

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

September 28, 2015

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: September 14, 2015

A work-study session of the White Bear Lake Area School Board will be held on **Monday, September 28, 2015**, at 5:40 p.m. or at the conclusion of the special meeting, in Community Room 112, District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

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| 1. Preliminary Recommendation for 2015-16 School Board/
Superintendent Goals | 5:40 p.m. |
| 2. Measures of Student Success: Multiple Measures Ratings for 2015 | 6:00 p.m. |
| 3. Overview of Student Activities Program for 2015-16 | 6:30 p.m. |
| 4. Recommendation on Self-Insurance Dental Insurance for 2016 | 6:50 p.m. |
| 5. Negotiations Study Session* | 7:15p.m. |
| 6. Review of Superintendent's Evaluation** | 7:45 p.m. |

C. ADJOURNMENT	8:15 p.m.
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*This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes 179.A.01 to 179.A.25.

**The School Board may choose to close this portion of the meeting pursuant to Minnesota Law.

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

MEETING DATE: **September 28, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**
Janet Newberg, School Board Chair

Background:

The goals proposed for 2015-16 have been reviewed with the School Board at the August 24 work-study session and the September 14 Board meeting. The following explanation provides a history on the development and value of district goals.

Practice from 2010-11 through 2014-15

Since the 2010-11 School Year, annual goals for the district have been based on the work by the strategic planning process, with specific action steps organized under six strategies. In addition, each year a small number of operational goals have been added.

Each summer goals are discussed at school board meetings and work study sessions, with action on the annual goals scheduled for the September School Board meeting.

At each month's School Board Work Study Meeting, the School Board and public receive an update reflecting progress on each special action plan. This document also indicates the status of the progress, color coded, from initial activities through action plan completion.

What is new for 2015-16?

During both the 2014 and 2015 Legislative sessions, new legislation passed which creates new procedural and reporting requirements for all Minnesota public school districts.

In 2014, the Legislature passed the World's Best Work Force requirements, which provided for general additional requirements for school districts for the 2014-15 school year. In the fall of 2014, the administration reported to the School Board on our steps to comply with the new law. In particular, we thoroughly reviewed our current strategic

plan and made some minor changes to assure we complied with the expectations of the new legislation. In addition, we added additional parents and a student to what had in the past been called our Community Curriculum Advisory Committee.

In December, we reported our actions and steps to the Department of Education, charged by the law with overseeing the new legislation.

As a result of changes to the WBWF law made during the 2015 Legislative Session, this August the Department of Education outlined additional expectations for school districts. In particular, we have clearer requirements for stakeholder engagement, including an annual public meeting and a district advisory committee; protocols for establishing goals and results; and a new report format with a document submitted to the Department of Education by December 1, 2015.

Proposed School Board/ Superintendent Goals for 2015-16

In developing goals for the upcoming school year, administration has worked to add additional procedural and reporting requirements under the umbrella of our existing strategic plan. These additions fold in the following: requirements of the 2015 WBWF legislation; our state approved Equity and Integration Plan; and our State required staff development plan.

In addition to procedural and reporting requirements, the WBWF law requires districts to include metrics based on a state dashboard of measures of student success. These categories include:

1. kindergarten readiness;
2. third grade literacy;
3. achievement gap analysis;
4. college and career readiness; and
5. student graduation rates.

The Department expects these data to be available to school districts by September, 2015. At the time this memo is being prepared, we still are waiting for further communication from the Department of Education.

Other observations

The Department of Education recognizes that school districts may already have sophisticated planning and accountability processes, and acknowledges that the new legislative requirements require adjustments. The Department intends to provide support and models for school districts to use in developing a single comprehensive educational plan.

Preliminary Recommendations for Discussion
Updated for September 14, 2015 Board Meeting

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

School Board/Superintendent Goals for 2015-16

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
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 Worlds Best Work Force Plan.	Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.	August 10 School Board Meeting: Proficiency and Growth data reported to School Board; August 24: School Board Work Study Session: Focus on Proficiency, Growth, and Gaps; September 14: Focus on Measures of College and Career Readiness	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.	
Action Step 1.2: 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-	1.2 College and Career Readiness This step will be aligned to the District's Worlds Best Work Force Plan. Implementing of the WBWF Plan will include	The 2015-16 School Year is the fourth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus. This is year 2 of the comparable	September 14: Focus on Measures of College and Career Readiness	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.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
secondary institution.	deepening our work to use post secondary plans to increase our collective understanding of each learner's needs and interests and needs.	guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.			
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.	I.4: IB and Other Rigorous Comprehensive Programs.	In January, 2015 Sunrise Park and Central Middle Schools received I.B. authorization. In addition to deepening implementation of IB programming, the District will consider other options including but not limited to: Implementation of Career Pathways; Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programming, and other options for review.	.	Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
Action Step II. 1: All students will expand their global perspective through the study of world language and culture at the elementary schools.	II.1 World Language K-5	Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding.	
Action Step II. 2: Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese is now offered 6-12; For Chinese and ASL, District has made application for college credit (CIS) status.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.	
Action Step II. 4:All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	Operational beginning in 2012-13. For the 2014-15 school year, we collected data in a common format through our partnership with Free the Children/We Act, an international organization supporting and monitoring service and leadership. During 2015-16, a comprehensive report will be made to the School Board.		Evaluation plan includes: 1.Participation trends in global service learning projects, including comprehensive report from We Act; 2.Survey data on student understanding of global issues related to service learning opportunities.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
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	The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. The results of this study were presented to the School Board on May 20, 2013. A community forum about Phase I projects was held on February 24, 2015. At the School Board meeting of April 13, 2015, the Board acted to approve priorities identified in Phase I, including artificial turf at the South Campus stadium and new stadium lighting. Additional Phase I projects were completed during the summer of 2015, and work will continue during the 2015-2016 school year as well. Other athletic facilities improvements will be considered through a comprehensive, long-term facilities planning process.	The School Board was updated at the July 13, 2015 work-study session.	Evaluation plan includes: 1. Completion of Phase I recommendations. 2. Incorporation of action step into comprehensive, long-term facilities planning process (Phase II of Facilities Study).	
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.	III.2 Facility – Elementary	The completion of construction at Matoska IB Elementary School created a separate nutrition services area and a new gymnasium area. The remodeling of Lakeaires and		Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		Willow Lane elementary schools included the addition of a gymnasium which created separate spaces for the nutrition services program and the physical education/performing arts programs. With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces. <u>Other elementary site improvements of significance will be considered as part of a comprehensive, long-term facilities planning process.</u>			
<u>Action Step III. 3:</u> The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage	<u>Additional storage space was included as part of the 2014 Lakeaires addition. This additional space is currently being used for District storage. Other storage improvements of significance will be considered as part of a comprehensive, long-term facilities planning process.</u>		Included in the strategic review of secondary sites and facilities.	
<u>Action Step III. 4:</u> The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.	III.4 Facility – Student Population Distribution	As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better	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.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		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>School start and dismissal time adjustments will be considered as part of this process.</u> <u>This goal will be incorporated into a comprehensive, long-term facilities planning process.</u>			
<u>Action Step III. 5:</u> Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.		Evidence that manuals are in place and that employees have been trained appropriately.	
<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	Before 2015-16, all elementary buildings with the exception of Otter Lake had 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. <u>This work was done in the summer of 2015.</u> Secondary buildings have certain areas that are air_conditioned; however, the cost associated with	<u>Update to the School Board in July and August, 2015</u>	Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget. <u>This goal will be incorporated into Phase II of Facility Plan.</u>			
<u>Action Step III. 8:</u> The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. 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.		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	See Strategy IV.11 During 2014-15, District begins pilots of space and classroom redesign to promote 21st Century skills. <u>This goal will be incorporated into Phase II of Facility Plan.</u>		Included in the strategic review of secondary sites and facilities, Strategy III.11	
<u>Action Step III.10:</u> The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	<u>Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2015-16. Additionally, school start and end</u>		<u>Data on class size averages and ranges.</u>	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		times will be considered for possible implementation in 2016-2017.			
<u>Action Step III.11:</u> Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.	III.11 Facility – Secondary Phase I recommendations Phase II recommendations	Secondary strategic program and facilities review begins in 2014-15. Action taken at April 13, 2015 Board meeting on Phase I improvements. <u>Update to the School Board presented on July 13, 2015.</u> <u>Phase II of the secondary program and facilities review will expand to include preK-12 and senior facilities as part of a comprehensive, long-term facilities planning process.</u>		<u>Strategy III.11, facilities study.</u> Included in the strategic review of secondary sites and facilities.	
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
<u>Action Step IV.11:</u> Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.		<u>3-year implementation plan:</u> <u>2015-16 - 7th-10th Grade 1:1</u> <u>2016-17 - 6th-12th Grade 1:1</u> <u>2017-18 - 1:1 classroom sets</u> <u>Grades 3-5 & 1:2 classroom sets in</u> <u>Grades K-2</u>		<u>Evaluation plan includes:</u> 1. <u>Annual BrightBytes technology survey data;</u> 2. <u>Measures of student success;</u> 3. <u>Staff participation in 1:1 training, Summer Tech Camp, 4C's</u>	

