

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

September 26, 2016

MISSION STATEMENT

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

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

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

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: September 1, 2016

A work-study session of the White Bear Lake Area School Board will be held on **Monday, September 26, 2016**, at 5:35 p.m. or at the conclusion of the special meeting, 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

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| 1. Update on School Board/Superintendent Goals and Strategic Plan Priorities for 2016-17 | 5:35 p.m. |
| 2. Measures of Academic Success: Report of Academic Measures in Format Required by World's Best Workforce Legislation | 5:45 p.m. |
| 3. After Action Report on New Secondary Courses Begun in the 2016-17 School Year | 6:30 p.m. |
| 4. Understanding the School District's Role in Senior Transportation | 6:55 p.m. |
| 5. Update on Facility Planning, Demographic Study, and Related Actions | 7:25 p.m. |

C. ADJOURNMENT	8:00 p.m.
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AGENDA ITEM: Update on School Board/Superintendent Goals and Strategic Plan Priorities for 2016-17

MEETING DATE: September 26, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michael Lovett, Superintendent

BACKGROUND:

We have updated the document approved by the School Board on September 12. Changes are underlined and highlighted in yellow.

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

School Board/Superintendent Goals for 2016-17 (For Work-Study Session of September 26, 2016)

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Goal 1 - Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
Action Step 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	1.1. Proficiency and Growth This step will be aligned to the District's World's Best Workforce Plan.	During 2016-17 the District will continue a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board. As part of a comprehensive review of student progress, the District has designed new strategies for	August 22: School Board Work Study Session: Establishing the Foundation: Academic Measures of Success	Evaluation plan includes metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	

		literacy for 2016-17, including at the elementary level comprehensive PLC teams at each school and literacy coaches.			
Action Step 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 College and Career Readiness This step will be aligned to the District's World's Best Workforce Plan. Implementation of the WBWF Plan will include deepening our work to use post-secondary plans to increase our collective understanding of each learner's needs and interests and needs.	The 2016-17 school year is the fifth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus. This is year 4 of the comparable guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2016-17 the District will continue to use a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board. During 2016-17, the district will evaluate		Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	

		International Baccalaureate Programs, including the primary years program at Matoska, and the Middle Years Programs at Central and Sunrise Middle Schools and report on the evaluation to the School Board			
Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.	I.4: IB and Other Rigorous Comprehensive Programs.	In addition to implementation of IB, programming, the District will consider other options including but not limited to: Implementation of Career Pathways; Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programming, and other options for review.	<u>Administration will propose an evaluation plan for International Baccalaureate programs for School Board review at a work-study session this fall.</u>	Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	

Goal 1 - Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.

Action Step II. 1: All students will expand their global perspective through the study of world language and culture at the elementary schools.	II.1 World Language K-5	Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.	<u>Written evaluation scheduled to be completed by 12/31/16.</u>	Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2. Assessment data measuring student global understanding.	
Action Step II. 2: Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese is now offered 6-12. Students have access to CIS (College in the Schools) classes in American Sign Language, Chinese, French, German and Spanish.	<u>Written evaluation scheduled to be completed by 12/31/16.</u>	Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.	
Action Step II. 4: All students will expand their global perspective by participating in annual service learning	II.4 Service Learning		<u>Written evaluation scheduled to be completed by 12/31/16.</u>	Evaluation plan includes: 1.Participation trends in global service learning projects, including	

opportunities at the classroom or building level.				comprehensive report from We Act; 2. Survey data on student understanding of global issues related to service learning opportunities.	
Goal 1 - Strategy III: We will ensure our facilities support our district's mission and objectives.					
Action Step III. 1: The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces		July 11: Update to the School Board on options for ice rental, and presentation on growth in Hugo. August 22: Update on facilities planning for 2016-17 to include internal assessment of facilities and demographic study. <u>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year with a targeted completion date of March 2017.</u>	Evaluation plan includes: 1. Completion of Phase I recommended improvements. 2. Incorporation of action step into comprehensive, long-term facilities planning process during 2016-17.	

