

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
MEETING PACKET**

October 23, 2017

MISSION STATEMENT

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

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

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

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak
Superintendent of Schools

Date: October 10, 2017

A work-study session of the White Bear Lake Area School Board will be held on **Monday, October 23, 2017**, at 5:30 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call to Order
2. Roll Call

B. DISCUSSION ITEMS

1. Health Insurance Rates Effective January 1, 2018 5:30 p.m.
2. Secondary After-Action Review and Secondary Course Proposals 6:30 p.m.

C. ADJOURNMENT 7:30 p.m.

AGENDA ITEM: **Health Insurance Rates Effective January 1, 2018**

MEETING DATE: **October 23, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations
and Mitch Cooper, Director of Human Resources**

BACKGROUND:

An update will be provided to the School Board regarding the proposed change to the district's health insurance rates effective January 1, 2018. Rob Keller, Pierre Guilfoile, and Nancy Bushard from National Insurance Services, Inc. will be in attendance to review the District's health insurance claims data. 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, 2018 at the November 13, 2017 School Board meeting.

AGENDA ITEM: Secondary After Action Review and Secondary Course Proposals

MEETING DATE: October 23, 2017

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Sara Paul, Assistant Superintendent for Teaching and Learning

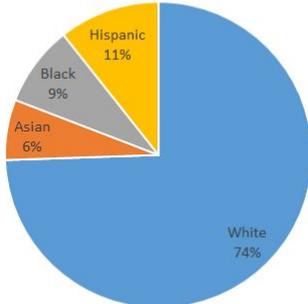
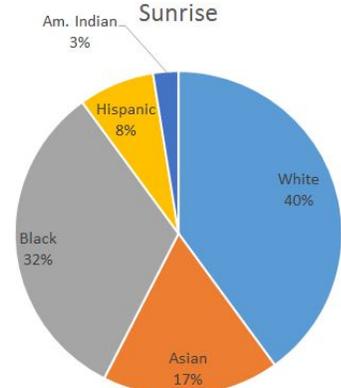
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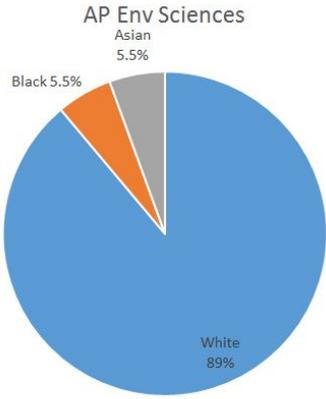
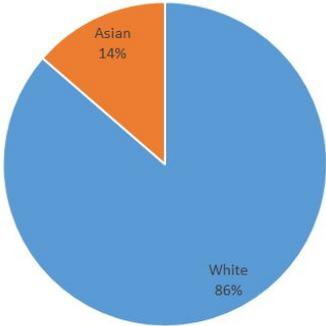
Each year we provide an after action review of courses that the board approved the previous year. The first chart attached outlines the new courses that were approved last year and provides a review of the rationale for the courses as well as follow-up information regarding current enrollment for the 2017-18 school year.

Annually the Teaching and Learning Department, coordinated by Jill Pearson, 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 realignment and expansion of concurrent enrollment opportunities. The second chart attached outlines the new course proposals and changes for the 2018-19 school year. Principal Don Bosch and Career Navigators Jenny Moore and Jeremy Kerg will be available to provide information and answer questions.

After Action Report - New Secondary Courses for 2017-18

The chart below outlines the new courses that were approved last year and provides a review of the rationale for the courses as well as follow-up information regarding current enrollment for the 2017-18 school year.

