

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

January 26, 2015

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: January 13, 2015

A work-study session of the White Bear Lake Area School Board will be held on **Monday, January 26, 2015**, at 5:30 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

1. Review of External Report on Student Transportation Services, Management, and Finances 5:30 p.m.
2. School Board/Superintendent Goal Updates:
 - a) Goal 2: Recommendation for Budget Adjustments for 2014-15 and Long Range Budget Projections 6:30 p.m.
 - b) Goal 4c: Preliminary Recommendation for String Orchestra Program 7:15 p.m.
3. * Labor Negotiations Session 7:45 p.m.

C. ADJOURNMENT 8:00 p.m.

*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 External Report on Student Transportation Services,
Management, and Finances

MEETING DATE: January 26, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Wayne Kazmierczak, Director of Finance and Operations

BACKGROUND:

Consultant Tom Watson will present his findings and recommendations on a comprehensive transportation study and take questions from the School Board and administration.

AGENDA ITEM: School Board/Superintendent Goals Updates

MEETING DATE: January 26, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

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

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

Showing status of continuing 2013-14 goals as of July, 2014

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

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culture at the elementary schools.				Assessment data measuring student global understanding.
Strategy 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 offered 6-12 beginning in 2012-13; Chinese and ASL applying for College credit (CIS) status during 2014-15.	2011-12 school year	Participation trends in secondary world language coursework.
Strategy 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.	2012-13 school year	Participation trends in global service learning projects, including July 14, 2014 report from We Act. Survey data on student understanding of global issues related to the service learning opportunity.
Strategy III: We will ensure our facilities support our district's mission and objectives.				
Strategy 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 committee on April 24, 2013 and were presented to the school board on May 20, 2013. Outside space, and more specifically, artificial turf at the Stadium on South Campus needs to be addressed. WBL is one of the few members of our conference to still play on	Facilities report presented in May of 2013. Incorporated into Strategy III.11, as part of 4/28/14 report to the School Board. The Board will be updated on 1/26/15.	Included in the strategic review of secondary sites and facilities. Phase I report due early in 2015.

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		grass. Both the quality of the field and the opportunity for a significant increase in usability would result from this upgrade.			
Strategy 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 creates a separate nutrition services area and a new gymnasium area. Remodeling of Lakeaires and Willow Lane elementary schools include the addition of a gymnasium which creates separate spaces for the nutrition services program and the physical education/performing arts programs. With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces.	Community open house held at Matoska on 1/28/14. 9/23/13 – work-study session 11/11/13 – Board meeting	Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	
Strategy III. 3: The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage		9/23/13 – work-study session 11/11/13 – Board meeting	Included in the strategic review of secondary sites and facilities.	
Strategy III. 4: The District will ensure that square	III.4 Facility – Student Population Distribution	As part of a leadership team project during the 2012-2013	At School Board meeting of April 28, will be incorporated	Included in the strategic review of secondary sites and facilities.	

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footage to accommodate student population and program activities are equitable for all buildings.		school year, an analysis was undertaken to determine if adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced. The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run. Completed.	into presentation on Strategy III.11.		
Strategy III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures		May 19, 2014 work-study session.	Evidence that manuals are in place and that employees have been trained appropriately.	
Strategy III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	Currently all elementary buildings with the exception of Otter Lake have HVAC system upgrades that include air conditioning. Otter Lake Elementary has an estimated cost of \$1.3 million to upgrade to air conditioning; this cost is not currently budgeted. Secondary buildings have certain areas that are air	2012-13 school year		
				Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

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		conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.			
<u>Strategy 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.	November 11, 2013	Secure entrances at each site and appropriate protocols in place.	
<u>Strategy 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.		Included in the strategic review of secondary sites and facilities, Strategy III.11	
<u>Strategy III.10:</u> The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	This issue needs to be carefully watched over the next few years. Our southern elementary populations are beginning to show greater growth, but our northern		Data on class size averages and ranges.	