Action Step III. 2: At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	During 2016-17, other elementary site improvements of significance will be considered, as part of a comprehensive long-term facilities planning process.	<u>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year.</u>	Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	
Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage	Some improvements made in 2015 and 2016; further needs addressed by the comprehensive facilities plan in 2016-17.		Comprehensive review of facilities during 2016-17	
Action Step III. 4: The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.	III.4 Facility – Student Population Distribution	This goal will be incorporated into a comprehensive, long-term facilities planning process.	<u>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year.</u>	Included in the comprehensive review of facilities during 2016-17.	
Action Step III. 5: Each district facility will have a standardized operations and a maintenance	III.5 Facility – Standardized Procedures	Completed.		Evidence that manuals are in place and that employees have been trained appropriately.	

procedures manual consistent with best practices.					
Action Step III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	As of 2016-17, all elementary buildings have air conditioning. Secondary buildings have 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. This goal will be incorporated into the comprehensive facilities plan.	<u>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year.</u>	Successful completion of HVAC projects scheduled for fiscal year 2017.	
Action Step 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		Secure entrances at each site and appropriate protocols in place.	

		monitor the main door throughout the student day. As of 2016-17, all elementary schools have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.			
Action Step 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 This goal will be incorporated into the Comprehensive Facilities Plan.		Part of the Comprehensive Facilities Plan	
Action Step III.10: The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2016-17. Additionally, school	<u>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year.</u>	Data on class size averages and ranges.	

		start and end times will be considered for possible implementation in 2016-17 or 2017-18.	The District will engage a demographer during the 2016-17 school year to determine long-range population and enrollment projections.		
Action Step 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.	III.11 Facility – Secondary Phase I recommendations completed in 2015. This action step will be addressed via the Comprehensive Facilities Plan.		January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.	Part of the Comprehensive Facilities Plan.	
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Goal 1 - 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.	Consistent with annual technology plan, funded with general education revenue and from revenue generated by capital projects levy.	3-year implementation plan: 2015-16 - 7th-10th Grade 1:1 2016-17 - 6th-12th Grade 1:1 2017-18 - 1:1 classroom sets Grades 3-5 & 1:2 classroom sets in Grades K-2 Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the District replacement cycle.	November 9, 2015: Update on 1:1 Initiative in the Schools January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present) February 22, 2016 Study Session – technology Support Model (background and data) March 28, 2016 Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.	Evaluation plan during 2016-17 includes: 1. Monitor and evaluate the redesigned technology staffing model	
Action Step IV.12: The District will enhance communication, interaction, and	IV.12 District Website New website launched in June of 2012 and has been included in the Communications	Before school begins in the fall of 2016, the photos and 624 Facts on the website will be updated and the home		2016-17 Evaluation plan includes: 1. Monitor internal and external user comments on website usability	

collaboration through the use of a web site.	and Marketing Plan update presented to the board annually. During 2016-17, the current website will be evaluated consistent with appropriate standards, and options considered for keeping the website current and adaptable to changing needs for technology and communications.	page Quick Links will be switched to include more parent-specific information. During the fall of 2016, web editor training will be offered to all district and building web editors, and Siteimprove services will begin being used (to find misspellings and broken links throughout the site).		2. Track decrease in website misspellings and broken links. 3. Report on extent to which current website meets standards and options for future improvements	
Action Step IV.13: The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials. Skyward, our Student Information System (SIS), provides a record of attendance and completed grades as well as student data. Google Apps is playing an increasingly central role in the classroom	<u>November 2016:</u> <u>Workstudy Update on Digital Presence and Communication expectations as well as plans to streamline necessary account logins.</u>	2016-17 Evaluation plan includes: 1. Digital communication tools including Schoology and Google Apps 2. Evaluate options for parent single sign-on and/or reduction of necessary account logins	

