

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

March 24, 2014

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: March 10, 2014

A work-study session of the White Bear Lake Area School Board will be held on **Monday, March 24, 2014**, 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. School Board/Superintendent and Strategic Plan Goals 5:30 p.m.
2. Strategic Plan Update 5:40 p.m.
 - a. Strategy II.1 : *Update on Elementary World Language, including immersion.*
 - b. Strategy III.11: *Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.* 6:10 p.m.
3. Update on Goal 2: Ongoing Financial Stewardship and Budget Management 6:40 p.m.
4. *Negotiation Study Session 7:10 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.

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School Board/Superintendent Goals for 2013-14

Progress updated for work-study session
 of March 24, 2014

Goal 1 – Strategic Plan	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	Monitor progress based on a dashboard of metrics.	9/9/13 9/23/13 10/14/13 2/24/14	Metrics dashboard.
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 2 of implementation; counselors move with their students from North to South Campus.	2/24/14	
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	2013-14 is the second year of IB candidacy.	10/13/13	
Goal 1 – Strategic Plan	Details	Status	Report to the School Board	Evaluation
Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.				
Strategy II.1: All students will expand their global perspective through the	II.1 World Language K-5	For 2013-14, Chinese offered K-5 in two elementary schools and Spanish in six	2011-12 school year March 24, 2014 presentation on Immersion.	

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study of world language and culture at the elementary schools.		elementary sites.			
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.	2011-12 school year		
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		
Goal 1 – Strategic Plan	Details	Status	Report to the School Board	Evaluation	
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.	Facilities report presented in May of 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 grass. Both the quality of the			

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		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. Construction bids were awarded for Lakeaires and Willow Lane elementary schools that 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 on 1/28/14. 9/23/13 – work-study session 11/11/13 – Board meeting		
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		
Strategy III. 4: The District will ensure that square footage to accommodate student population and	III.4 Facility – Student Population Distribution	As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if			

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program activities are equitable for all buildings.		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.			
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	The district is working on the development of district manuals. It is anticipated that each district facility will have this information available in the summer of 2014.			
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 conditioned; however, the cost associated with having the remaining parts of the	2012-13 school year		

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		buildings air conditioned will require major funding; this is not part of our current budget.			
Strategy III. 8: 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 awarding of bids for the construction additions at both Lakeaires and Willow Lane elementary schools, 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. Construction is anticipated to be completed at both Lakeaires and Willow Lane by early 2015.	November 11, 2013		
Strategy III. 9: 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			
Strategy III.10: The District will ensure that elementary	III.10 Facility – Balanced Elementary Class Sizes	This issue needs to be carefully watched over the			

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class sizes are balanced across the district.		next few years. Our southern elementary populations are beginning to show better 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.			
Strategy III.1.1: 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	Consider a working group to begin this process; some background work has been done.	March 24, 2014		
Goal 1 – Strategic Plan	Details	Status	Report to the School Board		
Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
Strategy IV.1.1: 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 will include 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.	1/27/14		

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			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.			
<u>Strategy 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			
<u>Strategy IV.13:</u> 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 for 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			

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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 will provide feedback on mobile technologies classroom goals, current practice and model policies and a decision will be made by April, 2014 to write a stand-alone mobile technologies policy or address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.		
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		
Goal 1 – Strategic Plan	Details	Status	Report to the School Board	Evaluation
Strategy V. 1: The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students. V.1 Partnership – Process	The School Board Policy 900 has an Addendum still being reviewed for approval by the School Board. It includes a vetting process of partnerships with the office of Superintendency having final approval.		
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.		
Strategy V.3: The District	V.3 Partnership – Vision	Partners at the building level		

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will create a process which aligns a partner with a compelling need or promising vision.		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			
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.			
Goal 1 – Strategic Plan	Details	Status	Report to the School Board	Evaluation	
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.	2011-12 school year		
Strategy VI. 2: The District will increase the number of faculty and staff from culturally diverse	VI.2 Faculty	New recruitment and selection protocols implemented in 2012-13; Annual Report to the School	Annually since 2011-12	Annual employment metrics.	

