanced courses and is revising a process to help students select the appropriate classes and identify and encourage students to take these classes.
Language Arts, Science, Social	Intro level courses	Remove "introductory" level designation	Year	9-12	We have analyzed data and gathered feedback from students, parents, and staff regarding our courses designated as "introductory" level. The intent of these courses is to deliver the standard curriculum with supports, such as smaller class sizes, additional strategy instruction, and at times, the support of a co-teacher. Including a designator of "introductory" has been found to

Studies, Math					be misleading since these courses follow the standard curriculum rather than “introduce” the content. Sections with supports will remain in place and we have worked to clarify entrance and exit criteria for students into the supported sections. Removing the “introductory” designator will better communicate that the standard curriculum is being delivered.
Language Arts	Strategies for College and Career Reading	Change course description to grade 10 (from grade 10 and 12),	Semester	10	As we reported in the After Action Report at the September work study meeting, the content of this course has been embedded in the Intro Language Arts 12 course (name change, pending; see above). It allows the opportunity for all students in Intro Language Arts 12 the opportunity to be waived from placement into developmental reading coursework at Century and other Minnesota State Colleges and University (MNSCU) institutions by completing assignments aligned with the Century course and earning a C or better on those assignments and the course, as a whole.

Deletions, Replacements

Enrollment data support the following course deletions and preliminary groundwork has been laid. Action at the November School Board meeting is requested in order to allow the changes to be reflected in the 2017-18 registration guide.

Department	Course Title	Term	Grade(s)	Rationale
Science	Intro to Earth and Space	Semester	11-12	There has been insufficient enrollment to run this course since the change in science graduation requirements no longer necessitates an earth science credit at the high school level.
Language Arts	Theater	Semester	9-10	This elective course has had insufficient enrollment to run for several years, and the department is proposing the course, “Social Justice, Responsibility, and Change” as a new elective.

AGENDA ITEM: **Plans for Evaluation of International Baccalaureate Programs, Consistent with Strategic Plan Action Step I.4**

MEETING DATE: **October 24, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

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

Background:

As part of the School Board/Superintendent Goals and strategic planning process, a goal was established to evaluate the IB programs at Central Middle School IB World School, Sunrise Park Middle School World School and Matoska International IB World School.

We are working from an understanding that the purpose of the evaluation is to provide the School Board with information about the three IB schools regarding program implementation, stakeholder satisfaction, and preliminary student outcome data. In addition, we are interested in receiving formative feedback that can be used for program improvement. Essentially, we want to know the degree to which these programs are helping us fulfill our district mission.

Brian Morris has conducted a preliminary review of three external proposals. In order to effectively evaluate the three proposals and move forward, direction from the Board is needed regarding key questions that will guide the evaluation process:

- What is the purpose of this evaluation?
- What is the scope of the evaluation?
- How will findings from the evaluation be used?

Emerging Themes

Three themes associated with the cost of IB programming have emerged from conversations with principals and staff are professional development, annual operating cost of IB programming relative to expenditures on other programs at non-IB schools and the current lack of time to collaborate with professional colleagues at the middle schools during the school day. The themes associated with the benefits of IB programming that have emerged from conversations with principals are parent satisfaction, particularly at Matoska, and increased open enrollment. Some of these cost and benefit themes are beyond the scope of the IB Evaluation and the Board may

want to give some consideration as to whether or not an IB Evaluation will address the themes that have emerged.

Overview of Evaluation Options

1. One option is to proceed by conducting an internal evaluation. This would be our lowest-cost option; however, we would lose the validation of having an external evaluation.

The first external proposal is from a data consulting firm. The proposal centers around a quantitative, quasi-experimental design to estimate the impact of the IB program on student outcomes. Impact will be measured by answering the following questions:

- What is the impact of the IB program on student attendance in WBLAS?
- What is the impact of the IB program on student academic achievement in WBLAS?
- What is the impact of the IB program on student behavior in WBLAS?

The approximate cost of this quantitative analysis is \$13,000.

2. The second external proposal is from an independent consultant and includes both quantitative and qualitative data analysis. Data collected will include stakeholder focus groups, surveys and interviews, as well as quantitative academic and school climate data. The evaluation questions include:

- In what ways are students benefiting from the IB program?
- In what ways is the district benefiting from the IB program?
- How can the IB program in the District be improved?

The approximate cost of this qualitative and quantitative analysis is \$13,000.

3. The third external proposal is from the Center for Applied Research and Educational Improvement (CAREI). The CAREI proposal seeks to provide the broadest review of our IB program, dependent on our selection of four research options. The CAREI proposal seeks to answer the following questions:

- What types of student outcomes have other school districts that are implementing PYP and MYP programs seen and how are they measuring those outcomes?
- What are the characteristics of the students who enroll in these three White Bear Lake Area IB schools?
- To what extent is the program being implemented with fidelity at each IB school?
- What are the perceptions of teachers in the IB schools?
- What are the perceptions of other stakeholder (e.g., students, families, administrators) about the program?
- To what extent have student outcomes changed as a result of implementing PYP and MYP?

4. The CAREI proposal is relatively more complex. There are several options presented ranging from \$10,000 to \$61,000.

Stage one (costing \$10,000 and presented to the Board in February) would begin with a literature review, answering the question, “If we implement our IB program with fidelity, will we have a positive impact on our students?” After reviewing stage one we may choose to end the program review or continue with a research model. Stage two may include stakeholder interviews or surveys, classroom observations checking program fidelity, and/or a cost-benefit analysis. Stage two research options range in cost from an additional \$16,000 to \$51,000. Stage two results would be presented to the Board in late August or early September. We may meet the Board deadline of a May presentation if we commit to the full proposal rather than moving forward with a two stage approach.

AGENDA ITEM: **Update on Options for Ice Arena Rentals**

MEETING DATE: **October 24, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

At the October 24, 2016 School Board work-study meeting, a brief update on options being considered for ice area rentals will be provided to the School Board.

AGENDA ITEM: **Superintendent Recruitment and Selection Process**
MEETING DATE: **October 24, 2016**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Janet Newberg, School Board Chair**

BACKGROUND:

At our meeting on Monday, October 24, 2016, Board Chair Janet Newberg, will facilitate a conversation on the recruitment and section process of our next superintendent. It is the goal of the School Board to have the new superintendent begin as of July 1, 2017.