

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

April 27, 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: April 15, 2015

A work-study session of the White Bear Lake Area School Board will be held on **Monday, April 27, 2015**, at 5:30 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

1. Update on School Board/Superintendent Goals 5:30 p.m.
 - a. Action Steps IV.11, 13, 14, and 15, including Update on our Successful Technology Integration and 1:1 Program 5:45 p.m.
 - b. Action Steps VI.1, 2, 3, 5, 6, including Update and Presentation on Progress on Equity Plan 6:15 p.m.
 - c. Action Step V.1, 2, and 3: Update on Partnership Policy Implementation 6:45 p.m.
 - d. Goal 3: Continue Implementation of the Communication and Marketing Plan for the District 7:15 p.m.
2. *Labor Negotiation Session 7:30 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: Goal I.1: Update on School Board/Superintendent Goals List

MEETING DATE: April 27, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

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

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

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
<u>Action Step 1.1:</u> All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	I.1 Student Proficiency Note: Under Minnesota's 2014 Worlds Best Workforce Legislation, goal should read "all third grade students achieve grade level literacy".	Monitor progress based on a dashboard of metrics.	9/9/13 9/23/13 10/14/13 2/24/14 5/19/14 8/25/14 On 2/13/15, report to School Board.	Metrics dashboard, including student growth, as measured by MAP, student proficiency, required by State MCAs, and other measures.	
<u>Action Step I. 2:</u> All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.	I.2 Post-secondary Plan	Year 3 of implementation; counselors move with their students from North to South Campus.	2/24/14 8/11/14	Survey data from students and parents that reflects fluency in Naviance and confidence in post- secondary success. Usage data by students in Naviance. Metrics dashboard, including results of EXPLORE, PLAN, and ACT	
<u>Action Step I.4:</u> The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program.	I.4 Middle School IB	2014-15 is the third year of IB candidacy. In January, 2015 Sunrise Park and Central Middle Schools received word of I.B. authorization.	10/13/13 10/27/14 On-site accreditation visits took place during November of 2014. Celebration of authorization at Board meeting of February 9, 2015.	IB Certification in January, 2015.	
Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
<u>Action Step II. 1:</u> All students will expand their global perspective through	II.1 World Language K-5	For 2014-15, Chinese offered K-5 in two elementary schools and Spanish in six	2011-12 school year March 24, 2014 April 14, 2014	Summary information measuring student participation and success in world language.	

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the study of world language and culture at the elementary schools.		elementary sites.	November 24, 2014	Assessment data measuring student global understanding.	
<u>Action Step II. 2:</u> Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese offered 6-12 beginning in 2012-13; Chinese and ASL applying for College credit (CIS) status during 2014-15.	2011-12 school year	Participation trends in secondary world language coursework.	
<u>Action Step II. 4:</u> All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	Operational beginning in 2012-13. For the 2014-15 school year, we will collect data in a common format through our partnership with Free the Children/We Act, an international organization supporting and monitoring service and leadership.	2012-13 school year	Participation trends in global service learning projects, including July 14, 2014 report from We Act. Survey data on student understanding of global issues related to the service learning opportunity.	
Strategy III: We will ensure our facilities support our district's mission and objectives.					
<u>Action Step III. 1:</u> The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces	The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. The results of this study were presented to the committee on April 24, 2013 and were presented to the school board on May 20, 2013. Outside space, and more	Facilities report presented in May of 2013. Incorporated into Strategy III.11, as part of 4/28/14 report to the School Board. The Board was updated on 1/26/15 and 2/9/15. Additional information was presented on 2/23/15 and a Community forum was held on	Included in the strategic review of secondary sites and facilities. Phase I report due early in 2015. Completion of Phase I recommendations.	

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

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		2015.			
<u>Action Step III. 2:</u> At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	The completion of construction at Matoska IB Elementary School creates a separate nutrition services area and a new gymnasium area.	Community open house held at Matoska on 1/28/14.	Matoska addition was completed in the fall of 2013.	
		Remodeling of Lakeaires and Willow Lane elementary schools include the addition of a gymnasium which creates separate spaces for the nutrition services program and the physical education/performing arts programs. With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces.	9/23/13 – work-study session 11/11/13 – Board meeting Schedule final report to the Board on March 2, 2015.	Lakeaires and Willow Lane additions completed in the fall of 2014.	
<u>Action Step III. 3:</u> The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage		9/23/13 – work-study session 11/11/13 – Board meeting	Included in the strategic review of secondary sites and facilities.	
<u>Action Step III. 4:</u> The District will ensure that	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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square 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.	into presentation on Strategy III.11.		
<u>Action Step III. 5:</u> Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.	May 19, 2014 work-study session.	Evidence that manuals are in place and that employees have been trained appropriately.	
<u>Action Step III. 6:</u> Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	Currently all elementary buildings with the exception of Otter Lake have HVAC system upgrades that include air conditioning. The School Board acted to accept the bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15. Secondary buildings have	2012-13 school year	Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

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		certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.			
<u>Action Step III. 8:</u> The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	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>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.		Included in the strategic review of secondary sites and facilities, Strategy III.11	
<u>Action Step III.10:</u> The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	This issue needs to be carefully watched over the next few years. Our southern elementary populations are beginning to show greater		<u>Data on class size averages and ranges.</u>	

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		growth, but our northern 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>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 <u>Phase I recommendations</u>	Secondary strategic program and facilities review begins in 2014-15. <u>Action taken at April 13, 2015 Board meeting on Phase I improvements.</u>	March 24, 2014 April 28, 2014. May 19, 2014 October 27, 2014 February 9, 2015 February 23, 2015, with a community forum on 2/24/15. Discussion continues on Phase I recommendations at work-study meeting of 3/23/15. <u>April 13, 2015, action on South Campus Stadium and other Phase I improvements</u>	Included in the strategic review of secondary sites and facilities. Strategy III.11, facilities study.	
	<u>Phase II recommendations</u>				
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	IV.11 Classroom Technology	2014 - 2015 Capital Projects levy priorities includes	1/27/14 8/11/14	Building technology plans.	