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		Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the District replacement cycle.		Mentors and Technology & Leadership Cohort.	
Action Step IV.12: The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan update presented to the board annually.	Recommend review of the website use and areas for improvement during 2015-16; develop and implement plan for Strategic updates and improvements.		Evaluation plan includes: TBD	
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.	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials.		Evaluation plan includes: 1. Total number of courses; 2. Enrollment and student success in hybrid courses; 3. Usage statistics.	
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.	IV.14 Technology Policy	We will address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.		Evaluation plan includes: 1. Completion of proposed policy and Board action on policy by December 31, 2015. 2. Teacher and student training on updated policy completed by June 2016.	
Action Step IV.15: Instructional technology will be available for use by students beyond the	IV.15 Access to Instructional Technology	See Strategy IV.11 We continue to partner with Brightbytes to measure our		Evaluation plan includes: 1. Student device ratio; 2. Student home Internet access as measured by	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
traditional school day/year.		classroom technology use, access, skills and environment. By 2016-2017 all secondary students will have a 1:1 device. We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community.		Brightbytes survey.	
Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
<u>Action Step V. 1:</u> The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	V.1 Partnership – Process	School Board Policy 900 was approved by the School Board at the May 12, 2014 School Board meeting. It includes a vetting process of partnerships with the office of Superintendency having final approval. An update was provided to the School Board at the work-study session of April 27, 2015. As of August 15, 2015, all building level partnerships project that all district level partnerships will be in compliance by September 30, 2015.		Successful implementation of Policy 900, Partnerships, including the following: 1. Assure compliance with policy and protocols for all partnerships for the 2015-16 school year; 2. An evaluation of each partnership will be made by June 30, 2016 and annually thereafter consistent with policy.	
<u>Action Step V.2:</u> A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	An update was provided to the School Board at the work-study session of April 27, 2015.		Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2015-16 school year;	

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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.		Implementation of process consistent with Policy 900, Partnerships.	
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. By March 31, 2016, the District will design a section of the District's website that features information about District partnerships, and questions and answers about the policy and procedures.		Communications plan implemented, including the following: 1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and answers about the policy and procedures	

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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.					
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.	VI.1 Bullying Policy and Program	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. <u>For 2015-16, all staff will receive training on compliance with state law and district policy.</u>		The evaluation plan will include: <u>1. Reviewing data from the Minnesota Student Survey scheduled for spring, 2016;</u> <u>2. An internal audit to assure that all schools are complying with expectations to provide the curriculum;</u> <u>3. On-going review of other sources of data, including student discipline data.</u> <u>4. Assurance that all staff receive the required training annually.</u>	
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	<u>Beginning during 2015-16, the human resources office will develop a set of metrics on recruitment, selection, and retention consistent with this action step.</u>		<u>Employment metrics will be reported annually to the School Board.</u>	
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	<u>An update on the Equity Plan was presented at the work-study session of July 13, 2015.</u> <u>Consistent with the District's Equity Plan, during 2015-16 develop and implement strategies</u>		<u>An evaluation plan will be developed consistent with the equity plan.</u>	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		to assure equity in curriculum and instructional practices.			
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.	VI.4 School Transitions	Transition plans are in place at each level, including: 1. Kindergarten Jumpstart for four year olds; 2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school. For 2015-16, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.		Evaluation plan will include: 1. Annual Board updates on transition programming; 2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming.	
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.	VI.5 Equity in all Programming	An update on the Equity Plan was presented at the work-study session of July 13, 2015. For 2015-16, the District will participate in the following programming: 1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age; 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3. Training for District leaders in cooperation with EMID member school districts; 4. Other strategies consistent with Equity Plan		An evaluation plan consistent with the Equity plan, will include: 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2. Staff survey data regarding school climate; 3. Parent feedback on school climate.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Action Step VI. 6: The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	An update on the Equity Plan was presented at the work-study session of July 13, 2015. <u>During the 2015-16 school year, this action step will be aligned with the District's WBWF and Equity plan.</u>		<u>Evaluation plan will include:</u> 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District's Plan; 3. Other measures consistent with the Plan.	
Goal 2 - Ongoing Financial Stewardship and Budget Management (Revised for 2015-16)	Details	Status	Report to the School Board	Evaluation	
The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability. 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	For 2014-15, the District increased the frequency of financial reporting from semi-annually to quarterly. A quarterly budget update and preliminary budget for 2015-16 was presented on May 18, 2015 with Board approval on June 8, 2015. <u>In July the administration provided an update on the 2015-16 budget subsequent to the Legislative Special Session.</u> <u>An annual operating plan, to include information related to all major District funds, will be finalized during the 2015-2016 school year.</u>		<u>Evaluation plan will include:</u> 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit; 2. The audit report for FY 2014-15 is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December; 3. The administration will continue the practice of quarterly reports to the School Board; 4. Will increase communication with the public by posting additional financial information on the District's website. 5. Review the role and membership of the finance advisory committee. 6. Present an annual operating plan in June 2016.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
	levies over the next several years.				
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Details	Status	Report to the School Board	Evaluation	
	Communication and Marketing Plan.	The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010. An update was made at the School Board work-study session of May 18, 2015. <u>For 2015-16, the District will continue to implement and update our communications and marketing plan consistent with the May 2015 report to the School Board.</u>		<u>Evaluation plan includes:</u> <u>1. Enrollment data and trends, including open enrollment;</u> <u>2. Analytics on website and social media;</u> <u>3. Surveys;</u> <u>4. Additional metrics developed in 2015-16</u>	
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase III, <u>will evaluate and expand recognition of community, partnerships, and volunteers.</u>	Goal 4a Recognition Program	<u>The staff recognition program will be reviewed based on the results of the School Culture Survey completed in Spring of 2015, and actual steps developed.</u>		<u>Evaluation plan will be developed which will include:</u> <u>1. Annual School Culture results;</u> <u>2. Other measures based on the specific goals of the program.</u>	