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		elementary populations also continue to grow. The additional space the District will be getting at Otter Lake Elementary School may temporarily help with this issue but, ultimately, if the patterns of growth continue, there will be a need to look at the elementary school boundaries in the north and determine if shifts are necessary.		<u>Strategy III.11, facilities study.</u>
<u>Strategy 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	Secondary strategic program and facilities review begins in 2014-15.	March 24, 2014 April 28, 2014. May 19, 2014 October 27, 2014 <u>Scheduled for February 23, 2015.</u>	Included in the strategic review of secondary sites and facilities. Strategy III.11, facilities study.
Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.				
<u>Strategy IV.11:</u> Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.	IV.11 Classroom Technology	2014 - 2015 Capital Projects levy priorities includes network infrastructure and wifi improvements as well as classroom technology upgrades. Replacement cycles will take into account student, program and classroom needs as well as teaching style and preference. Moreover, the 5-year	1/27/14 8/11/14 8/25/14	Building technology plans.

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		technology plan presented at the February 2014 School Board meeting includes a proposal that will move away from the current computer lab model and provide classroom access to technology at the elementary level while providing 24/7 access to technology for secondary students.			
Strategy 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; enhanced and expand in 2012-13 and 2013-14.	2011-12 school year	Operational; trends measured by system analytics.	
Strategy 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	All teachers expected to meet requirements of Schoology Learning Management System. Schoology is used as the LMS by all White Bear classroom teachers this school year. Base-line digital presence expectations were set for the first semester of the 2014-2015 school year and expanded in the second semester. Professional development in the form of 1:1 trainings, summer technology sessions, embedded staff development, building and District sessions and bi-weekly technology tips	2011-12 school year 2012-13 school year 2013-14 school year 8/25/14 work-study session.	Schoology use analytics and BrightBytes survey data.	

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Strategy 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	Students and staff provided feedback on mobile technologies classroom goals, current practice and model policies. We will address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.		Board adoption of policy.	
Strategy IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11 During January, 2015, the administration testified on proposed legislation. On January 22 and 23, the District hosts site visits at Sunrise and Central.	November 10, 2014 Report on 1:1 Initiative	BrightBytes survey data. In September Sunrise 8 th grade students received 1:1 Chromebook computers. Central 8 th grade students received Chromebook computers in November.	
Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
Strategy V.1: 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. Implementation plan developed for 2014-15 school year.	Approved on 5/12/14.	Results of surveying building and district leaders for feedback on outcomes of current partnerships.	
Strategy V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	A comprehensive needs assessment has not been developed to provide direction for future partnerships.		A needs assessment is in the process of being developed.	

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Strategy V.3: The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	Partners at the building level go through a vetting process by the principal and the team he or she puts together to determine if it will prove valuable to learners in his or her building		Implementation of vetting form that is completed by an outside organization to ensure alignment to district vision.
Strategy V.5: The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	Communication regarding current partnerships is done via school board meetings, and through the communications office. In addition to the website, social media such as Facebook may also alert the community to partnerships. For example, swim competitions held at the YMCA, hockey games held at Vadnais Sports Center will be noted through different media outlets.		Communications plan implemented.
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.				
Strategy 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	Implemented during 2012-13. During 2014-15 additional training provided to all staff to comply with new law and revised policy.	2011-12 school year. Report at the School Board meeting of May 19, 2014. Policy 514, Bullying Prohibition Policy revised on 10/13/14.	Minnesota Student Survey data regarding bullying. Implementation data that demonstrates how consistently we are using the bullying prevention curriculum.
Strategy VI. 2: The District	VI.2 Faculty	New recruitment and	Annually since 2011-12	Annual employment metrics.

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will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.		selection protocols implemented in 2012-13; <u>Annual Report</u> to the School Board.			
<u>Strategy VI. 3:</u> During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.	VI.3 Multi-cultural Curriculum	A cultural liaison has participated in the Teaching & Learning Projects, including curriculum. More work can be done training our T&L team to review curriculum with our equity lens.		Annual reporting on curriculum adoptions and the process used to ensure cultural proficiency.	
<u>Strategy VI. 4:</u> Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	Transition plans are in place at each level, including WEB for the middle school and LINK Crew for the high school. <u>In the fall of 2014, WEB and LINK crew successful.</u>	9/9/13	Annual Board updates on transition programming. Attendance data reflecting student participation in transition programming. Student survey data on the effectiveness of transition programming.	
<u>Strategy VI. 5:</u> The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.	VI.5 Programming	Advisory curriculum has been implemented in 12-13 and is in its 3rd year. While this addresses some student perspective, we have just started understanding similarities and differences among students, staff, administration, community members and parents.		Minnesota Student survey data regarding students feeling connected and welcome at school. Staff survey data regarding school climate. Parent feedback on school climate.	
<u>Strategy VI. 6:</u> The District will review and assess the	VI.6 Cultural Competency	A team of 17 district staff (including 2 cabinet	2/24/14 3/4/14	Annual review of the Achievement and Integration plan by a committee	