		communication model as well.			
Action Step IV.14: A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.	IV.14 Technology Policy	Mobile technologies use was included in the Electronic Technologies Acceptable Use policy.	The Electronic Technologies Acceptable Use policy revisions were approved by the Board on February 8, 2016.	2016-17 Evaluation plan includes: 1. Digital Learning Specialists will train teachers on the updated policy by December, 2016.	
Action Step 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 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. We continue to partner with Washington and Ramsey county library systems to provide	<u>November 2016 Workstudy Update - Student 1:1 now covers grades 6-12.</u> February 8: As part of the Presidential Connect Ed Library Card Initiative with Ramsey County, jointly presented to the School Board on the access Middle School students have to resources to school and Ramsey County Library	2016-17 Evaluation plan includes: 1. Monitor and evaluate 1:1 2. Monitor and evaluate Ramsey County Library partnership	

		broader access to our entire community. The partnership with Ramsey County is highlighted at a White House Conference on January 18, 2016, to which the Superintendent, County Library Director, and County Commissioner were invited; and at a March 11 statewide school administration conference. Work continues with Ramsey County Library to increase family access.	resources via student library cards. September 12: Update the School Board on new grant received to promote collaboration between the public library system and elementary media.		
Goal 1 - Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
Action Step V. 1: The District will implement a process that will provide a consistent method to initiate and	V.1 Partnership – Process			Evaluation: Successful implementation of Policy 900, Partnerships, including the following:	

maintain community partnerships.				1. Assure compliance with policy and protocols for all partnerships for the 2016-17 school year; 2. An evaluation of each partnership will be made by June 30, 2017 and annually thereafter consistent with policy.	
Action Step 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	An update was provided to the School Board at the work-study session of April 27, 2015.		Evaluation: Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2016-17 school year;	
Action Step V.3: The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	An update was provided to the School Board at the work-study session of April 27, 2015.		Evaluation: Annual implementation of process consistent with Policy 900, Partnerships.	
Action Step V.5: The District will	V.5 Partnership – Communication	Communication regarding current		Evaluation:	

communicate information related to partnerships using a variety of resources.		partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media.		Communications plan implemented annually, including the following: 1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and answers about the policy and procedures	
Goal 1 - Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.					
Action Step VI. 1: The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	VI.1 Bullying Policy and Program	New program implemented during 2012-13. During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014. During the 2014-15 school year, the administration developed protocols to		The evaluation plan will include: 1. Reviewing data from the Minnesota Student Survey from spring, 2016; 2. An internal audit to assure that all schools are complying with expectations to provide the curriculum: 3. On-going review of other sources of data, including student discipline data.	

		assure ongoing compliance with our Bullying Prevention Policy, policies, and implementation of the curriculum currently in place. For 2016-17, all staff will receive training on compliance with state law and district policy.		4. Assurance that all staff receive the required training annually.	
Action Step VI. 2: The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.	VI.2 Faculty	Beginning during 2015-16, the human resources office provides metrics on recruitment, selection, and retention consistent with this action step.	<u>Administration will report employment metrics at the October work-study session.</u>	Evaluation: Employment metrics will be reported annually to the School Board.	
Action Step VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	Consistent with the District's Equity Plan, during 2016-17 develop and implement strategies to assure equity in curriculum and instructional practices.		Evaluation: An evaluation plan will be developed consistent with the equity plan.	

		For 2016-17, the District has reallocated existing staff to create a new position, Assessment and Integration Coordinator.			
Action Step VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	Transition plans are in place at each level, including: 1. Kindergarten Jumpstart for four year olds; 2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school. For 2016-17, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.		Evaluation plan will include: 1. Annual Board updates on transition programming; 2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming.	