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b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School with two sections. During 2015-16, the District will develop metrics for all gifted and talented programming.		Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.	
c. Review of District programs and services supporting students with Mental Health and Chemical Dependency Needs	Goal 4c Student support	Based on feedback from school staff during listening sessions at District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.		To be written	
d. Follow-up on Program Review of Preschool and Early Childhood Programs	Goal 4d Follow-up on Preschool and Early Childhood Programs. 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	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. For 2015-16, develop follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review.		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, with completed in conjunction with Phase II of the District facility planning process.	

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	of programming and space for program growth; and recommendations for potential next steps.	Preschool facilities planning will be incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11			
e. Comprehensive Review of Senior Services.	Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith communities and other agencies working with the senior population. 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	In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum. 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.		Evaluation plan will include: 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programing and the identification of priorities for action in a one to five year window; 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2016.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
	or in partnership with other entities.				

AGENDA ITEM: **Measures of Student Success: Multiple Measures Ratings for 2015**

MEETING DATE: **September 28, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

Background:

In order to give you a better understanding on how we use data on student performance, including the Multiple Measures Ratings, we have invited Oneka Principal Terry Dahlem to describe the use of the MMR data and a building level plan. Terry Dahlem, Brian Morris, and Sara Paul will use this as a demonstration of how these and other data are used system-wide. We have attached a copy of the press release which we sent out pertaining to Multiple Measures Ratings.



Marisa Vette, APR
Director of Communications
and Community Relations

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For Immediate Release: September 10, 2015

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White Bear Lake Area Public Schools
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State MMR ratings highlight Willow Lane, Birch Lake and Vadnais Heights Elementary Schools and White Bear Lake Area High School - South Campus

WHITE BEAR LAKE, Minn. – The Minnesota Department of Education (MDE) recently released Multiple Measurement Rating (MMR) ratings for all Minnesota public schools. These ratings, based on Spring 2015 MCA tests in reading and math, combine measures of student proficiency, growth, and achievement gap reduction. The MMR data provides White Bear Lake Area Schools with several points to celebrate.

Since the state MMR system replaced AYP (Annual Yearly Progress) in 2011 as an accountability measure for the Federal No Child Left Behind Law, the district's schools have been consistently honored.

The state provides special MMR recognition only to schools that receive Title 1 funding. District Title I schools for 2014-15 were Birch, Lakeaires, Vadnais Heights, and Willow Lane Elementary Schools. Willow Lane, which was in the top 2% of elementary schools statewide, received a Reward designation, given to the top 15% of all Title I schools in Minnesota. Both Birch Lake and Vadnais Heights Elementary Schools received the second highest recognition from the state as Celebration Eligible schools.

At the high school level, graduation rate is added as a fourth criterion. Both campuses of White Bear Lake Area High School fared well. North Campus ranked in the top 25 percent of high schools in the state while South Campus is in the top 3% of Minnesota high schools for the third consecutive year.

Remaining elementary sites and both middle schools' MMR ratings for 2015 place them near or well above state averages.

A School Board presentation and discussion of MMR ratings is scheduled for September 28.

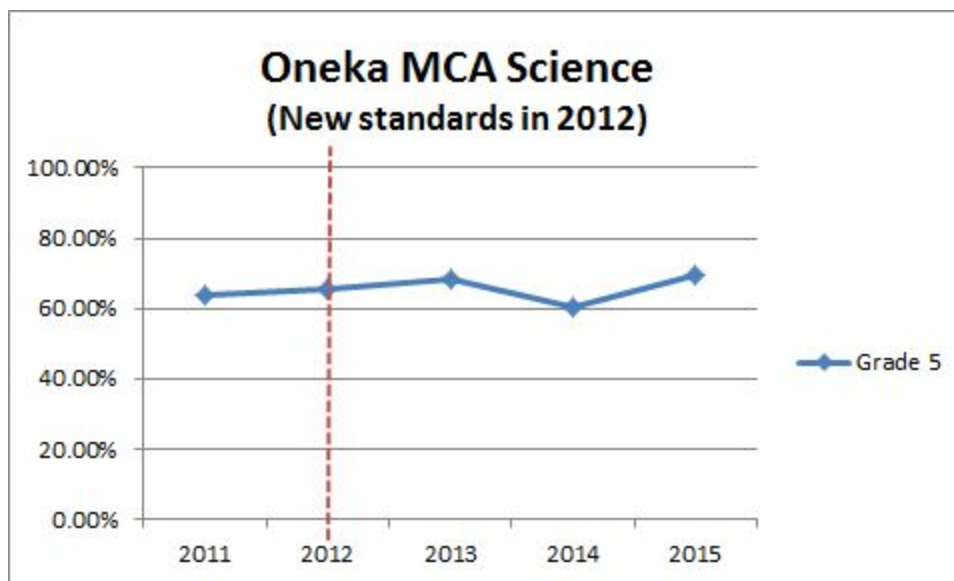
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Background Information on Using Student Performance Data for Improving Student Performance
School Board Work Study Meeting of September 28, 2015