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current plan related to cultural competency.		members) participated in the Equity Plan workshop in January 2013. This group of 17, along with other district stakeholders, updated the 3-year WBL Equity Plan. The updated equity plan was presented to the board for approval on March 3, 2014		and the School Board.
Goal 2 - Ongoing Financial Stewardship and Budget Management (New for 2014-15)	Details	Status	Report to the School Board	Evaluation
An improved statewide economy has resulted in improved education funding in the most recent legislative sessions, a welcome change after a long period of little increase in state revenue. The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	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 and 2012. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.	In the fall of 2014, Standard and Poors reaffirmed the District's AA Bond rating; for 2014-15 District increases the frequency of financial reporting to quarterly.	October 13, 2014 Report on tax levy and AA bond rating. November 13, 2014 Report on Audit for 2013-14. November 24, 2014 Quarterly report on District finances. January 26, 2015 Quarterly report on District finances.	Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit. 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. Beginning in 2014-15, the administration will increase the detail and frequency of budget updates to the School Board.
Goal 3: Continue	Communication and	Status	Reported to the School Board at	Evaluation

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Implementation of the Communications and Marketing Plan for the District.	Marketing Plan.	The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010.	5/19/14 work-study session.	Enrollment data Surveys	
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase III, will evaluate and <u>expand recognition of community, partnerships, and volunteers.</u>	Goal 5a Recognition Program	The committee continues to evaluate and expand a recognition program for students, staff and community.	Reported to the School Board at 5/19/14 work-study session.	Annual Satisfaction Survey.	
b. Implement the recommendation of the Gifted and Talented program review, with emphasis on recommendation for a district-wide elementary program for the gifted and talented students, which could begin in 2015-16.	Goal 5b Gifted and Talented Program		2/24/14 9/22/14 10/27/14 11/10/14 School Board approved Elementary School within a School.	Implementation of Program. Metrics on student annual growth. Survey data from parents, staff, and students.	
c. Develop plans for a String Orchestra program with the first phase programming beginning in the 2014-15 school year.	Goal 5c String Orchestra	The School Board reviewed options on 11/25/13 and carried over to November, 2014.	11/25/13 11/24/14 Scheduled presentation on January 26, 2015.	School Board approval. Implementation of program.	
d. Program Review of Preschool and Early Childhood Programs Currently about 20% of our	Goal 5d Preschool and Early Childhood Programs Thorough review of our current preschool and early		10/27/14	.	

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preschool age population is enrolled in WBLAS preschool and early childhood family education programs. Our programing includes sites at Normandy Park, a separate early childhood and preschool facility; classrooms dedicated for preschool and early childhood at Hugo and Vadnais Heights Elementary Schools; and a partnership with Tamarack Nature Center, a facility operated by Ramsey County. All facilities are currently at or close to capacity. With state funded all-day kindergarten beginning in 2014-15, the entry into school for an increasing percentage of children is expected to be at the preschool level. Recent state policy decisions and funding decisions are consistent with this expectation.	childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.			

AGENDA ITEM: Goal 2: Recommendation for Budget Adjustments for 2014-15 and Long Range Budget Projections

MEETING DATE: January 26, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Wayne Kazmierczak, Director of Finance and Operations

BACKGROUND:

Dr. Kazmierczak will provide a quarterly review of the 2014-15 budget. He will also provide information on long range budget projections, and strategies for assuring long range sustainability of programs and long-range financial stability.

AGENDA ITEM: Goal 4c: Preliminary Recommendation for String Orchestra Program

MEETING DATE: January 26, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michael Lovett, Superintendent
Sara Paul, Assistant Superintendent
Lisa Switzer, Curriculum and Program Development Coordinator

BACKGROUND:

School Board/Superintendent Goal 4c reads “Develop plans for a String Orchestra program with the first phase programming beginning in the 2015-16 school year.”

The Orchestra program was most recently discussed at our November 24, 2014 work-study session. Tonight we will provide a detailed presentation, including details on finances.

We have attached a summary of questions and answers describing the program recommended to begin in 2015-16.