Action Step VI. 5: The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.	VI.5 Equity in all Programming	An update on the Equity Plan was presented at the work-study session of July 13, 2015. For 2015-16, the District participated in the following programming: 1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age; First student lead ISI took place in January 28 at Willow Lane Elementary, with a second event at Lakeaires in May. 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3. Training for District leaders in cooperation with EMID member school districts;	Presentation to Board at work-study session of March 28th from students who planned and delivered first student lead "Intentional Social Interaction" event in the Northeast Metro and first in the White Bear Lake Area Schools. Additional ISI was planned and completed at Lakeaires Elementary on May 26th. Met on June 23rd with SRFC to discuss funding for 2016-17 school year. Presentation to the School Board on April 25, including overview of EMID from the Executive Director, and update on District's EMID programming. Presentation to the School Board on May 23 highlights work with PIQE and Equal Opportunity Schools.	An evaluation plan consistent with the Equity plan, will include: 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2016 data released to District from State end of May, review and summarize to compare to 2013. 2. Staff survey data regarding school climate; 3. Parent feedback on school climate.	
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		4. Other strategies consistent with Equity Plan			
Action Step VI. 6: The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	During the 2016-17 school year, this action step will be aligned with the District's WBWF and Equity plan.		Evaluation plan will include: 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District's Plan; 3. Other measures consistent with the Plan.	
Goal 2 - Ongoing Financial Stewardship and Budget Management	Details	Status	Report to the School Board	Evaluation	
The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School	For 2014-15 and 2015-16, the District increased the frequency of financial reporting from semi-annually to quarterly. This practice will continue for 2016-17.	November 23: Quarterly Financial Update and Report on Workers Compensation. May 23: Presentation of preliminary budget for 2016-17, and	Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit; 2. The audit report for FY 2015-16 is presented to the School Board and public at	

	District a measure of financial stability. The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011, 2012, 2013 and 2015. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.	An annual operating plan, to include information related to all major District funds, was finalized during the 2015-2016 school year, with preliminary presentation on May 23 and budget action recommended on June 13, 2016. The adopted budget for 2016-17 is balanced, and the projected fund balances are within the range called for by policy. During 2016-17, the district will take what steps are necessary to prepare for a renewal of the referendum levy in the fall of 2017.	information on financial matters which require Board action. June 13: School Board Action on the budget for 2016-17.	a regular School Board meeting; 3. The administration will continue the practice of quarterly reports to the School Board; 4. Will continue increased communication with the public by posting additional financial information on the District's website. 5. Review the role and membership of the finance advisory committee. 6. Present an annual operating plan in June 2017.	
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Details	Status	Report to the School Board	Evaluation	

a. Continue implementation of the Communications and Marketing Plan for the District	The Communications and Marketing Plan was initially implemented during the 2012-13 school year and has been updated annually under the themes of: actively recruit school shoppers, get them young and keep them connected, accentuate the positives, influence the influencers, and use data to inform decision-making.	Administration annually reports to the School Board.	Annually	1. Evidence of increased enrollment (early childhood and kindergarten). 2. Evidence of increased senior citizen engagement. 3. Evidence of community support for referendums. 4. State, national awards for communications projects.	
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. School Board Community Engagement	The School Board will develop strategies to increase community engagement with the Board.	<u>Discussed at School Board Work-Study meeting of July 11, 2016 and August 22, 2016.</u>			

b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School with two sections, and will continue at the same level in 2016-17. During 2016-17, the District will continue with metrics for all gifted and talented programming.	Update to School Board on August 8, including metrics on student growth and survey data from parents and staff.	Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.	
c. Review of District programs and services supporting students with Mental Health and Chemical Dependency Needs	Goal 4c Student support	Based on feedback from school staff during listening sessions at District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to	October 26: Plan presented to the School Board. Planning meeting with small group on January 5, January 21, and February 2, 2016. Large Group Launch (22 participants) on February 9, 2016 (2-4 pm). Included national, regional, and local data. Followed by survey of current practice per	<u>Completed Staff Professional Development Activity for ALL Special Service Staff members 9/1/16 on Trauma Informed Classrooms in collaboration with Dr. Clayton Cook from U of MN.</u>	

		provide a structure for a careful study of the status quo and determine areas for improvement.	building, due March 10, 2016. Large Group meetings held on March 17, 2016, and May 5, 2016. May 23: Update to the School Board on the mental health and chemical dependency review. Final large group meeting was convened on June 16th to discuss preliminary findings. Small group met July 13 to summarize discussion and data outcomes. We are anticipating Board work-study presentation in 2016 with final recommendation discussion.		
d. Continue to follow-up on Program Review of Preschool and Early Childhood	Goal 4d Follow-up on Preschool and Early Childhood Programs.	A report to the School Board was provided at the March 23, 2015 work-study session.	November 26: Update the School Board on the Preliminary Plan for	Evaluation plan will include: 1. Comprehensive long range plans for preschool program design, including	