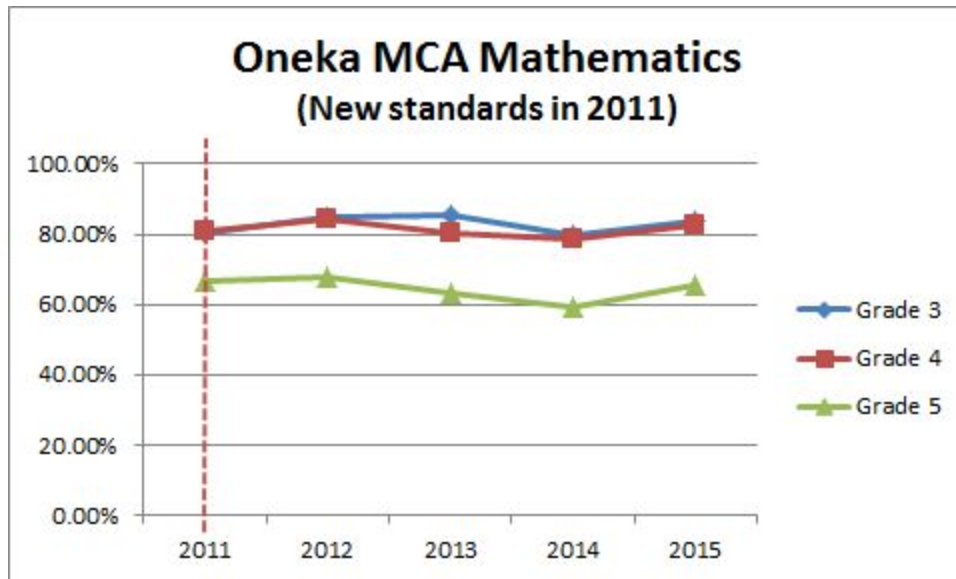
A Brief History on Hugo and Oneka Elementary Schools:

In 2004-2005 school year I became the principal at Hugo Elementary. At that time we had 496 students enrolled in K-5. We opened Oneka Elementary School at the start of the 2006-2007 school year moving the entire staff and student body of 615 students to Oneka Elementary School. By June of 2010 it was apparent we needed to move our kindergarten students back to Hugo for the start of the 2010-2011 school year to make room for our growing enrollment of approximately 750 students. The following year we rolled our K students into first grade at Hugo to completed the transition of a dual campus elementary school. That same year Jason Healy became our Associate Principal. Our current enrollment between the two sites is 917 students.

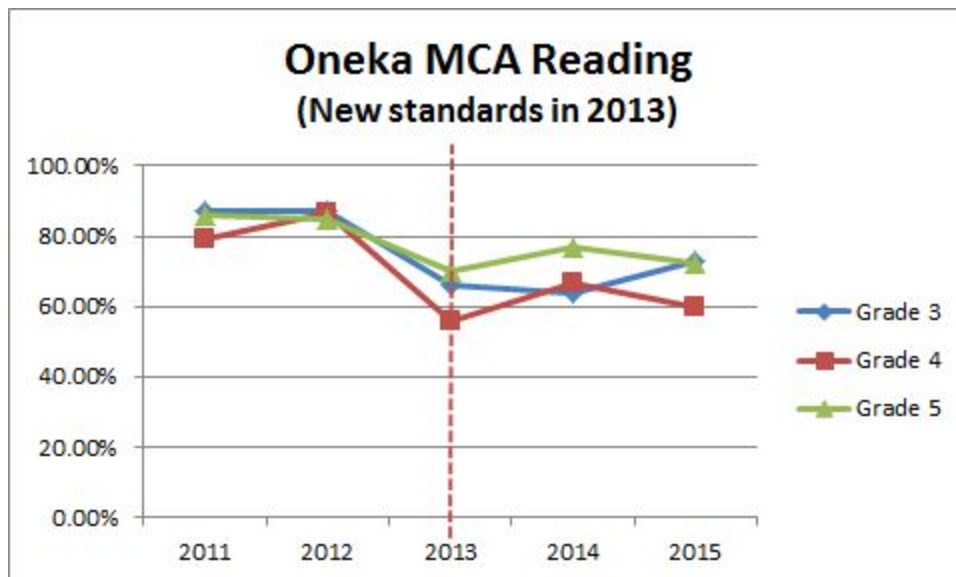
Over the years we have utilized both MAP and MCA data to measure both student growth and proficiency rates. Using MCA data as a measurement for determining the proficiency rate of our students in terms of state standards, our 5th grade science scores have been on an upward trend for several years.



Math has been trending close to 80% proficiency and remains above the district average. There was a slight dip in 2014 but a nice rebound in 2015. The one exception to this trend is 5th grade math. The Math MCA test in 5th grade is a very rigorous test and is based on application of math skills. At this grade level we had been trending down slightly from 2012 to 2014. After much effort from our 5th teachers to focus on application in the 2014-15 school year we saw a gain 5% in our scores and a return to above district average results.



Our MCA Reading results were very high (83%-86%) prior to the more rigorous Common Core standards being implemented in 2013. Since that time reading scores have been relatively flat. Our proficiency rates remain above the state and district averages but it has been apparent that we need to improve our attention to meeting the standards. This was identified as an area of focus for our building K-5. Math will continue to be an area of focus for our 5th grade team.



How Can Data Help Us Identify A Focus:

During the Data Retreat in August we looked at MAP data for Hugo and MAP/MCA data for Oneka. For first graders it became clear that the majority of students were reading at high levels based on the spring reading assessments. However, not as many students were meeting their growth targets as we would have predicted. Upon further investigation it became apparent that the reading MAP test was more than just a measure of comprehension. The test also measures language arts skills. Based on strand data analysis we realized that, in first grade, we know we need to focus on vocabulary, phonics and phonemic awareness in addition to continuing our strong efforts in fluency and comprehension.

In grades 2 through 5 nearly 70% of students met their Reading MAP growth targets as compared to over 80% of students in math. There appears to be no gap in any disaggregated groups in growth rates for math or reading. In fact our LEP, SPED and Hispanic groups outpaced the growth rates of our other students.

In grades 3 through 5 our Reading MCA proficiency scores indicated that we have not addressed the standards as well as we could and we also needed to accelerate growth rates for all students which, would in turn, give us a better chance of meeting proficiency in the grade standard. We did have a gap in proficiency scores for SPED, LEP and FRL as compared to other students. The gap is also there for MCA math for both SPED and FRL.