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communities to more closely reflect the diversity of the student population.		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.			
<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.	9/9/13		
<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 2nd year. While this addresses some student perspective, we have just started understanding similarities and differences among students, staff, administration, community members and parents.			
<u>Strategy 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, will continue the process of updating the 3-year WBL Equity Plan. The	2/24/19		

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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.	Report to the School Board 5/19/14 work-study session.	Evaluation Enrollment data Surveys	
Goal 4: Development of a School District Vision	Details	Status	Report to the School Board	Evaluation	
Goal 5: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase II	Goal 5a Recognition Program	The committee continues to establish a recognition program and plan pertaining to students, staff and community.			
b. Implement the recommendation of the Gifted and Talented program review, with staged implementation beginning for the 2013-14 school year.	Goal 5b Gifted and Talented Program	Based on the program revision presented to the Board in 2012-13, new programming implemented in 2013-14.	2/24/14		
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		
d. Update Emergency Response Plan	Goal 5d Emergency Response Plan	In development.			

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		updated equity plan will be presented to the board for their review and approval in the months ahead.			
Goal 2 - Ongoing Financial Stewardship and Budget Management	Details	Status	Report to the School Board	Evaluation	
Considering the budgetary challenges resulting from recent legislative sessions, and a long period of little increase in state funding, continue to identify greater efficiencies in operations that will help maintain financial stability and continue improvements in program quality and student success.	Over the past decade, the District has established an excellent record of financial management, as evidenced by thirteen consecutive years of recognition for excellence in financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and then confirmed in 2011 and 2012. Further, in December 2011 through April 2012 the District has restructured debt to allow for more level tax levies over the next several years. The passage of the November 2011 renewal levy by a margin of 73% to 27% and the successful capital projects levy passed in 2013 gives the School District a measure of financial stability.	The School Board certified the 2013 Payable 2014 property tax levy at its December 9, 2013 meeting. The School Board will begin discussion on the 2014-2015 budget at its work-study session on January 27, 2014. By law, the School Board must adopt a budget for 2014-2015 by June 30, 2015.	12/9/13 1/27/14 3/24/14	Ongoing financial stewardship on investments and budget management will be reviewed annually as part of the financial audit. The audit report is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting prior to year end.	

AGENDA ITEM: Elementary World Language Review

MEETING DATE: March 24, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Ann Malwitz, Professional Learning and Development
Coordinator
David Law, Assistant Superintendent
Dr. Lovett, Superintendent

Background:

During the 2011-2012 school year the Board approved recommendations of an Elementary World Language Program Review to add world language for all district elementary students. Spanish is currently being offered at five schools and Chinese at two.

The next phase of our planning considers the potential of adding one or more language immersion programs in the future. The review is an initiative that stems from the Strategic Plan, which call for *“all students will expand their global perspective through the study of world language and culture at the elementary schools.”*

Ann Malwitz will provide an overview of the planning process for the possible implementation of an immersion program beginning in the 2015-2016 school year.

Implementation Plan for Elementary Immersion Program

Phase Two Planning Goal for 2014-2015:

During the second half of the year we will outline steps to be taken between this spring and next year to identify:

- Type of program
- Target language or languages
- Location(s)
- Model and specific implementation plan for starting an immersion program in the district Fall of 2015.

<i>Planning Process Components:</i>	<i>Activity:</i>	<i>Timeline:</i>	<i>Participants:</i>
Information Gathering and Development of Process Structure	- Identify process components for the development of an immersion program - Identify exemplary programming components for immersion - Identify current immersion programs around the metro area - Meet with immersion program directors and building administrators - Meet with immersion program experts (CARLA, U of M, Tara Fortune, Diane Tedick and colleagues) - Identify implementation process components and considerations. - Develop task force committee structure - Develop strategy for recruiting committee members	April - May, 2014	- Ann Malwitz - David Law - Elementary Principals - Early Childhood Program Supervisors - Elementary and Secondary World Language Reps. - Committee of Parents, Staff, and Community Members
Principal Education	- Build background knowledge on immersion programming - Deepen understanding of implantation process for effective immersion programming. - Meet with building administrators from immersion sites in other districts (i.e. Spring Lake Park, Roseville, Hopkins,) - Presentation by CARLA, U of M immersion consultants (i.e. Tara Fortune, Diane Tedick) - Attend CARLA Fall Immersion Conference (Fall 2014)	April - May, 2014	- Ann Malwitz - David Law - Elementary Principals - Early Childhood Program Supervisors - Elementary and Secondary World Language Reps.
Immersion Task Force	- Study best practice research - Study essential program components - Create parent survey - Conduct site visits - Determine district program components	May, 2014	- Ann Malwitz - David Law - Elementary Principals - Early Childhood Supervisors - Elementary and Secondary World Language Reps. - Committee of Parents, Staff, and Community Members
Update to School Board at Work Study Session	Provide overview of preliminary immersion program components	August, 2014	- Ann Malwitz - David Law - Elementary and Secondary World Language Reps.