Orchestra

Recommendations for an Orchestral Strings Program to begin in 2015-16 at the fifth grade level, and expand one grade each year until the District offers a full 5-12 Comprehensive Program

2011 - 2012	Preliminary work led by WBL music department
March 2012	Initial discussions with music department, Superintendent and Principals
September 2012	Initial presentation to School Board
Fall 2013	Orchestra revisited
September 2014	District stakeholder meeting
September 2014	Work Study Session
October 2014	Orchestra Committee Meeting
October 2014	Principal "Exploring Options" Work Session
November 2014	Solicit feedback from Principals, Music Department
November 2014	Orchestra Update at Work Study Session
January 2015	Additional Principal Work Sessions
January 2015	Program and Schedule Design
January 2015	Orchestra Program Preliminary Recommendation

Timeline

Orchestra in 2015-16

- Begin the orchestra program in 5th grade for 2015-16;
- Add middle school in 2016-17 and high school offering in 2019-20;
- A grade level would be added each year as follows:

2015-16:	Grade 5
2016-17:	Grades 5 and 6
2017-18:	Grades 5-7
2018-19:	Grades 5-8
2019-20:	Grades 5-North Campus
2021-21:	Grades 5-South Campus
- Program would begin at the fifth grade level as a pull out lesson program with ensemble rehearsals.

January 2015

Enrollment Data:

5th grade – 555 (lowest class size)
4th grade – 616
3rd grade – 622
2nd grade – 672
1st grade – 674
Kindergarten – 666

Benefits for both students and the program:

- Younger children have an **easier time holding** the stringed instruments due to a great deal **more flexibility**.
- **Bowing and fingering** is more natural for younger students.
- Building **success and confidence** for future years.
- Creating a **solid "feeder" program** as the course offerings grow into the middle and high school programs.

Rationale for fifth grade start

5th grade lesson program:

- 3-5 students,
- 30 minute lessons every 6th day
- during the school day
- schedule as best for school and students

5th grade large group ensemble:

- regular chamber string ensemble rehearsals
- 45 - 60 minutes

Program Design

2 FTE of instrumental music specialists with expertise in strings.

Responsibilities of teachers would include:

- Teach ensemble rehearsals
- Teach lessons to all 5th grade string players
- Build a successful and sustainable strings program
- Recruit, write curriculum, order materials and duties as needed

Staffing Model

Recommended facilities:

- Rehearsal space

- The secondary facilities study should consider rehearsal and practice room space that is not shared with band or choir to **enable growth** of the program.
- Each elementary building is considering lesson and rehearsal spaces.
- New spaces should include climate control. The potential of **repair costs** of instruments not kept in a climate controlled environment will eventually outweigh the cost spent upfront.

Facilities

Instrument needs:

- 22-25 violins
- 8-20 cellos

Other needs: (per building)

- 1 cello mobile rack
- 1-2 violin mobile racks
- 20-40 library songs
- music cabinet
- complete set of one year method/ technique books
- posture chairs
- music stands

Fall 2015

Prepare current or revised recommendation
for School Board action February 9, 2015

Next Steps



Recommendations for an Orchestral Strings Program to begin in 2015-16 at the fifth grade level, and expand one grade each year until the District offers a full 5-12 Comprehensive Program

School Board Work Study Meeting of January 26, 2015

1. What is the rationale for adding an orchestra program?

Based on extensive research, an evaluation of East Metro programs, and an assessment of our own music program, we believe an orchestra program would further enhance a comprehensive fine arts program in White Bear Lake Schools. Participation in a high quality music performance ensemble enhances a child's quality of life. It provides creative, emotional, and social opportunities and can lead to improvements in academic performance in other areas beyond music.

Seven out of 8 schools in the Suburban East Conference, not including White Bear Lake have an orchestra program. Cretin Derham Hall does not have an orchestra program.

Five out of 7 neighboring districts, not including White Bear Lake have orchestra programs. Mahtomedi and North St. Paul, Maplewood, Oakdale do not have orchestras. South Washington, Roseville, Forest Lake, Stillwater, and Moundsview have orchestras.

2. What grade level is recommended to begin orchestra for the 2015 -16 school year?

Thorough research into best practices and an evaluation of neighboring programs has led us to recommend an elementary start at grade 5 for 2015-16, and add one grade each year so by the time next year's fifth graders are seniors, the program would span grades 5 through 12.

In reviewing options we concluded a 4th grade start may be even better for the strings program but that if we did so we would advise starting band at 5th grade, rather than grade 6 as is the case for our current band program. There are benefits for both students and the program with an elementary start; developmentally most experts advise beginning strings before middle school.