Programs, including addressing space constraints due to program growth	During 2014-15, the District made a thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.	The final report and recommendations were made to the School Board at the May work-study session. For 2015-16, developed follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review. Preschool facilities planning will be incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11. From November, 2015, through April, 2016, administration continues to work closely with the Legislature, Ramsey County, and other partners on obtaining funding and support.	Early Learning Achievement Center March 22: Update the School Board on planning for the Achievement Center.	vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review. 2. Comprehensive facilities plan for all preschool programming, completed in conjunction with District comprehensive facility planning process.	
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e. Comprehensive Review of Senior Services.	Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith communities and other agencies working with the senior population. The goal of this comprehensive review will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed through	In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum. In September of 2015, the community members are invited to a follow-up meeting to work on the development of a survey in the fall of 2015 to our senior population. Work with the Community has continued through the fall of 2015. An update on the progress of the Community Forums was given to the School Board at the January		Evaluation plan will include: 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programing and the identification of priorities for action in a one to five year window. 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2015. 3. Successfully partner on behalf of senior citizens with cities, municipalities, the township, and other entities working on behalf of seniors.	
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	the School District or in partnership with other entities.	25, 2016 work-study session. A fourth Community Forum was held on February 10, 2016 with forty-four people in attendance. The community members formed action teams around five themes that came from the survey. They are: recreation, transportation, housing, healthcare, and services. Follow up meetings were held on April 6, May 25, and August 3, 2016.			
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AGENDA ITEM: Measure of Academic Success Report of Academic Measures in the Format Required Under World's Best Workforce

MEETING DATE: September 26, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent for Teaching and Learning
Brian Morris, Assessment Coordinator

BACKGROUND:

On Monday evening, Assistant Superintendent Sara Paul and members of the Teaching and Learning Team will make a presentation required in compliance with the state World's Best Workforce plan.

2015-16 Review of WBWF Strategic Priorities

Update for School Board Work-Study Session of September 26, 2016

Report of Academic Measures in the Format Required Under World's Best Workforce

This comprehensive update regarding implementation of our WBWF strategic priorities is intended to:

- Update school board members on our efforts to accomplish our WBWF goals and mission;
- Highlight our strategic work and provides a summary of our students' performance and our district's performance based on WBWF Milestones;
- At the 9/26/16 work study session, we will have a concise presentation of this information with the majority of our time allocated for discussion.

We are working hard to provide the very best education to students and this comprehensive update is our effort to keep you informed of our progress.

Striving for the World's Best Workforce Statute

The "Striving for the World's Best Workforce" bill was passed in 2013 to ensure that every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

1. All children are ready to start kindergarten.
2. All third graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and / or postsecondary education.
5. All students graduate from high school.

How is the Striving for the World's Best Workforce statute aligned to our WBLAS mission statement?

Nurturing the unique talents and abilities of every child is the heart of operating as a mission drive organization. *The mission of the White Bear Lake Area School District, a leader in innovative education and community partnerships, is to ensure our students:*

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

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

In addition to the goals set forth in the WBWF statute, we have strategic objectives to support student transitions between elementary, middle, and high school level; therefore, we have included an additional goal: *All Students Middle and High School ready.*

Goal 1: All children are ready to start kindergarten.