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equitable access to a core set of effective, innovative, and well supported technology.		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 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. Our 1:1 will expand to cover 7-10 in 2015-16 and 6-12 in 2016-2017. Elementary schools will have at least one classroom set per grade level by 2016-2017.	8/25/14 <u>Updates will be provided to the School Board at the work-study session of April 27, 2015, and a further presentation at the School Board meeting of May 11, 2015.</u>		
<u>Action Step IV.12:</u> The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website	New website launched in June of 2012; enhanced and expand in 2012-13 and 2013-14.	2011-12 school year	Operational; trends measured by system analytics.	
<u>Action Step IV.13:</u> The District will establish a	IV.13 Schoology	All teachers expected to meet requirements of Schoology	2011-12 school year 2012-13 school year	Schoology use analytics and BrightBytes survey data.	

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learning management system to support the development and management of online coursework to allow web-based learning for staff and students.		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.	2013-14 school year 8/25/14 work-study session. Updates will be provided to the School Board at the work-study session of April 27, 2015, and a further presentation at the School Board meeting of May 11, 2015.		
<u>Action Step IV.14:</u> A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.	IV.14 Technology Policy	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. Policy 524 is up for annual review first reading in April.	Scheduled for a first reading at the 4/13/15 Board meeting.	Board adoption of policy.	
<u>Action Step IV.15:</u> Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11 During January, 2015, the administration testified on proposed legislation. On January 22 and 23, the	November 10, 2014 Report on 1:1 Initiative Update on progress during 2014-15 and plans for 2015-16 scheduled for work-study	BrightBytes survey data. In September Sunrise 8th grade students received 1:1 Chromebook computers. Central 8th grade students received Chromebook computers in November.	

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

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and maintain community partnerships.		includes a vetting process of partnerships with the office of Superintendency having final approval. Implementation plan developed for 2014-15 school year.	<u>study session of April 27, 2015.</u>		
<u>Action Step V.2:</u> A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	A needs assessment tool has been developed and is being piloted in our Early Learning department. A roll out to buildings is expected for spring 2015.	<u>An update will be provided to the School Board at the work-study session of April 27, 2015.</u>	Compliance with needs assessment for all partnerships.	
<u>Action Step V.3:</u> The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	With our partnership at Tamarack Nature Center a vetting document has been created along with a partnership evaluation document. These are being piloted in our Early Learning department. A phased roll out to buildings is expected for spring 2015.	<u>An update will be provided to the School Board at the work-study session of April 27, 2015.</u>	Implementation of process consistent with Policy 900, Partnerships.	
<u>Action Step V.5:</u> The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	Communication regarding current partnerships is done via school board meetings, and through the communications office, including electronics, print, and other media.		Communications plan implemented.	
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.					
<u>Action Step VI. 1:</u> The District will adopt a comprehensive bullying	VI.1 Bullying Policy and Program	Implemented during 2012-13. During 2014-15 additional	2011-12 school year. Report at the School Board	Minnesota Student Survey data regarding bullying.	

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

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

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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.	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.	frequency of financial reporting to quarterly.	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. At the February 9 School Board meeting the Board approved a revised budget for 2014-15. <u>Our next report to the School Board is scheduled for the work-study session of May 18, 2015.</u>	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 Implementation of the Communications and Marketing Plan for the District.	Communication and Marketing Plan.	Status The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010.	Reported to the School Board at 5/19/14 work-study session. <u>An update will be made at the School Board work-study session of April 27, 2015.</u>	Evaluation Enrollment data Surveys	
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 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.	

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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	<u>Planning continued after the approval of the School-Within-A-School Program in November, 2014. Based on current registration for the program, two sections of the School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School.</u>	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	After more than 3 years of study and planning, the School Board approved a plan to begin a string orchestra with grade 5 in 2015-16, adding one grade each year thereafter until the program is grades 5-12.	11/25/13 11/24/14 Presentation to Board on January 26, 2015. Board action to approve program on 2/9/15.	School Board approval. Implementation of program.	
d. Program Review of Preschool and Early Childhood Programs Currently about 20% of our preschool age population is enrolled in WBLAS preschool and early childhood family education programs. Our programming includes sites at Normandy Park, a separate early childhood and preschool facility; classrooms dedicated for preschool and early childhood at Hugo and Vadnais Heights Elementary	Goal 5d Preschool and Early Childhood Programs Thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.	<u>In addition to the initial purposes of the preschool and early childhood program review, given significant discussion to preschool programming in legislation, the administration has expanded the preschool program review to take into account options and considerations currently before the Legislature.</u>	10/27/14 Update scheduled for March 23, 2015. <u>A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations are scheduled for the May work-study session.</u>	.	

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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.					

AGENDA ITEM: Action Steps IV.11, 13, 14, and 15, including Update on our Successful Technology Integration and 1:1 Program

MEETING DATE: April 27, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Mark Garrison, Director of Technology

BACKGROUND:

The attached document explains how technology integration strengthens our strategic goals and focuses on the impact of Strategy IV, *we will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams*, followed by a detailed review of our successful technology integration and 1:1 program.