What Can We Do About Increasing Achievement:

Using this trend data our staff made a collective decision last spring to revise our Professional Learning Community (PLC) format. For the 2 previous school years our bimonthly PLC meetings were focused on teacher interests. For example, we had cross grade level groups studying Daily 5, Guided Math, Technology, Learning Targets and Cross Grade Level Cohorts. These groups read recent research and applied what they learned to their classroom environment. After seeing our flat line reading results in grades 1-5 and grade 5 in math our staff made the decision to revamp our entire meeting schedule for the 2015-16 school year. We eliminated 50% of our staff meetings and replace them with weekly PLC time. Our teams will now meet on a weekly basis under the direction of the building administrator. We will have set agendas that will focus on 3 pivotal questions:

1. What do we want students to learn (clearly defined state standards and viable curriculum)
2. How will we know when they've learned it (common formative assessments)
3. What will we do if they don't learn it (intervention) or already know it (enrichment)

Using the data from the Data Retreat along with our "Problem Solving Team" training from this past June our Building Leadership Team identified two action plans to help us focus on student achievement improvement beyond simply readjusting our PLC collaboration time.

The first action plan incorporates "accelerating" students who are below grade level. We currently have an Intervention/Enrichment (I/E) time blocked into our comprehensive school schedule. This gives every student a 30 minute block of time to receive instruction at their own level on a daily basis in both reading and math. We plan to focus professional development on expanding classroom teacher's understanding of Tier II interventions for those students slightly below grade level. We will commit to progress monitoring those students in both reading and math. Adjustments will be made on the type of intervention if acceleration is lacking. We also adjusted the schedule of our intervention specialist so we can build in collaborative time with classroom teachers. This time will allow for training and fidelity checks to support classroom intervention instruction.

The second action plan focuses on student motivation. Many of our students fell into the "partially meets" category on their MCA tests last spring. Our staff felt as though they could get students to be more motivated by applying some principles around "Feedback" identified by leading researchers in the education

field, John Hattie and Robert Marzano. Through the PLC process teachers will draw clarity around the state standards. Teachers will then focus on providing feedback in relation to learning targets and specific success criteria so that learning is not a mystery to students. They will elicit feedback from the students about their learning through common formative assessments. And finally, teachers will be very clear in conveying to students what they need to do differently to be successful if they are not on the first try.

In summary, we have used our data to identify three main action plans:

1. Restructure PLCs
2. Focus on accelerating our students who fall below grade level in reading K-5 and 5th grade math by enhancing our intervention service
3. Improve student motivation through quality feedback.



Measures of Student Success: MMR and Focus Rating

White Bear Lake Area Schools
School Board Work Study Session
9/28/2015

Delivering on our Mission

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 within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.



2 Measures of Student Success – MMR and Focus Rating

Measures of Student Success Presentation Schedule

- August 10, 2015 2015 MCA results
- August 24, 2015 Proficiency and Growth
- September 14, 2015 College and Career Readiness
- **September 28, 2015 Multiple Measurements Rating**

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Measures of Student Success – MMR and Focus Rating

Multiple Measurement Rating (MMR) and Focus Rating (FR)

➤ **MMR and FR replace AYP**

- MMR is Minnesota's measurement for accountability, recognition and support
- All schools receive both an MMR and FR but there is not a district-level rating.
- Schools that receive Title 1 funds are eligible for one of five school designations

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Measures of Student Success – MMR and Focus Rating

Multiple Measurement Rating (MMR) Overview

➤ Multiple Measures of student success

- MMR rates schools in four categories: Proficiency, Growth, Achievement Gap Reduction, and Graduation Rate.
- Each category is worth 25 points.
- Elementary and Middle Schools can earn a total of 75 points while high schools can earn a total of 100 points.

➤ MMR is a percent of points earned out of the total possible points.



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Measures of Student Success – MMR and Focus Rating

Multiple Measurement Rating (MMR) White Bear Elementary Schools

	Proficiency Points	Growth Points	Gap Reduction Points	MMR Total Points	MMR Possible Points	MMR
Birch	20.93	9.67	10.97	41.56	75	55.41%
Lakeaires	19.23	9.80	10.07	39.11	75	52.14%
Lincoln	25.00	15.84	9.11	49.95	75	66.60%
Matoska	23.20	9.03	8.98	41.21	75	54.95%
Oneka	19.00	12.42	12.22	43.65	75	58.20%
Otter	25.00	9.51	11.22	45.73	75	60.98%
Vadnais	8.49	15.77	18.20	42.45	75	56.61%
Willow	25.00	21.94	23.57	70.51	75	94.01%

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Measures of Student Success – MMR and Focus Rating



Multiple Measurement Rating (MMR) Statewide and NE Metro Comparison

There are 852 elementary schools in MN with an MMR score.

The median state-wide MMR score is 55.7%

	MMR	Minnesota Rank	Minnesota Percentile
Birch	55.41%	430	50 th
Lakeaires	52.14%	471	45 th
Lincoln	66.60%	288	66 th
Matoska	54.95%	436	49 th
Oneka	58.20%	400	53 rd
Otter	60.98%	362	58 th
Vadnais	56.61%	414	51 st
Willow	94.01%	16	98 th

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Measures of Student Success – MMR and Focus Rating



Multiple Measurement Rating (MMR) White Bear Secondary Schools

	Proficiency Points	Growth Points	Gap Reduction Points	Graduation Rate	MMR Total Points	MMR Possible Points	MMR
Central	16.60	10.46	11.65		38.70	75	51.60%
Sunrise	10.73	14.87	15.50		41.10	75	54.79%
North	15.90	17.36	18.79		52.05	75	69.41%
South	25.00	21.77	20.68	25.00	92.45	100	92.45%
ALC	0.00	5.29	8.33	25.00	38.62	100	38.62%

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Measures of Student Success – MMR and Focus Rating



Multiple Measurement Rating (MMR) Statewide and NE Metro Comparison

There are 241 middle schools in MN with an MMR score.

The median state-wide MMR score is 49.6%

There are 424 high schools in MN with an MMR score.

The median score is 56.7%

	MMR	Minnesota Rank	Minnesota Percentile
Central	51.60%	117	51 st
Sunrise	54.79%	107	56 th
North	69.41%	106	75 th
South	92.45%	12	97 th

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Measures of Student Success – MMR and Focus Rating



Focus Rating (FR) Overview

➤ Focus on Closing the Achievement Gap

- FR rates schools in two categories: Focused Proficiency and Achievement Gap Reduction.
- Focused Proficiency is based on proficiency goals for seven demographic groups: American Indian, Asian, Hispanic, Black, FRL, LEP, Special Education
- Demographic groups with less than 20 students are not considered
- Achievement Gap Reduction category is the same for MMR.
- Each category is worth 25 points.