3. What does an orchestra program include at the elementary level?

Students would experience both small group lessons and large group ensembles. Both experiences are important for student and programmatic success,

4. What does an orchestra program look like at the elementary level?

A 5th grade lesson program includes students taught in groups, normally of 3-5 students, who meet 30 minutes weekly or in a similar rotation during the school day. The actual schedule is designed by elementary principals, taking into account priorities for what times in the day work best and what times or classes to avoid for pulling students out of other classes or activities.

A 5th grade group ensemble would meet regularly and include all students from within the elementary school.

5. How will we ensure access to all students?

We will model our instrument acquisition after the procedures established by our existing band program so that students will have access to instruments as in our band program. If any portion of the orchestra program occurs outside of the school day, e.g. some ensembles, we will consider all necessary options to allow access to the program.

6. What teacher qualifications and levels of staffing are recommended?

We recommend an initial staffing allocation for the elementary schools of 2 FTE instrumental music specialists with expertise in strings. Responsibilities of teachers would include but are not limited to teaching ensemble rehearsals, teaching lessons to all 5th grade string players, building a successful and sustainable strings program, recruiting students, writing curriculum, ordering materials and completing other duties as needed.

At the middle and high school levels, we anticipate that teaching FTE would be based on the number of students participating in the strings program; because the cohort sizes (number of students per grade) are larger beginning with the 6th grade in 2016-17, we assume that additional music staffing would be needed to accommodate larger classes, and the orchestral staffing would be added in lieu of other staff which otherwise would have been needed to teach the increased number of students.

7. What are areas of anticipated financial need?

When future facilities are being addressed, we should consider the need for climate controlled storage spaces to alleviate the cost of instrument repair, particularly at the high school level. Repair to wood instruments stored in an area without climate control will eventually outweigh the initial cost of creating an appropriate space.

Rehearsal space should also be considered in the secondary facilities study. Some elementary buildings have sufficient space now to dedicate space to the strings program; others schools would need to make modifications with existing space depending on the orchestra schedule that is implemented.

Other costs include but are not limited to: instruments, storage units, library songs, music cabinets, method/technique books, posture chairs and music stands.

8. What research students academically benefit from music?

<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0003566>

- The part of the brain responsible for planning, foresight, and coordination is substantially larger for instrumental musicians than for the general public.
- Children who received at least three years ($M = 4.6$ years) of instrumental music training outperformed their control counterparts on two outcomes closely related to music (auditory discrimination abilities and fine motor skills) and on two outcomes distantly related to music (vocabulary and nonverbal reasoning skills). Duration of training also predicted these outcomes. Contrary to previous research, instrumental music training was not associated with heightened spatial skills, phonemic awareness, or mathematical abilities.
 - “Music On the Mind,” Newsweek, July 24, 2000
- On the 1999 SAT, music students continued to outperform their non-arts peers, scoring 61 points higher on the verbal portion and 42 points higher on the math portion of the exam.
 - Steven M. Demorest and Steven J. Morrison, “Does Music Make You Smarter?,” Music Educators Journal, September, 2000
- The Pittsburgh, Pennsylvania School District analyzed its 1997 dropout rate in terms of students’ musical experience. Students with no ensemble performance experience had a dropout rate of 7.4 percent. Students with one to two years of ensemble experience had a dropout rate of 1 percent, and those with three or more years of performance experience had a dropout rate of 0.0 percent.
 - Eleanor Chute, “Music and Art Lessons Do More Than Complement Three R’s,” Pittsburgh Post-Gazette, April 13, 1998

9. At what grades do students begin orchestra in surrounding districts?

District	Orchestra	Grade started
South Washington	yes	4 th or 5 th
Stillwater	yes	5 th
Moundsview	yes	4 th
Forest Lake	yes	Elementary, 6 th grade
Roseville	yes	4 th
Mahtomedi	No	
North St. Paul, Maplewood, Oakdale	No	

AGENDA ITEM: Labor Negotiations Session

MEETING DATE: January 26, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Linda Goers, Director of Human Resources
Dr. Wayne Kazmierczak, Director of Finance and Operations
Dr. Michael Lovett, Superintendent

BACKGROUND:

Linda Goers, Director of Human Resources, and Dr. Wayne Kazmierczak, Director of Finances and Operations, will update the School Board on labor negotiation planning.