Technology Integration & 1:1 Strategic Report

April 21, 2015

Mark Garrison - Director of Technology
White Bear Lake Area Schools

Overview

This document explains how technology integration strengthens our success in meeting our strategic goals. Secondly, it details the impact of Strategy IV. Finally, it provides a detailed review of our successful technology integration and 1:1 program.

Strategic Integration

Technology is a driver of success and innovation that touches all elements of the White Bear Lake Area Schools. Our focus on Communication, Collaboration, Creativity, and Critical Thinking as measures of successful technology integration ensures that our students are challenged and excelling academically. (*Strategy I*)

Technology connects students with people, data, experiences and resources around the globe that allow them to better understand the world. (*Strategy II*)

The impact is local as well. We are redesigning our learning spaces to better leverage the power of technology. (*Strategy III*)

All of these integration initiatives drive change and contribute to a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams. (*Strategy IV*)

As we move forward we work with a network of partners to better meet the needs of all White Bear learners. (*Strategy V*)

Finally, we provide staff and students with the tools and access to knowledge to connect with and better understand our broader community. (*Strategy VI*)

Strategy IV - We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.

Action Step IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.

When the Strategic Plan was first written, we thought of equitable technology access as a core set of teacher tools in each classroom. We now take a more comprehensive approach. Equitable access starts with a fast, reliable network. We achieved that by replacing our network switches, increasing our Internet bandwidth by a factor of ten and tripling the saturation and quality of wireless access throughout the District. Moving from 235 access points last year to 750 this year provides true coverage for all learning areas District-wide.

Equitable access means students and teachers leverage technology to **Communicate, Collaborate**, think **Critically** and express their **Creativity** (4C's). Therefore, we are putting more devices in

students' hands. Indeed, we have nearly 3500 student Chromebooks today, compared to 500 in 2012 - 2013. We have increased the number of tablets as well.

This year, we are beginning to redesign classrooms and collaboration spaces, adding multiple screens as well as new furniture designs that enable teachers to differentiate, work in small groups and empower student 4C's engagement.

Action Step IV.12: The District will enhance communication, interaction, and collaboration through the use of a web site.

Our award winning website launched in 2012. We have also increased our social media presence and use of video to cover District events.

Action Step IV.13: The District will establish a learning management system (LMS) to support the development and management of online coursework to allow web-based learning for staff and students.

Schoology has been in place as our LMS in White Bear since 2011. Schoology is the digital hub for curricular materials, a digital extension of the brick and mortar classroom and a communication tool for parents, students and teachers. Since 2013 - 2014 all teachers have been expected to maintain a robust digital presence on Schoology while leveraging other digital resources to create a rigorous and accessible learning platform.

Additionally, principals use Schoology to communicate with their entire school community and even deliver digital handouts that were once sent only via paper.

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.

Use of mobile technologies will be addressed when Policy 524 is brought to the School Board for annual review this spring.

Action Step IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.

Ninety five percent of our students have Internet access at home and 91% have access to a device at home. 71% of those students share their device, meaning that they might not always have access when they need it. Therefore, we have programs in place to bridge student access.

For the past few years we have given computers and Internet access to families in need through partnerships with PC's for People and Mobile Citizen. This year, our 8th Grade Tech Depot students are expanding this initiative by reimaging, cleaning and packaging Netbooks that have been removed from circulation. We have donated over 100 Netbooks to White Bear families since October.

To broaden student access, we partner with the Ramsey and Washington County library systems. Together we strive to create solutions that will allow us to expand community access and coverage for all White Bear learners.

Finally, we know that 1:1 student access is the best way to ensure student access beyond the traditional school day. This year's 8th grade 1:1 will expand to cover all secondary students by 2016 - 2017. Elementary schools also receive student devices annually.

Five Elements of White Bear's Successful Technology Integration & 1:1 Program

1. Professional Development & Support

Supported educators with strong technology and leadership skills build excellent learning environments for their students and support their colleagues as they grow.

- Two **Instructional Technology Specialists** with a combined 1.4 FTE provide differentiated, individual and group support to staff across the District. They also produce training materials, send out the bi-weekly *Tech Tips* and model successful technology integration in their own classrooms.
- The **Technology and Leadership Cohort** is in its second year. This year-long graduate program has provided nearly 60 staff with the skills and support network needed to transform their teaching and truly leverage the power of technology in the classroom.
- Graduates of last year's Cohort now serve as **4C's Mentors** to their colleagues. 4C's Mentors spread the Cohort's impact to an additional 40 staff this spring. Thus, nearly 1 in 6 White Bear teachers directly benefits from this outstanding program.
- White Bear's **Summer Tech Camp** will run August 26-27th. This annual conference is free to White Bear staff and traditional draws approximately 25% of our teachers.
- We continue to refine and improve our **1:1 training**. Last summer we offered 12 hours of professional development to all 8th grade 1:1 teachers. We refined and differentiated the training this year and now offer teachers 5 hours of targeted training focused on the key elements of 1:1 success. This professional development is delivered during building staff meetings as well as designated professional development time.
- Our redesigned **Technology HelpDesk** provides more timely personalized support to District staff and parents.

2. Infrastructure & Devices

A strong network is a critical element of any technology initiative.

- We replaced our **network** switch infrastructure, tripled the number of wireless access points and increased our Internet bandwidth tenfold.
- **Chromebooks** are our main student devices. They are fast, affordable, web-based, perfectly suited to student 4C's use, easy to manage and well integrated into White Bear's digital ecosystem.
- We provide **tablets** in K-2 and in other classrooms where touch screens enable students to best meet the learning objectives.