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Measures of Student Success – MMR and Focus Rating



Focus Rating (FR) White Bear Elementary Schools

	Focused Proficiency Points	Gap Reduction Points	FR Total Points	FR Possible Points	FR
Birch	25.00	10.97	35.97	50	71.93%
Lakeaires	20.27	10.07	30.34	50	60.68%
Lincoln	25.00	9.11	34.11	50	68.22%
Matoska	19.44	8.98	28.42	50	56.85%
Oneka	19.21	12.22	31.43	50	62.86%
Otter	25.00	11.22	36.22	50	72.44%
Vadnais	11.02	18.20	29.22	50	58.43%
Willow	25.00	23.57	48.57	50	97.13%

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Measures of Student Success – MMR and Focus Rating



Focus Rating (FR) White Bear Secondary Schools

	Focused Proficiency Points	Gap Reduction Points	FR Total Points	FR Possible Points	FR
Central	21.54	11.65	33.19	50	66.37%
Sunrise	19.66	15.50	35.16	50	70.33%
North	18.78	18.79	37.57	50	75.14%
South	25.00	20.68	45.68	50	91.37%
ALC	0.00	8.33	8.33	25	33.33%

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Measures of Student Success – MMR and Focus Rating



Recognition and Support Reward, Celebration, Continuous Improvement, Focus and Priority

- MDE's five levels of recognition and support based on MMR and Focus Rating – Title 1 schools only
 - **Reward School:** Top 15% of Title 1 schools
 - **Celebration Eligible:** Top 40% to 15% of Title 1 schools
 - **Continuous Improvement:** Bottom 25% of Title 1 schools
 - **Focus:** Bottom 10% of Title 1 schools based on FR only
 - **Priority:** Lowest performing 5% of Title 1 schools based on MMR

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Measures of Student Success – MMR and Focus Rating



Recognition and Support White Bear Lake Title 1 Schools

- White Bear Lake currently has four Title 1 schools: Birch Lake, Lakeaires, Vadnais, and Willow
 - **Reward School:** Willow
 - **Celebration Eligible:** Birch and Vadnais

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Measures of Student Success – MMR and Focus Rating





AGENDA ITEM: **Overview of Student Activities Program for 2015-16**

MEETING DATE: **September 28, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Michael Lovett, Superintendent**
Tim Hermann, Activities Director

Background:

Student Activities Director Tim Hermann will provide an overview of the Minnesota State High School Leagues philosophy about student activities.

WBLAHS

Activities Department Overview



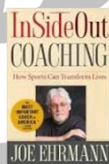
MSHSL



Why We Play



InSideOut Coaching



High School Athletics
Educationally Based

**Focused on
Growth + Development**



3%
97%

High School Athletics

**Building
Strong, Positive
Relationships
Coach/Player/Parent**

Why do I coach?

Why do I coach the way that I do?

How does it feel to be coached by me?

How do I define success?



From these values

Passion Concern
Perseverance Education
Honesty Respect Commitment
Courage Friendship
Humility
Family Balance Compassion
Openness Humor
Empathy
Growth Service Care
Friendship Development

will our purpose be derived...

I coach to cultivate a highly challenging, enjoyable environment that fosters the development of character.....

I coach to instill strength, confidence, and independence in young women and to help mold them into contributing, honorable citizens...

I coach to motivate my players to enrich the lives of others ...

I coach to help youth develop skills and responsibility that lead to healthy and happy lives.....

WBLAHS *Activities Department* *Purpose*

By coaching and advising in an affirmative, respectful, and collaborative manner, we will nurture our student-participants' self-worth and self-esteem, so that they will **grow in their character strength and develop the courage to act positively**—in their activities, their school, and their community.

Coaches Commitment

Realizing that the purpose of high school coaching is to assist young men and women in their growth as character-strong people who will be positive, respectful, service-oriented leaders in our community, I will:

--remember that our players are student-participants and I am a teacher-coach, and that I am **nurturing successful people, not just successful athletes**. I will also be mindful that **parents are my partners** and, as a coach, I will strive to work with each family in helping their child's growth, both in the skills of the sport and as a character-strong individual.

--understand that each player is part of our family who deserves every chance to succeed and **to be given the utmost respect**. I will be mindful never to shame a player through profanity, sarcasm, or other disrespectful and intimidating means. Instead, I will correct that person in an **uplifting, affirmative manner**.

Coaches Commitment **(Cont.)**

- believe in our players** and protect each one by building them up, not tearing them down.
- remember that a coach's job is to put their players in a position that is best for the team and where they can develop to their fullest potential through **proper coaching and nurturing**.
- treat all opposing coaches and their teams with the honor true competitors deserve.**
- respect all officials and other event workers.

Because, as a coach, I am a role model who has the power, position, and platform to make a positive difference in the lives of my players, I make this commitment.

**IF YOU WANT GREATER ENERGY
AND PERFORMANCE FROM YOUR
TEAM REMIND THEM OF THEIR
GREATER PURPOSE.**

@JONGORDON11

Goals

--Plan
--Practice
--Play
To Win !

We compete!!

--Conference titles
--Section Titles
--State Titles



Participants' Commitment The White Bear Way

- I am **positive and enthusiastic**, encouraging my teammates and acknowledging the efforts of others.
- I live honorably and with integrity, **accepting responsibility** for my behavior on and off the competitive venue.
- I am a **respectful** competitor, teammate, community member, and son or daughter.
- I am **unselfish towards my teammates and supportive of my team**.
- I am **committed** to hard work, **confident** in my preparation, and **compete to the best of my ability** in every situation.
- I display **good sportsmanship**, respecting the sport and all involved.

Because I understand that it is a privilege to represent my family, school, and team, I will make this commitment as a WBLAHS student-participant.



BETTER ATHLETES
BETTER PEOPLE

POSITIVE
COACHING
ALLIANCE

"I've learned that people will forget
what you said, people will forget
what you did, but people will never
forget how you made them feel."

Maya Angelou

**GREAT TEAMMATES HOLD
EACH OTHER ACCOUNTABLE TO
THE HIGH STANDARDS AND
EXCELLENCE THEIR CULTURE
EXPECTS AND DEMANDS.**

@JONGORDON11



Lesson No. 6

Compare yourself
to the person
from yesterday.