NEW COURSES for 2017-2018																								
Course Information	Rationale	Follow-up																						
<p>AVID 6 connect</p> <p>Dept: AVID Term: Year, every other day Grade 6</p>	<p>The addition of a sixth grade AVID course extends 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.</p>	<p>We currently have 47 students enrolled in AVID 6 Connect at Central, and 40 students enrolled in the class at Sunrise. Each school is running two sections, and the students attend every other day. The charts below breakdown the racial demographic information for students enrolled this year. Both schools' enrollment includes a population of students of color that is greater than the percentage of students of color overall in the school (16% at Central and 33% at Sunrise). This could be expected as AVID targets students who are underrepresented in the college-going population - including low income students, first generation college students, and students of color.</p> <div style="text-align: center;"> <p>Central</p>  <table border="1" style="margin: 10px auto;"> <caption>Racial Demographic - Central</caption> <thead> <tr> <th>Race</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>74%</td> </tr> <tr> <td>Hispanic</td> <td>11%</td> </tr> <tr> <td>Black</td> <td>9%</td> </tr> <tr> <td>Asian</td> <td>6%</td> </tr> </tbody> </table> <p>Sunrise</p>  <table border="1" style="margin: 10px auto;"> <caption>Racial Demographic - Sunrise</caption> <thead> <tr> <th>Race</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>40%</td> </tr> <tr> <td>Black</td> <td>32%</td> </tr> <tr> <td>Asian</td> <td>17%</td> </tr> <tr> <td>Hispanic</td> <td>8%</td> </tr> <tr> <td>Am. Indian</td> <td>3%</td> </tr> </tbody> </table> </div>	Race	Percentage	White	74%	Hispanic	11%	Black	9%	Asian	6%	Race	Percentage	White	40%	Black	32%	Asian	17%	Hispanic	8%	Am. Indian	3%
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<p>AP Environmental Sciences</p> <p>Dept: Science Term: Year Grades 11-12</p>	<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>There are 18 students enrolled in AP Environmental Sciences. With 16 white students (89%) and 2 students of color (11%) in this course, we are below our target of mirroring the demographics of the school (approximately 23% of the population includes students of color).</p>  <table border="1"> <caption>AP Env Sciences Demographics</caption> <thead> <tr> <th>Race</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>89%</td> </tr> <tr> <td>Black</td> <td>5.5%</td> </tr> <tr> <td>Asian</td> <td>5.5%</td> </tr> </tbody> </table>	Race	Percentage	White	89%	Black	5.5%	Asian	5.5%
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<p>AP Computer Science Principles</p> <p>Dept: Math, Engineering & IT Term: Year Grades 11-12</p>	<p>This course adds a capstone opportunity for students in the IT career pathway that was launched in 2016. At the same time, many other students will be eligible to take this course as the only prerequisite is Algebra 2. In former 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>There are 22 students taking AP Computer Science Principles this year. Nineteen of these students are white and 3 of these students are identified as Asian. This course's enrollment of students of color (14%) is also under target when compared to the overall population of the school (23% students of color). Three of the 22 students enrolled are females. We will continue to explore ways to recruit more young women and students of color into our IT pathway courses.</p>  <table border="1"> <caption>AP Computer Science Principles Demographics</caption> <thead> <tr> <th>Race</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>86%</td> </tr> <tr> <td>Asian</td> <td>14%</td> </tr> </tbody> </table>	Race	Percentage	White	86%	Asian	14%		
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<p>Programming Fundamentals</p> <p>Dept: Engineering & IT Term: Semester Grades 9-12</p>	<p>Students in the IT Explorations course last year were surveyed about their interest in IT topics for future courses. Coding / programming was the area of highest interest. This course is run as a concurrent enrollment option in partnership with Century College.</p>	<p>We will be running two sections of this class - one at North and one at South during second semester. Twelve students are currently enrolled in the course at North Campus and 26 students are enrolled in the course at South Campus. More detailed enrollment data is currently unavailable for this course.</p>								
<p>CIS Exploring Teaching</p> <p>Dept: FACS Term: Semester Grades 11-12</p>	<p>This course provides an opportunity for students to explore teaching as a profession, to develop an understanding of multiculturalism, diversity, and the</p>	<p>We have two sections of this class this year with a total of 46 students enrolled. Just under 7% of these students are students of color, so we are below our target of mirroring the demographics of our school. As with our IT pathway courses,</p>								

	<p>sociocultural/political realities of public schooling and teaching, and to reflect on what it means to be equity minded, reflective, and reflective teaching professionals. This course is part of the University of Minnesota's Entry Point Project and one of its aim is to open access to college-level courses to underserved populations such as multilingual/EL students, members of racial or ethnic minorities, first generation college-bound students and/or students from families of low to moderate income. Our district has an interest in increasing the diversity of its staff to more closely match the demographics of our community, and this course may help build a pipeline of students of color and multilingual students who are interested in returning as professionals to teach in the district.</p>	<p>we will continue to explore ways to recruit more students of color to enroll in this and other college-credit and career pathways opportunities.</p>
<p>Social Justice, Change, & Responsibility Dept: Language Arts Term: semester Grades 9-10</p>	<p>This would be a unique offering for White Bear Lake High School as no single course is dedicated to exploring issues of race and the minority experience in such depth. This course addresses each of White Bear Lake Area Schools core values and aligns with strategies 1, 5, and 6 of the previous Strategic Plan.</p>	<p>Despite some marketing and recruitment efforts (including a video the teacher created and distributed), there was not sufficient enrollment to run this course. It continues to be a challenge at North Campus to run electives in a six-period day outside of the historically more popular offerings of music, world language, and AVID.</p>