3. Integrated High Expectations

Communication, Collaboration, Critical Thinking and Creativity

- Our focus on the **4C's** ensures that technology in the classroom is a driver of student learning rather than simply a tool for drill and practice.
- The 4C's are **modeled by District leadership**, administration and teachers as we collaboratively build an equitable technology integration plan designed to meet the needs of all White Bear learners.

- We continue to integrate **digital citizenship** and the 4C's into our daily practice. From teachable moments and digital citizenship units, to coding clubs and computer skills, we are crafting innovative ways to help students make the most of our digital tools.
- Technology is a **driver of change**, so we work collaboratively with staff to help them innovate their practice as they integrate technology.

4. Student Perspective

Students are consumers who drive the process and creators who are build their learning.

- **Student input** helps us select and maintain devices, focus our training and manage user rights.
- The student **Tech Depot** provides building level support and repairs for our 1:1 and gives back to the community through our Netbook donation program.

5. Careful Planning and Reflection

The 1:1 network upgrades and other technology initiatives are funded by our Capital Projects Levy. We value our community's strong support and strive to be careful stewards of that trust by continuing to build successful and innovative programs.

- These technology initiatives are the result of careful planning and data collection. We work collaboratively to **best meet the needs of all students** and meet regularly to reflect, access and make corrections as needed.
- Input from **parents, students, teachers**, and staff help us to build and continually improve a technology integration program that drives innovation and empowers student success.

Conclusion:

White Bear's successful technology integration program is embedded throughout our Strategic Plan, built on a strong network, and supported with comprehensive professional development. We are careful stewards of the community's trust and set high expectations for staff professionalism and student achievement.

AGENDA ITEM: Action Steps VI.1, 2, 3, 5, 6, including Update on Presentation on Progress on Equity Plan

MEETING DATE: April 27, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent
Kathleen Daniels, Director of Special Services
Linda Goers, Director of Human Resources
Dr. Wayne Kazmierczak, Director of Finance and Operations

BACKGROUND:

Members of Cabinet will update the Board on progress related to action steps VI.1, 2, 3, 5, all under 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.*

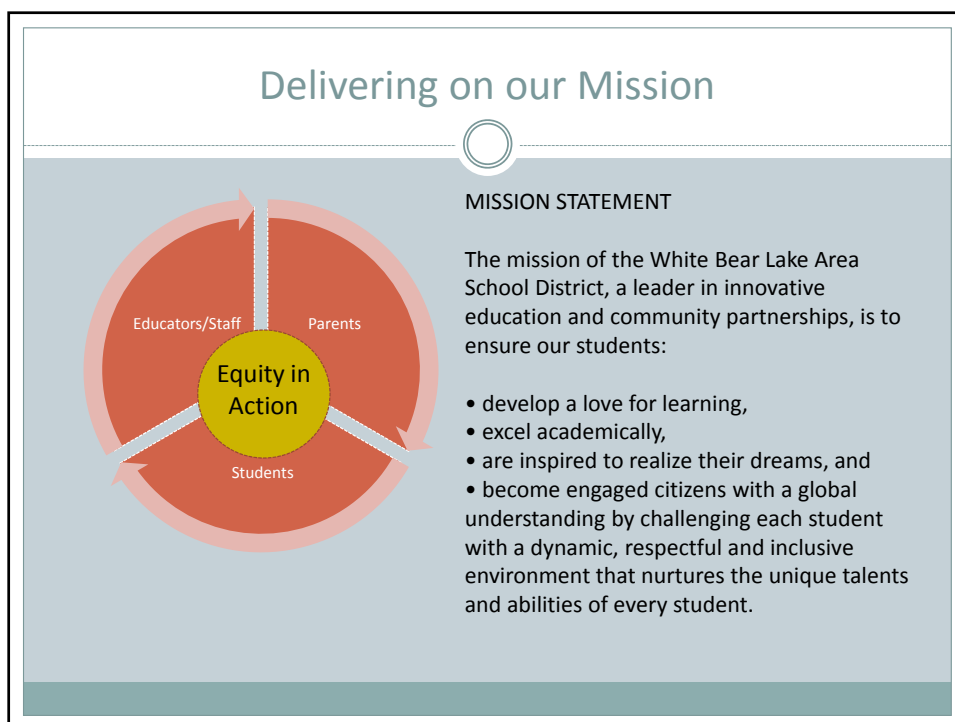
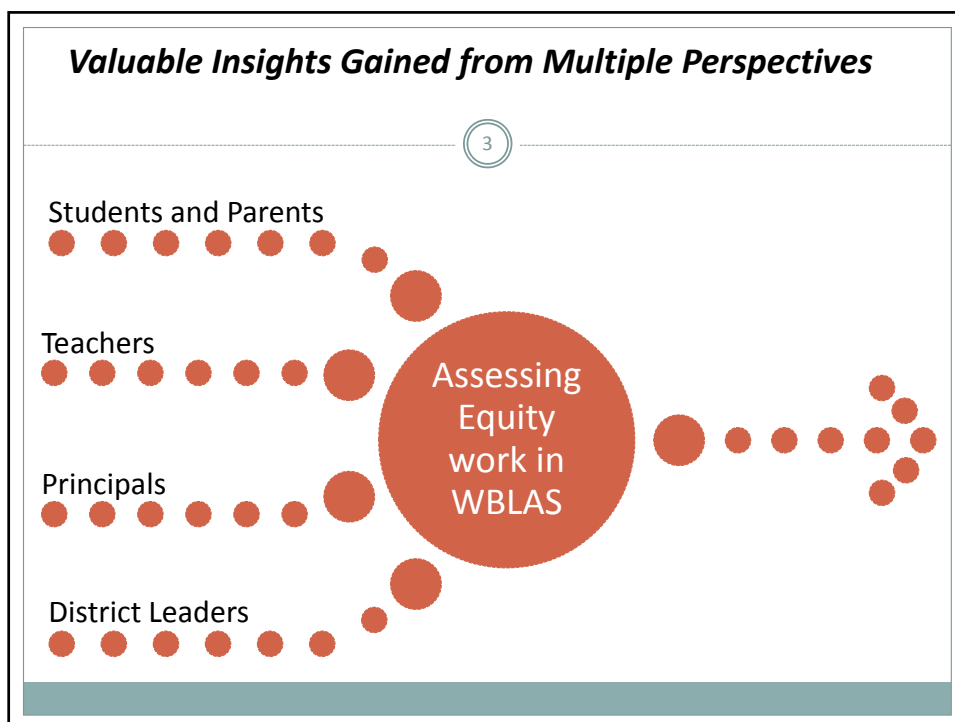
Equity in Action:

Update on Equity Implementation in White Bear Lake Area Schools

APRIL 27, 2015

Presentation Objectives

- ESTABLISH THE PURPOSE AND FOCUS OF THIS PRESENTATION
- DEFINE *EQUITY IN ACTION* AND PROVIDE A SAMPLING OF KEY PROGRAMS
- ADDRESS AREAS FOR IMPROVED IMPLEMENTATION
- IDENTIFY NEXT STEPS



Equity in Action is about delivering on our Mission

DEFINITION OF EQUITY IN ACTION:

*ALIGNMENT AND DELIVERY OF RESOURCES, PROCESSES
AND OUTCOMES AROUND THE NEEDS OF ALL
STUDENTS TO LEARN AND SUCCEED.*



Equity in Action

Inputs

Processes

Outcomes

On-going Feedback Loops

Sampling of Equity Programs and Outcomes

• ELEMENTARY

- MTSS (RtI) Intervention

• SECONDARY

- AVID
- Concurrent Enrollment

• KEY METRICS

- Academic Performance
- School Attendance
- School Behavior
- Academic Self-Efficacy
- Self Perception
- Participation

Assessing Implementation Through Equity Lens

Program	Resources	Processes	Outcomes	Confidence Level
<i>Description and Purpose</i>	<i>Resources, eg:</i> Staffing resources Financial resources Physical resources Professional development	<i>Learning processes, eg:</i> Engagement Assessment Intervention Feedback Adjustment	<i>Key metrics, eg:</i> Academic Performance School Attendance School Behavior Self-Efficacy Self Perception Participation	<i>1-5 rating of our confidence that we are currently positioned to deliver on our outcomes 1=low 5=high</i>

Assessing academic implementation through equity lens

Program	Resources	Processes	Outcomes	Confidence Level
AVID	Coordinators, elective teachers, site teams, tutors, district directors AVID program materials AVID PD training	Deliver the 11 essentials of the program, eg: Must be enrolled in rigorous course of study Student progress monitored through AVID data system Continuous feedback and skill development	Increased academic achievement on standardized tests Increased Attendance Increased understanding of college entrance Uncover the hidden understandings of the culture of school	4 Currently a narrow strategy in terms of student registration that could be a broad 6-12 College and Career Readiness strategy.

Assessing academic implementation through equity lens

Program	Resources	Processes	Outcomes	Confidence Level
Student Participation in concurrent enrollment courses as an equity strategy for college and career readiness	Partnerships with Post secondary institutions	Alignment of HS curriculum to post secondary expectations	Reduce students taking non-credit bearing course when they leave WBLAS.	4
	PD opportunities for teachers	to ensure student achieve concurrent credits	Identify, enroll, and support low-income students and students-of-color in AP/CIS courses, while boosting overall success in upper-level course exams.	2
	Curriculum resources to align with post secondary institutions	Support structures feedback loops	Identify, enroll and support students to gain stackable credentials in career pathways.	4

Assessing academic implementation through equity lens

Program	Resources	Processes	Outcomes	Confidence Level
Elementary Multi-tiered System of Supports	Funding from three sources: ADSIS Title One Learning Skills Targeted Professional Development	Triangulation of data to identify students needing interventions Research-based interventions Problem solving Team structure Intervention block for academic intervention and acceleration	Increased academic achievement on standardized tests Reduction of behavior referrals to office Decrease Special Education Referral Increase accuracy of Special Education Referrals	3 Increasing PD and changing structure

Implementation Gaps to Consider

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.

.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.	
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.	
3	During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.	
4	Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	
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.	
6	The District will review and assess the current plan related to cultural competency.	

Key insights regarding our current reality across all programs



- Equity professional development must be better connected to tangible district action.
- Strategic action items with defined student outcomes will help us better manage our resources.
- Increase role clarity will strengthen our process, maximize resources, ensure intentional programming and increase student outcomes.

Next Steps



- **Board members**

- Expect to see *equity in action* reflected in our budget recommendations
- Expect to see tangible progress reflected in our annual World's Best Workforce Plan next fall

- **Leadership**

- Manage our scarce resources, making adjustments to ensure sustainable, accessible, quality programs
- Provide Intentional professional development aligned to strategic action grounded in student outcomes
- Finalize plans to ensure alignment and coherence in our programming options
- Continue to support staff and target increased support to put equity into action
- Continue support principal and target increased support to put equity into action
- Provide clarity of roles and responsibilities aligned to organizational chart

AGENDA ITEM: Action Step V.1, 2, and 3: Update on Partnership Policy Implementation

MEETING DATE: April 27, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Kristine Wehrkamp, Director of Community Services and Recreation

BACKGROUND:

The partnership policy was approved at the July 2014 board meeting. Over the course of the 2014-15 school year, implementation of the policy has begun. The Partnership Process Form, the Needs Assessment Form, the Partnership Application Form, the Evaluation Form, the Memorandum of Agreement, the Partnership process checklist and the List of Partnerships have been developed and are included in the Board Work-Study packet.