#WinForeverWednesday

W

Parents' Commitment

We understand and endorse the purpose of high school activities, which is to help our young men and women become people of integrity who will lead, be responsible, and serve our community as positive change-makers. As parents, we will:

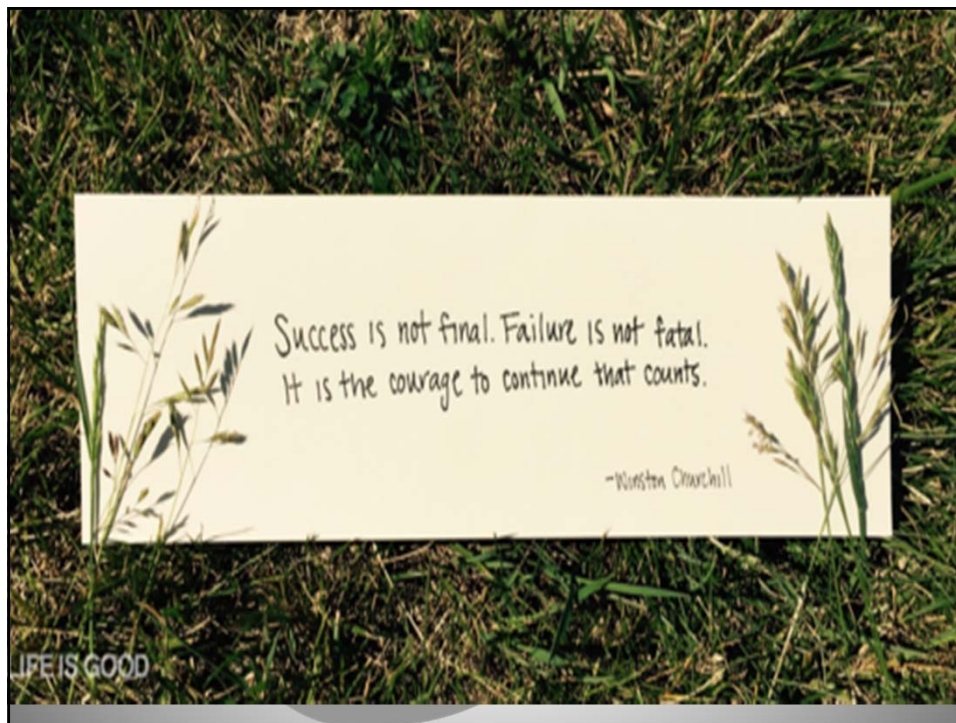
- support the coaches by **affirming behavior** in our child and his or her teammates that **demonstrates the characteristics of integrity, empathy, sacrifice, and responsibility.**
- acknowledge and appreciate ALL participants' growth** as character-strong individuals and their efforts toward establishing stronger **relationships** with teammates, coaches, and themselves.
- affirm our son or daughter and their teammates, **focusing on displays of healthy sportsmanship**, rather than concentrating in athletic performances alone.
- serve as role models by treating teams ,coaches, officials, event workers, and visiting fans with respect.**

Parents' Commitment

(cont.)

- model good sportsmanship by acknowledging the efforts of your team and the opponents as well, accepting graciously the outcome of the contest.
- support the efforts of the team, regardless of the amount of playing time afforded your son or daughter, or the win-loss record.**
- encourage not only your child, but their teammates, **knowing that at every practice and in every game they are growing physically and emotionally, learning moral and ethical lessons, and developing strength of character.**
- knowing that developing **the concept of self-advocacy is an important step in growth**, when problems or questions arise, we will encourage our son or daughter to present that concern to his or her coach. After this meeting, if the issue requires more clarity, we will then contact the head coach.

Because, as a parent, I am a role model who has the power, position, and platform to make a positive difference in the lives of my child and their teammates, I commit to this code of conduct.

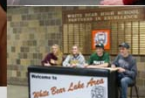


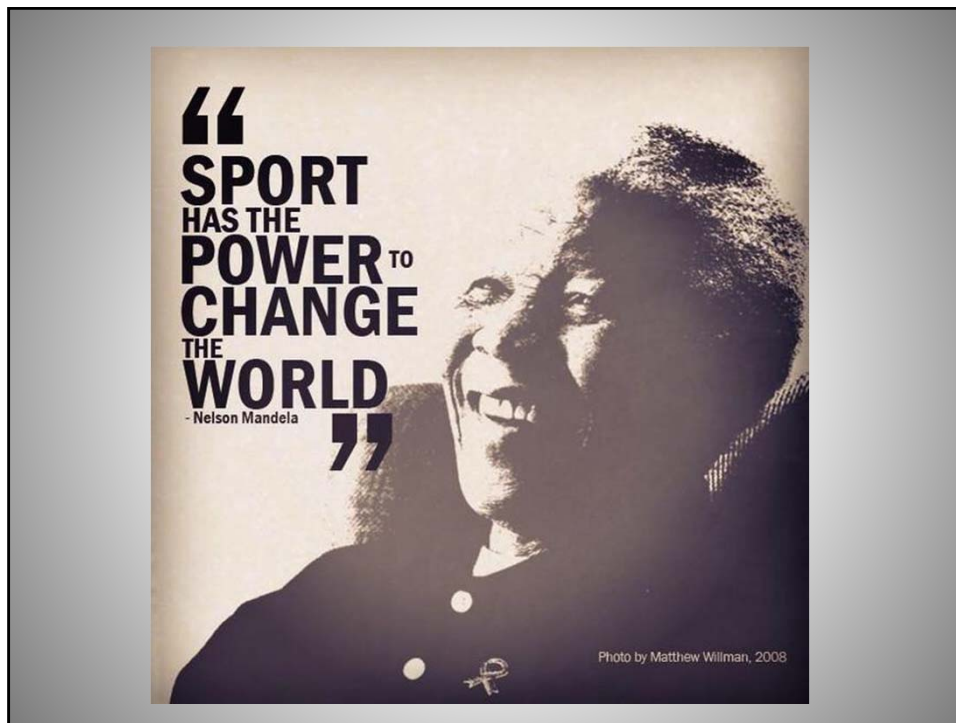
How do you define success?

“Success is peace of mind which is a direct result of self-satisfaction in knowing that you made the effort to become the best of which you are capable.”

J. Wooden

The Uniform Never Comes Off





AGENDA ITEM: **Update on Recommendation of Proposal to Consider Self-Funded Dental Insurance**

MEETING DATE: **September 28, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

An update will be provided to the School Board regarding the proposed change to the district's dental insurance plan. A questions and answers document (attached, 9/23/15 version) has been created to help employees understand the rationale behind the consideration of a self-insured dental plan and a move to a single plan offering for all district employees. District staff members have been visiting sites to be available for employees to ask questions about the change; these meetings will continue through early October.

White Bear Lake Area Schools Dental Insurance Q&A

September/October 2015

What dental insurance option is being considered?

White Bear Lake Area Schools' insurance advisory committee, which includes representatives from each employee bargaining unit, reviewed quotes received following a request for proposals for dental insurance. The insurance advisory committee has recommended a move to a self-insured dental plan and has selected a preferred plan from Health Partners. The district currently has two providers, Delta Dental and Health Partners, and the plan is fully-insured.

What is a self-insured dental plan?

A self-insured dental plan (also referred to as a self-funded dental plan) is one in which the employer assumes the financial risk and reward for providing dental benefits to its employees. Self-insured employers pay for claims as they are incurred instead of paying a fixed premium to an insurance carrier, which is called a fully-insured insurance plan. Fully-insured is the model the district has been utilizing for many years.

What employee groups are currently on the Delta Dental plan and what groups are on the Health Partners plan? How many employees are on each plan?