Parent Survey	• Create survey to identify parent preferences for program type, language(s) and location for District 624 Immersion Program • Target families with early childhood and primary level students	• September, 2014	• Ann Malwitz • David Law • Elementary Principals • Early Childhood Supervisors • Marisa Vette • Elementary and Secondary World Language Reps. • Committee of Parents, Staff, and Community Members
Determine Program Structure	• Determine program structure - Type of program - Language(s) - Location(s) - Admissions process	• October, 2014	• Ann Malwitz • David Law • Early Childhood Program Supervisors • Elementary Principals • Marisa Vette • Elementary and Secondary World Language Reps. • Committee of Parents, Staff, and Community Members
Update to School Board at Work Study Session	• Provide overview of preliminary immersion program components	• October, 2014	• Ann Malwitz • David Law • Elementary and Secondary World Language Reps.
Formal Presentation of Program	• Elementary Principals • PTA Parent Group • Community Curriculum Advisory Committee • Work Study Session with School Board • Formal Presentation to School Board	• November - December, 2014	• Ann Malwitz • David Law • Elementary Principals • Early Childhood Program Supervisors • Marisa Vette • Elementary and Secondary World Language Reps. • Committee of Parents, Staff, and Community Members
Information Sessions for Families <i>(If approved by School Board)</i>	• Communicate program structure to community and families	• January, 2015	• Ann Malwitz • David Law • Elementary Principals • Early Childhood Program Supervisors • Elementary and Secondary World Language Reps. • Marisa Vette

AGENDA ITEM: Update on Strategy III.11: Facilities - Secondary

MEETING DATE: March 24, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Dr. Lovett, Superintendent

Strategy III.11: Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.

Background:

Up until the 1972 school year White Bear Lake High School served our District as the sole high school.

From 1972 through the 1982-83 school year, Mariner High School served as a second high school for White Bear Lake Area Schools, serving the population in the southern half of the school district. In 1982, the School Board made the decision to return to a one high school district, and to configure the high school to a two campus high school with grades 9 and 10 at North Campus and grades 11 and 12 at South Campus.

Since that time, there has been discussion off and on about whether this grade configuration best serves students, including what we believe to be the last comprehensive review and study in the late 1990's.

This evening the administration will present a preliminary framework to once again review this and associated issues.

With the completion of the Matoska International World School renovations and addition, and with Lakeaires Elementary School and Willow Lane Elementary School renovations and additions in process, the district is well underway to ensure all elementary schools meet modern standards in structure and program.

Among the issues that could be addressed by the administration related to secondary facilities and programs would be the following:

- 1) Facility renovation and improvements, which would take into account changing demographics, changes in technology, and what programmatic changes are likely to be made in the next two decades;
- 2) Inside and outside athletic facilities and performing arts spaces including those addressed in the spring of 2013 facilities study which was done jointly by the school district, our city and township partners, and athletic organizations;
- 3) Addressing all those issues pertaining to student transitions from one campus to another, including an analysis of an option for a single campus high school. This would be done in conjunction with issue #1 pertaining to current and future programs to be delivered at a high school campus;

4) Other considerations could include the following:

- Depending on the configurations, an evaluation of appropriate attendance lines. For example, the district has seen a growth in population on the north side of the district greater than that on the south which has resulted in significantly larger enrolment at Central than at Sunrise;
- Consideration of appropriate start times, given research on what start time is most appropriate for high school students; and
- Other appropriate considerations.

Next Steps

On Monday night we will provide a brief presentation on these issues and ask the School Board for feedback on what might be called a “charge statement”, that is, a specific goals for a task force to study. The administration would follow-up in April with a potential “charge” statement, and a recommendation for timeline, task force membership, and anticipated outcomes of such a study.

It would be most likely that any study recommendations would be phased, with those that could be done for at least cost or that have strongest community support being done in a phase I.

The study would help assure any short-term improvements are done with long-term goals in mind.

AGENDA ITEM: Update on Goal 2: Finance

MEETING DATE: March 24, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Wayne Kazmierczak, Director of Finance and Operations

Background:

Wayne Kazmierczak will provide an update regarding the development of the fiscal year 2015 preliminary budget that will be presented to the School Board for approval on June 10, 2014.

AGENDA ITEM: Negotiation Study Session

MEETING DATE: February 24, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Chris Picha, Director of Human Resources
Wayne Kazmierczak, Director of Finance and
Operations

Background:

Chris Picha and Wayne Kazmierczak will provide an update on negotiations.

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.