The Director of Community Services and Recreation is working with individual schools, programs and cabinet members in completing the forms. In addition, the forms are being developed for online submission capability.



Partnership Process (Policy 900 & Addendum A)

Definition of Partnership:

A relationship between the district and a non-district entity intended to have multiple contacts during the year or over multiple years, in which the connection results in benefits to the district that may or may not be possible without the partnership. Partnerships are intended to provide academic, enrichment, or supplemental services for students. All partnerships must be consistent with the mission of the district. This definition excludes enrichment field trips arranged as part of a class or student organization.

Example: Ramsey County Parks/Tamarack Nature Center

White Bear Lake Area Schools does not define a partnership as:

1. An arrangement made by the District with a third party to deliver one or more services on its behalf. This is a contract for services.

Example: Contracted transportation services with an outside company or carrier.

2. An intra-district collaboration involving school-to-school, program-to-program, or school-to-program partnering.

Example: High school students mentoring middle school students, academic enrichment courses being offered through Youth Enrichment, or student service projects for the senior center.

3. School or program volunteers who serve in an individual capacity.

Example: An individual who serves as a reading buddy for a particular School.

*On an **annual basis** the superintendent or designee will do the following:*

- Update the list of existing partnerships.
- Ensure all partners are in compliance with the partnership procedures identified in Addendum .



WHITE BEAR LAKE AREA SCHOOLS #624 **PARTNERSHIP PROCESS**

- Review and approve applications for new partnerships.
- Review existing partnerships to evaluate the benefit(s) to students.
- Make changes as needed to improve existing partnerships, and take action to dissolve unproductive partnerships.
- Maintain a list of organizational needs for future partnership exploration.

Considerations:

- Does the purpose of the potential partnership align with the district Mission, Strategic Plan, and is it consistent with the district's Core Values?
- If the partnership occurs during student contact time, an evaluation must be done by an administrator to show that the benefit to each student participating in the partnership exceeds any detrimental impact to any student missing assigned classes.
- Is there a way for the district to meet the goals/objectives of the partnership on its own or with an existing partner that would be less labor intensive, more effective than starting a new partnership, or less intrusive on the academic day?
- Does the risk assessment reveal that the partnership is relatively safe for the district to enter into?

Specific steps of the application process:

1. Complete the Partnership Application form.
2. Return form to either the building principal, program coordinator or district level partnership contact person.
3. The partnership application will be reviewed by the building partnership review committee. It will be evaluated in accord with the established criteria and forwarded to the district review committee for consideration. The district review committee will review all building level approved partnership applications. The district review committee will forward a



WHITE BEAR LAKE AREA SCHOOLS #624
PARTNERSHIP PROCESS

recommendation to the superintendent and cabinet for review. Some partnerships may be approved at this level; others may need School Board approval prior to implementation.

4. Upon final approval of the superintendent or superintendent designee, or if appropriate, by the School Board, the building principal or program contact person will be notified of the decision whether or not to move forward with the partnership. A successful partnership proposal will require a Partnership Agreement form to be on file with both the building or program and the district review committee.



WHITE BEAR LAKE AREA SCHOOLS #624
PARTNERSHIP NEEDS ASSESSMENT

Name of Partner Organization: _____

	Literacy/ Numeracy Improvements (<i>meeting standards to close achievement gap</i>)	Character Education and Development (<i>positive experience</i>)	Creative Expression and/or Environmental Education	Career/College Readiness Skills	Cooperative Learning Skills	Critical Thinking Skills	Community/Service Learning
What is the need the partnership will fulfill?							
How will the partnership fill this need?							
How do you see this new partnership functioning in your school or department?							



WHITE BEAR LAKE AREA SCHOOLS #624
PARTNERSHIP NEEDS ASSESSMENT

Building/Program Partnership Review Committee

Approval Signature: _____ Date: _____
Denied by: _____ Date: _____
Reason for denial: _____

District Review Committee

Approval Signature: _____ Date: _____
Denied by: _____ Date: _____
Reason for denial: _____

Superintendent and Cabinet

Approval Signature: _____ Date: _____
Denied by: _____ Date: _____
Reason for denial: _____

School Board (if applicable)

Approval Signature: _____ Date: _____
Denied by: _____ Date: _____
Reason for denial: _____



WHITE BEAR LAKE AREA SCHOOLS #624
PARTNERSHIP APPLICATION

APPLICATION DATE

ORGANIZATION NAME

Address

Phone Number

E-mail Address

Website Address

CONTACT PERSON

Name

Address

Phone number

E-mail address

PARTNERSHIP OVERVIEW

PARTNERSHIP BENEFIT

How does the partnership benefit students?

Submit form to building/program contact.



WHITE BEAR LAKE AREA SCHOOLS #624
PARTNERSHIP EVALUATION FORM

School/Program: _____ Program Year: _____

Partner/Organization: _____

Which of the following areas does the current partnership fulfill?

Please include student participation data and student learning data as applies to the section.