Currently, Delta Dental is the insurance provider for administrators, cabinet members, non-affiliated employees, principals, and teachers. Health Partners is the insurance provider for the following employee groups: extended day, clerical, custodian, nutritional services, paraprofessional, transportation, and confidential employees. The total number of employees on the two plans are: Delta Dental - 212 single, 558 family; Health Partners - 118 single, 172 family. The two plans combined total 330 single and 730 family.

What is the network and benefit offering for the recommended plan?

The network and benefit offering for the recommended plan has four benefit levels and was designed specifically for the employees of White Bear Lake Area Schools.

	Benefit Level 1	Benefit Level 2	Benefit Level 3	Benefit Level 4
Network description	Health Partners Dental Group and Park Dental	Park Dental and match dental providers in existing Delta Dental PPO network	Match the Delta Dental network and remaining Health Partners network providers not within the Delta Dental network	Non-contracted providers (out-of-network)
Annual maximum benefit	\$2,000	\$1,500	\$1,000	\$1,000
Deductible	No deductible	No deductible	\$25 single \$75 family	\$50 single \$150 family

Please see the Summary of Benefits document provided by Health Partners (click [here](#)) for detailed plan information.

What were some of the factors that went into recommending this plan?

Many factors were considered, including the following: 1) the plan ensures that there is no loss of benefit coverage to any employee group, 2) there is a potential benefit increase of \$1,000 for 770 contracts as well as other significant benefit improvements for all employees, and 3) aggregate insurance (stop-loss) is provided which protects the district from high claims activity.

Compared to the existing Health Partners plan, what are some of the advantages of the new plan?

If you are currently on the Health Partners plan, some of the advantages of moving to the new plan include: 1) orthodontia coverage increases from no coverage currently up to a potential lifetime maximum of \$1,500; 2) you would not pay any deductibles (in Benefit Levels 1 and 2) under the new plan; 3) overall coverage is improved.

Compared to the existing Delta Dental plan, what are some of the advantages of the new plan?

If you are currently on the Delta Dental plan, some of the advantages of moving to the new plan include: 1) the potential maximum annual benefit doubles from \$1,000 to \$2,000 (at Benefit Level 1); 2) orthodontia maximum life-time benefit increases from \$1,000 to \$1,500; and 3) overall coverage is improved.

If I am currently on the Delta Dental plan and we move to the Health Partners plan, will I have to change dentists?

Health Partners has assured the District that the network that has been created for White Bear Lake Area Schools will include all current Delta Dental providers in Benefit Level 2. If you are currently on the Delta Dental plan, you can keep your existing dentist. Note that the annual benefit would be \$1,500 (up from \$1,000 currently) should you choose to keep your existing Delta Dental network dentist. If you choose a dentist who is part of the Health Partners or Park Dental network, your annual benefit would be \$2,000.

How do the existing rates compare to the rates of the new plan?

Here is a comparison of the current monthly premium rates and the rates under the proposed plan:

	Delta Dental (Current)	Health Partners (Current)	Health Partners (New)
Single	\$35.30	\$33.13	\$36.95
Family	\$99.20	\$82.88	\$104.86

What happens to the insurance premiums that I pay in a self-insured dental plan?

Both the district share and the employee share of dental insurance premiums are deposited into a district account called an internal service account. When the district receives an invoice from the third party administrator, it pays the invoice using the funds from that internal service account. The funds in this account can be used only for dental care related expenses incurred by employees and their families or dental related initiatives.

What if the plan builds a reserve? Can the District take that money and use it for something else?

Building a reserve is important in a self-insured dental plan to ensure that the fund can adequately cover the claims that are processed. A reserve also helps to protect against large fluctuations in premiums and can be used to offset future-year premium increases. The District cannot use the premiums collected for self-funded insurance for anything but dental insurance and dental related initiatives. Very strict rules governing the accounting of self-funded insurance plans exist, and the account is subject to audit by an independent auditor.

Who files the claims in a self-insured dental plan? Would district staff or the insurance advisory committee be able to see an individual's claims data?

The claims filing process would be completed as it is now, there is no additional burden placed upon employees. Dental care facilities process claims with the third party administrator (Health Partners). Individual claims data is not accessible by district staff or the insurance advisory committee due to privacy laws already in place.

Will people in the district know detailed personal information about who is using the insurance premium dollars from the district's self-insurance dental internal service account and the reasons for their going to the dentist?

No. People in the district will not know detailed personal information about individuals whose claims are being paid out of the self-insurance dental internal service account. All practices and guidance set forth by the Health Information Portability and Accountability Act (HIPAA) of 1996 apply, including HIPAA's Privacy, Security and Breach Notification Rules. HIPAA rules must be adhered to just as they are now as a fully-insured group.

What is a third party administrator?

A self-insured group hires a third party to administer the insurance plans. This includes the processing of claims according to the school district's dental insurance plans' specifications.

What has been the timeline of this decision?

January 27, 2015 - Insurance advisory committee discussed current status of dental plans

February 24, 2015 - Insurance advisory committee discussed consolidating the two dental plans (Delta Dental and Health Partners) into one

March 31, 2015 - Insurance advisory committee voted unanimously to support a recommendation to the School Board to move to a self-insured dental plan, reviewed dental plan summaries, and supported conducting a request for proposals for dental insurance with a goal of improving the plan offerings

April 28, 2015 - Insurance advisory committee reviewed detailed final proposals received from Delta Dental and Health Partners, discussed dental insurance options

July 14, 2015 - Insurance advisory committee selected the Health Partners (Option #3) proposal as the preferred dental insurance offering for the district

August 24, 2015 - School Board work study session related to dental insurance (click [here](#) to see the presentation that was reviewed at this meeting)

September/October 2015 - Dental insurance information sessions at district sites

September 28, 2015 - Update provided at School Board work study session

October 12, 2015 - (*Anticipated*) School Board action on dental insurance recommendation

Whom do I contact for more information on the proposed dental insurance plan?

Rebecca Edberg, Human Resources Coordinator - rebecca.edberg@isd624.org

Linda Goers, Director of Human Resources - linda.goers@isd624.org

Wayne Kazmierczak, Assistant Superintendent for Finance and Operations - wayne.kazmierczak@isd624.org

AGENDA ITEM: **Negotiations Study Session**

MEETING DATE: **September 28, 2015**

SUGGESTED DISPOSITION: **Discussion Item**

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

Background:

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

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

AGENDA ITEM: **Review of Superintendent's Evaluation**
MEETING DATE: **September 28, 2015**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Janet Newberg, School Board Chair**

Background:

The School Board will review and discuss the evaluation of the superintendent for 2013-14 and 2014-15 school years.

The School Board may choose to close this portion of the meeting pursuant to Minnesota Law.