Secondary Course Proposals for 2018-19

BACKGROUND:

The following are new course proposals and proposed course changes for the 2018-19 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 2018-19 registration guide.			
Dept.	Course Title & Grades	Rationale	Course description
Physical Education & Adapted Physical Education	<i>Unified PE</i> Semester Grades 9-12 Prerequisite: none	Not all students thrive in a traditional physical education course, whether they have disabilities or not. Some students with disabilities may have the physical aptitude to participate in a PE course with mainstream peers but can become frustrated when the games move too quickly and their peers lack empathy. On the other hand, there are mainstream students who enjoy the opportunity to develop their own leadership skills and other essential skills such as compassion and communication as they learn how to meaningfully engage with peers who have differences. Sponsored by Special Olympics, the Unified Strategy has played a key role in creating a more inclusive climate in schools where it has been implemented and evaluated. Staff in schools with Unified PE programs have reported: reduced bullying, decreases in offensive language, increased participation of students with disabilities, increased awareness about students with disabilities, increased opportunities for students to work together, and a more socially inclusive school environment.	Unified P.E. is a physical education class which provides a unique environment for students with and without disabilities to come together through educational and physical activities. Through fitness, sports, leadership, and wellness activities, Unified P.E. classes help students with varying ability levels and backgrounds to foster important social relationships while building and maintaining fitness levels.
World Language	<i>Heritage Spanish</i> Semester Grades 9-12 Prerequisite: Native or near- native Spanish language skills, or instructor's approval pursuing approval as a concurrent enrollment opportunity	There is an increase in the population of native speakers of Spanish / heritage Spanish speakers in our school district. Heritage learners may be ahead of traditional students in speaking and vocabulary skills but behind in grammar, reading or writing skills. The traditional Spanish class for English speakers does not typically meet the needs of these students. Research has shown that support of students' heritage language supports their language development in English, which would increase students' success across all content areas.	Heritage Spanish is designed for students who use the Spanish language at home and who wish to improve reading and writing skills in Spanish (a Spanish Language Arts class). The class will be taught exclusively in Spanish. Students will connect with their rich and diverse cultural heritage and those of other Spanish speaking countries, read authentic literature and use it for learning language, building academic communication and critical thinking skills, practice various aspects of writing in Spanish, develop academic language, discuss and write in depth about topics pertinent to the Spanish-speaking world, and explore the benefits of bilingualism in the professional world.