1.	Literacy/Numeracy Improvements (<i>meeting standards to close achievement gap</i>)	
2.	Character Education and Development (positive experience)	
3.	Creative Expression and/or Environmental Education	
4.	Career/College Readiness Skill	
5.	Cooperative Learning Skill	
6.	Critical Thinking Skills	
7.	Community/Service Learning	

Please answer the following questions about the partnership.

8.	How did the partnership meet the goals intended?	
9.	What were the strengths and weaknesses of the partnership?	
10.	How did you celebrate the partnership?	
11.	How did you promote it?	
12.	How did you involve the greater community?	

Do you recommend continuing the partnership? _____



WHITE BEAR LAKE AREA SCHOOLS #624
**MEMORANDUM OF AGREEMENT FOR
PARTNERSHIPS**

**MEMORANDUM OF AGREEMENT
FOR PARTNERSHIPS**

_____ (“PROVIDER”) and White Bear Lake Area Schools - Independent School District #624 (“District” or “District #624”), enter into this agreement (“Agreement”) for the period of _____ through _____ (“Term”).

I. PARTNERSHIP SERVICES

PARTNERSHIP Services. Partnership Services to be provided by PROVIDER are set forth in Attachment A to this Agreement.

II. STUDENT SAFETY AND BACKGROUND CHECKS

PROVIDER represents that all staff members and volunteers working with or providing services to students have satisfactorily passed all criminal background checks, prior to working with or providing services to any student. PROVIDER shall provide documentation that it has met this obligation by providing copies of all background checks completed on its staff members and volunteers to the District #624.

III. APPROPRIATE LICENSURE

PROVIDER represents that each of its employees, volunteers and agents assigned to or providing services to students is appropriately experienced, trained, qualified and licensed to perform any service or task assigned to the employee, volunteer or agent. PROVIDER is hereby required to notify the District if the license of any employee, volunteer, or agent of PROVIDER is suspended, revoked, or lapses. In addition, PROVIDER is hereby required to notify the District if discipline has been imposed by a licensing agency against any employee, volunteer or agent of PROVIDER.

IV. PAYMENT FOR PARTNERSHIP SERVICES

District #624 agrees to pay PROVIDER up to a total of \$_____ for partnership services provided as set forth in Attachment A.



WHITE BEAR LAKE AREA SCHOOLS #624
**MEMORANDUM OF AGREEMENT FOR
PARTNERSHIPS**

V. LIABILITY

- A. Indemnification.** PROVIDER shall indemnify, save, and hold harmless District #624, its employees, officers, directors, attorneys, and agents against any and all claims, demands, suits, costs, judgments, or other forms of liability, actual or claimed, including attorneys' fees and punitive damages, for injury to property or persons, arising out of any intentional and/or negligent actions or omissions by PROVIDER, its employees, officers, directors, volunteers, agents, or independent contractors, actions or omissions of third parties under PROVIDER's control and supervision, in connection with any Partnership Services provided by PROVIDER during the term of this Agreement. PROVIDER's duty to indemnify as set out in this paragraph includes, but is not limited to, any injury or alleged injury resulting from any actual or alleged violation of the United States Constitution, Minnesota Constitution, Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Section 1983 of the Civil Rights Act ("Section 1983"), the Minnesota Human Rights Act ("MHRA"), the Minnesota Government Data Practices Act, Minnesota Statutes and any other Federal, State, and/or local laws and/or regulations related to or affecting any Partnership Services provided by PROVIDER or individuals under PROVIDER's control or supervision pursuant to this Agreement. Upon timely written notice from District #624, PROVIDER shall defend District #624 in any such action or proceeding within the purview of this Paragraph brought against District #624, its employees, officers, directors, attorneys, and agents.
- B. Limitation on Indemnification.** Nothing in this Agreement shall be construed to require PROVIDER to indemnify, defend, save or hold harmless District #624, its employees, officers, directors, and agents against any claims, demands, suits, costs, judgments or other forms of liability, actual or claimed, including attorneys' fees, for any injury resulting from the intentional or negligent misconduct of District #624, its employees, officers, directors, or agents.
- C. Effect of Termination.** The Parties agree and acknowledge that PROVIDER's duty to defend and indemnify District #624 survives the termination and/or expiration of this Agreement.

VI. DATA PRIVACY AND ACCESS TO DATA

- A. Governing Laws.** All data collected, received, maintained or disseminated for any purpose in the course of PROVIDER's performance of this Agreement is



WHITE BEAR LAKE AREA SCHOOLS #624
**MEMORANDUM OF AGREEMENT FOR
PARTNERSHIPS**

governed by the Minnesota Government Data Practices Act (“MGDPA”), Minnesota Statutes Chapter 13, or any other applicable Minnesota statutes and Minnesota rules adopted to implement any applicable Minnesota statutes, as well as Federal statutes and regulations related to data privacy. The Parties agree that this Agreement does not alter in any manner or degree a Student’s right of privacy in educational records generated by the District or records generated or maintained by PROVIDER in the course of its professional relationship with students.

VII. SCHOOL DISTRICT POLICIES

PROVIDER acknowledges and agrees that it, its employees, volunteers and agents have reviewed and will comply with all District Policies, and with any amendments to those Policies made during the Term of this Agreement, or any extension thereof.

VIII. DURATION AND TERMINATION

- A. Expiration.** This Agreement shall not automatically renew or continue. The Parties may only renew or continue this Agreement in writing, signed by both Parties.
- B. Termination With or Without Cause.** This Agreement may be terminated, with or without cause, by either Party without prior notice, at any time.