Screen at Three

Early Childhood Screening supports children becoming ready for kindergarten. Screening helps find children with possible health or developmental concerns that may impact learning. Screening includes hearing and vision check, speech and developmental screening, and health and immunization screening. Screening informs a tiered array of services for families, including resources and additional services provided by the school district or outside agencies that will help the child to be ready for kindergarten. In 2015-16, 619 three- to five-year-olds participated in early childhood screening, an increase from 596 screenings in 2014-15. The demographics of the children screened mirrors the demographics of our K-12 students.

Developing a Common Definition and Indicators of Readiness for Success in Kindergarten

An internal review of preschool programming was conducted in 2014-15. The task of developing a common definition was a priority coming out of that review; therefore, a team consisting of early childhood teachers and leaders, kindergarten teachers, a building principal and representatives from the Teaching and Learning staff met throughout the year to develop a common definition of school readiness and created a document identifying cognitive and social emotional indicators and experiences that support school success in kindergarten.

- Kindergarten Readiness Indicators and Experiences

Preschool Through Grade 3 Alignment

A cross-section of team members representing Early Childhood educators, K-3 teachers, and District administrators attended a series of inservice sessions throughout the 2015-16 school year, structured to provide an opportunity to learn about how to create an effective Pre-School through Grade 3 Program. The goal of the series was to understand how quality teaching, supported by standards, developmentally appropriate curriculum and instruction work together to help foster children's learning and growth. The team will continue collaborating in 2016-17 to establish deepen implementation of a PreK-3 continuum that reflects the importance that:

- Learning starts early and family engagement matters;
- Supporting children to be prepared when they start school is essential to helping them get on the right track;
- Developing early skills is fundamental to ensuring their future success;
- Making sure children can read at grade level by the time they leave third grade is essential to ensuring that they graduate from high school ready for college, careers and life;
- Developing the social, emotional and physical well-being of children enhances their academic achievement.

Goal 2: All third graders can read at grade level.

WBLAS has identified reading at grade level by third grade as a strategic priority. Being at grade level is meaningful at any age, but third grade is the crucial year when students make the leap from learning to read to reading to learn. It's an academic hurdle that, if missed, can leave children in the "proverbial dust," struggling through letter sounds as their more fluent peers gain new knowledge at what seems like lightning speed. Once this type of learning lag exists, it's difficult for students to catch

up. In 2015-16, Grade 3 reading proficiency for White Bear students was 6.8 percentage points higher than the state. White Bear 3rd graders had an increase in reading proficiency in a year when 3rd graders statewide had a decrease in proficiency. Our gaps in proficiency level between students of different demographic groups persist, following patterns that are consistent across the state.

MCA Reading	White Bear	MN
2015	63.9%	58.7%
2016	64.1%	57.3%

MCA Reading Gaps	Asian/PI	Hispanic	Black	ELL	SpEd	FRL
2015	21.9%	20.0%	27.1%	38.9%	22.2%	27.2%
2016	23.1%	19.7%	33.3%	42.6%	19.6%	28.1%

2015-16 was a year of deep learning for teachers and administrators regarding how our system can better support students as they learn to read and their transition of reading to learn. Administrators engaged in a book study, Learning by Doing, to explore collaboration models to support teachers to differentiate instruction and use assessment data to adjust teaching when students are not grasping learning standards. Collaboration models were piloted at several elementary buildings, and a literacy coaching model was approved by the school board for implementation in 2016-17. School teams participated in a summer data retreat to develop action plans, with a focus on literacy.

Local Goal: All students Middle School and High school ready.

Student Engagement Supports

Providing cohesive support structures for students as they transition through our secondary schools is a key to high school graduation and college and career readiness; therefore, WBLAS added this goal to emphasize intentional school transitions and support throughout the secondary experience. AVID supports 7-12 students in the academic middle to be on-track for college by teaching organizational and study skills, critical thinking and questioning skills, and through academic tutoring. In 2015-16, AVID directly supported 166 students in grades 7-12. AVID tutoring support was reconfigured to support more students using MN Alliance with Youth Promise Fellows, and the use of AVID strategies were increased throughout secondary classrooms. Two hundred twelve students will participate in an AVID elective course in 2016-17. The alignment of AVID and the Student Engagement Support model allows us to reach more students that are working to overcome challenges with academics, attendance and behavior, and supports students on their paths to graduation. Each Promise Fellow serves as an AVID tutors as well as a source of targeted supports to 30 students.