<p>Social Studies</p>	<p><i>AP Psychology</i> Full year Grades 10-12 Prerequisite: None; Pursuing approval as a concurrent enrollment opportunity</p>	<p>This class is a way to increase access to AP courses, introduce students to success in an AP course, and provides an opportunity to earn college credit. In many schools around the country, AP Psychology is the first AP course a student will take. AP Psychology continues to have one of the highest pass rates of all AP courses offered in the United States. Students will develop critical thinking skills, writing skills, and practice higher-order thinking. Also, the College Board states there are more than 136 career areas and 60 college majors that pertain to Psychology.</p>	<p>The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Major subject areas of this course include history, theoretical approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development, personality, testing and individual differences, abnormal behavior, treatment of psychological disorders, and social behavior. At completion of this course, students will be eligible to take the College Board test and students scoring well on the exam may earn college credit.</p>
<p>FACS</p>	<p><i>CIS: Exploring the Teaching Profession II</i> Semester Grades 11-12 Prerequisite: CIS: Exploring the Teaching Profession I; Pending University of Minnesota approval for College in the Schools (concurrent enrollment) credit</p>	<p>This course provides an opportunity for students to explore teaching as a profession, to develop an understanding of multiculturalism, diversity, and the sociocultural/political realities of public schooling and teaching, and to reflect on what it means to be equity minded, reflective, and reflective teaching professionals. This course is part of the University of Minnesota’s Entry Point Project and one of its aim is to open access to college-level courses to underserved populations such as multilingual/EL students, members of racial or ethnic minorities, first generation college-bound students and/or students from families of low to moderate income. Our district has an interest in increasing the diversity of its staff to more closely match the demographics of our community, and this course may help build a pipeline of students of color and multilingual students who are interested in returning as professionals to teach in the district.</p>	<p>This course is designed for students interested in the field of K-12 education. Exploring the Teaching Profession is a service learning based course. Students will spend several days per week assisting a classroom teacher. The central themes of this course are: (1) increasing cultural competence; (2) parent and community engagement; and (3) personal reflection and professional development. Students will focus on reflective teaching and the reciprocity of service learning.</p>
<p>World Language</p>	<p><i>Orientation to Interpreting</i> Grades 11-12 Prerequisite: Advanced proficiency in English and another language; Pursuing approval as a concurrent enrollment opportunity</p>	<p>Interpreters work in variety of settings such as clinics, hospitals, schools, social services, courtrooms, and businesses. Employment of interpreters and translators is projected to grow 29 percent from 2014 to 2024, much faster than the average for all occupations. Employment growth will be driven by increasing globalization and by large increases in the number of non-English-speaking people in the United States. Job prospects are especially strong for those who have professional certification, which is offered through Century College. This course is the first in the series of courses required for a certificate. In addition, this course will complement and career preparation for students pursuing our career pathways, especially in the area of healthcare.</p>	<p>This course introduces students to interpreter codes of ethics and standards of practice. It also introduces basic concepts of interpreting and translating, interpreting modes and settings, and interpreting skills. Coursework includes an initial self-assessment, which helps students evaluate their readiness for pursuing further study in interpreting.</p>

Health	<i>Certified Nursing Assistant</i> Semester Grades 11-12 Prerequisite: must be 16 or older. pursuing approval as a concurrent enrollment opportunity	According to the U.S. Bureau of Labor Statistics, the healthcare industry is set to grow tremendously, and the outlook for Certified Nursing Assistants (CNAs) is especially positive. The increase is projected to be as much as 20% by 2020, which is well above the national average. More than 300,000 jobs are expected to be created. CNAs do not require a post-secondary degree, but they are some of the highest paid in that category of people, and their salary is set to grow significantly. At the same time, many in the industry see the CNA as stepping stone to more advanced training and higher wage opportunities such as LPN, RN, physicians' assistants, physicians, community health experts, dental professionals, etc.	This course introduces concepts of basic human needs, health/illness continuum, and basic nursing skills in long-term care, acute care, and/or home care environments. Skills are taught in a simulated laboratory setting utilizing demonstration and role-playing. Upon successful completion of classroom studies, students will participate in a minimum of 16 hours of supervised clinical experience in a long-term care facility. This course meets the state and federal requirements as detailed for educating the nursing assistant. Upon completion of this course, students will be eligible to take the examination for placement on the Minnesota Department of Health Nursing Assistant Registry.
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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 2018-19 registration guide.

Department	Current Course Title	Requested Change(s)	Term	Grade	Rationale
Technology Education	Wood Technology & Manufacturing 1	Title change and content re-alignment: <i>Woodworking and an Introduction to the Construction Industry</i> ; grade change from 9-10 to 9-12; also pursuing opportunity for concurrent enrollment	Semester	9-12	<p>Construction was one of four career pathway areas our district and community identified for development due to the job and wage prospects, partnerships in our community, and interest expressed by students. The outlook for construction jobs is favorable. According to the U.S. Bureau of Labor Statistics, employment of construction laborers and helpers is projected to grow 13 percent from 2014 to 2024, faster than the average for all occupations. Laborers and helpers work in all fields of construction, and demand for these workers will mirror the level of overall construction activity. This course will continue to provide students with opportunities to learn in a hands-on environment and to build projects. In addition, it will include a survey of many of the different opportunities available to people interested in the field. This course aligns with the Multicraft Core Curriculum available to us through North America's Building Trades Union, as well as the Minnesota Summer Trades Academy, where students apply to participate in hands-on training in a variety of construction trades and earn wages during their apprenticeship.</p> <p>Course description: This course is designed to teach students basic woodworking practices. Areas related to these practices include safety, proper hand tool and machine use, measuring, joinery, project design and finishing. Students will build projects that they will take home upon completion. In addition, students explore many dimensions of the commercial, residential, and highway construction industry through interviews with practicing professionals, site tours, and exploratory reflections to illustrate the many opportunities</p>