IX. MISCELLANEOUS

- A. Choice of Law and Severability.** This Agreement shall be governed by the laws of the State of Minnesota, without regard to its conflicts of laws provisions. If a court of competent jurisdiction determines that any part of this Agreement is void or voidable, violates any law, or is otherwise unenforceable, the remaining portions of this Agreement will remain in full force and effect.
- B. Joint Drafting.** This Agreement must be construed to have been drafted equally by the Parties.
- C. Independent Contractor.** Nothing in this Agreement shall be construed to create any partnership or employment relationship between PROVIDER, and/or its employees, officers, directors, and/or agents, and District #624 and/or its employees, officers, directors, and/or agents. It is the intent of the Parties that the



WHITE BEAR LAKE AREA SCHOOLS #624
**MEMORANDUM OF AGREEMENT FOR
PARTNERSHIPS**

relationship created between the Parties by virtue of this Agreement is that of an independent contractor.

- D. Insurance.** During the course of this Agreement, PROVIDER shall have and keep in force a comprehensive general liability policy, including professional E & O, that names District #624, as an additional insured. Limits will be consistent with the maximum liability set forth in Minnesota Statute §466.04. A Certificate of Insurance will be provided to District #624 upon request.
- E. Complete Agreement.** This Agreement constitutes the entire agreement between the Parties relating to the matters addressed in this document. This Agreement supersedes any and all prior agreements between the Parties. No Party has relied upon any statements, promises or representations other than those contained in this Agreement. No changes to this Agreement shall be considered valid unless they are in writing and signed by both Parties.

By signing below, each Party specifically acknowledges that it has read this Agreement, that it has had an opportunity to review this Agreement with legal counsel, that it understands this Agreement, and that it agrees to be legally bound by all terms of this Agreement.

PROVIDER:

By: _____

Date: _____

**INDEPENDENT SCHOOL DISTRICT
#624**

By: _____

Date: _____

By: _____

Date: _____



WHITE BEAR LAKE AREA SCHOOLS #624
Partnership Process Checklist

Name of Partner Organization: _____

Name of WBLAS School/Program: _____

Brief description of partnership

Application completed Date: _____

Needs Assessment form completed by team Date: _____

District level approval Date: _____

MOU completed Date: _____

Evaluation of Partnership form completed in the spring (*annually*)

Date: _____

Date: _____

Date: _____

Date: _____

Partnership Process

Ongoing Implementation 2014-15 SY

Partnership Forms

Partnership Process Form
Needs Assessment Form
Partnership Application Form
Evaluation Form
Memorandum of Agreement
Partnership Process Checklist

Areas of Need the Partnership fulfills:

Literacy/Numeracy Improvements (*meeting standards to close achievement gap*)

Character Education and Development

Creative Expression and/or Environmental Education

Career/College Readiness Skills

Cooperative Learning Skills

Critical Thinking Skills

Community/Service Learning

Partnership List

District-wide list of partnerships maintained by the Director of Community Services and updated annually

Electronic submission

Currently working on having all forms submitted electronically with potential for online signatures

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

MEETING DATE: April 27, 2015

SUGGESTED DISPOSITION: Discussion Item

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

BACKGROUND:

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

White Bear Lake Area Schools Communications and Marketing Plan Update April 27, 2015

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

Strategies:

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

Actively recruit school shoppers.

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

- o Status:

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

- o Next Steps:

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

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

- o Status:

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

- o Next Steps:

- In May, two district elementary schools (Willow Lane Elementary and Lakeaires Elementary) will host community open houses to celebrate the renovation projects that were completed during the 2014-15 school year.
- We will continue to strategically use video to tell the story.

- **Follow-up with families who express an interest in WBLAS, or who leave WBLAS for any reason:**

- o Status:

- Our Centralized Enrollment system helps us to maintain accurate data.

- o Next Steps:

- Beginning in 2015-16 school year, we will develop strategies to follow up with families who express an interest in WBLAS or who leave WBLAS for any reason.

- **Increase personal outreach at critical decision points:**

- o Status:

- New Families - We continue to have a presence in the White Bear Lake area and Hugo Welcome Wagon publications, which are sent to all new movers. The district hosts an inside front cover full-page ad, a coupon page, and a follow-up postcard. The Community Services office hosts a coupon page.
- Early Childhood Families - We continue to help get the word out about the Community Baby Shower, which is sent to families with children up to 6 months old and serves as a first connection for families.
- Elementary Families - The new principal videos specifically served as positive PR pieces to welcome new school leaders to two elementary schools (Otter Lake Elementary and Willow Lane Elementary) and to make families confident in the new principals.
- Elementary Families - Envelopes for kindergarten registration information were personalized with a welcoming bear photo and students' names again this year.
- Middle School Families - The IB-MYP video specifically was one that served as a positive PR piece for the middle schools' International Baccalaureate program.
- Middle School Families - Principals continue to make an effort to connect with their "feeder schools" during the school year, and especially at registration time.
- High School Families – Principals continue to make an effort to connect with their "feeder schools" during the school year, and especially at registration time.

- o Next Steps:

- We will continue to find ways to reach out to specific audiences, especially at critical decision points.
- We will focus on our connections with area realtors during 2015-16.
- We will strengthen the feeder school connection efforts made by middle school and high school principals in 2015-16.

Get them young and keep them connected.

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

Accentuate the positives.

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

Influence the influencers.

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

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

- o Status:

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

- o Next Steps:

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

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

- o Status:

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

- o Next Steps:

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

- **Connect with key communicators:**

- o Status:

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

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

Use data to help inform decision-making.

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

Possible options for updating the current plan:

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

AGENDA ITEM: Labor Negotiation Session

MEETING DATE: April 27, 2015

SUGGESTED DISPOSITION: Discussion Item

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

Background:

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

*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.