					available as a professional in a wide variety of construction-related fields. Students will also experience an introduction to welding using a high tech welding simulator.
Technology Education	Wood Technology & Manufacturing 2	Title change and content re-alignment: <i>Introduction to Construction Blueprint Reading, Carpentry, and Handtools;</i> Prerequisite: Woodworking and an Intro to the Construction Industry: Grade change from 9-10 to 9-12; also pursuing opportunity for concurrent enrollment	Semester	9-12	While the introduction to the construction industry course covers the breadth of opportunities in the construction industry, this course narrows in on some specific skill development. At the same time, these reading, drawing, and tool skills are still widely applicable to a variety of jobs in commercial and residential construction. Course description: This course covers reading and interpreting blueprints used in the construction industry as well provides students with the opportunity to advance their skills in using handtools and complete a carpentry project. Lines, abbreviations, symbols, parts of the blueprints, specifications and isometric drawings will be included in this class. In addition, students will learn to make drawings and sketches used in construction and learn to use carpentry hand tools.
Health	Introduction to Medical Careers	Title change and content re-alignment: <i>Introduction to Healthcare Careers</i> Grade change from 11-12 to 9-12; Also, pursuing approval as a concurrent enrollment opportunity	Semester	9-12	Over the next decade, Baby Boomers are expected to place an increasingly heavy burden on the healthcare system as they age. The demand for healthcare workers is rapidly increasing while a significant portion of today's workforce consists of boomers nearing retirement. Recognizing that addressing this shortfall will require collaboration between healthcare industry providers, educators, and the government, Minnesota State created HealthForce Minnesota as one of its eight Centers of Excellence in 2005. Minnesota State has an intense interest in furthering the work of HealthForce Minnesota is is the largest education system of nurses and allied medical professional in the state. As we expand the current medical careers class into an offering for grades 9-12, we are seeking opportunities to align HealthForce Minnesota's Healthcare Core Curriculum (HCCC) with the content and rich experiences offered in our course, as well as offer this course for concurrent enrollment. This course will continue to develop skills needed to be successful in healthcare careers, support students in making informed career and educational choices, and be a launching point for pathways to multiple health careers.

Visual Arts	Visual Media Design	Name change: <i>Visual Media Art & Design</i>	Semester	8	Students have expressed some confusion regarding this class, which is housed in the visual arts department and taught by visual art teachers. The teachers believe this change will better communicate that art and design principles form the foundation for this course and will help students make an informed decision in selecting their design elective in 8th grade.
FACS	CIS: Exploring Teaching	Name change: CIS: <i>Exploring the Teaching Profession I</i>	Semester	11-12	If the addition of the second CIS: Exploring the Teaching Profession is approved, this name change will signify that there are two separate CIS teaching courses: Exploring the Teaching Profession I and II.
Art	Drawing & Painting II	Add prerequisite: Drawing & Painting I	Semester	9-12	Teachers believe that they were better be able to differentiate the content and skills taught in Drawing and Painting I and II if the first class is a prerequisite for the second level. They will also be able to offer a more rigorous experience for students in the second level course.
Art	Sculpture II	Add prerequisite: Sculpture I	Semester	9-12	The same reasoning applies to Sculpture I and II as to Drawing and Painting, above.
Business Education	Accounting II	Change from full-year to one semester	Proposed change: Semester	11-12	There has not be sufficient enrollment to run Accounting II as a full year course for the last two years. By changing the course to a semester, this will open the opportunity for more students to continue their study of accounting.
Technology Education	Small Engines & Transportation Systems	Change from 9-10 to 11-12	Semester	11-12	There are facility constraints at North Campus which make it challenging to run this course, woods, and manufacturing classes in the classroom spaces currently available and with the current ventilation system.
Music	Wind Ensemble	Pursue concurrent enrollment option	Year	11-12	The advanced level of this course is on par with what is expected of college-level music, and post-secondary institutions have indicated willingness to consider this type of class as a concurrent enrollment option.
Math	Multivariable Calculus & AP Statistics	Pursue concurrent enrollment option	Year	11-12	This course is taught at a college level, using a college level text. This change will enable students to not only gain credits through the AP statistics portion of the class but also the multivariable calculus content.