Ninth Grade Academy began at North Campus 2015-16. *Ninth Grade Academy* provides a small learning community for a selected group of 9th graders to bridge the transition from middle to high school. The Academy provides an environment that encourages involvement, development, and rigor to succeed. Students spend four out of six class periods in the Academy with a set of core teachers.

In 2015-16, *Ninth Grade Academy* students had a 24% reduction in behavior referrals compared to 8th grade. *Ninth Grade Academy* students also saw a lower fail rate (2% fail rate) in Language Arts and Math classes compared to the fail rate (4%) for all ninth grade students. The *Ninth Grade Academy* will continue to serve students at North in 2016-17.

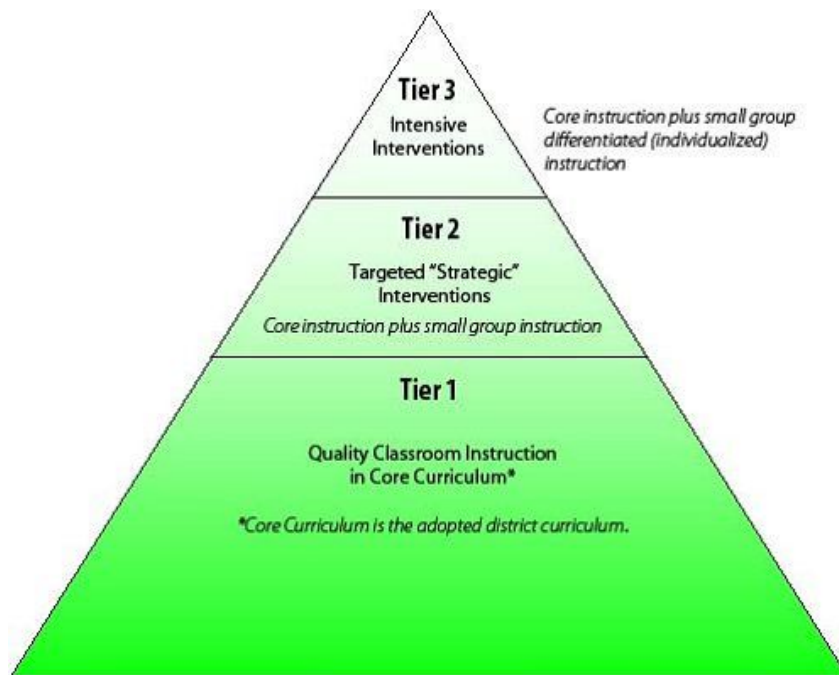
Using IB Framework to Deepen Teaching and Learning

The IB Middle Years Program (MYP) is specifically designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement. The IB-MYP Capstone Project was successfully launched in 2015-16. Over 600 8th grade students completed more than 200 projects, showcasing the academic skills they learned in grades 6-8 while tying their efforts to the value of service. Students, individually or in small groups, used the Engineering Design Process to design a service learning project which brought together their skills in information literacy, critical reading, research, statistics, and teamwork. Collaborative teacher teams assessed these capstone projects to identify strengths and gaps in curriculum and instruction. In 2016-17, the information collected from these assessments is being used to improve the curriculum and instruction across grade levels and content areas.

Goal 3: All achievement gaps between students are closed.

Supporting Students: K-8 Response to Intervention (RTI) Implementation

A multi-tiered system of supports was implemented for K-8 students. Elementary schools created a 30 minute intervention period during every school day, providing a time when students could receive individualized and small-group instruction to match their specific needs in reading and math. Additionally, elementary school problem-solving teams participated in professional development during the summer of 2015 to better understand the model for providing student supports. A multi-tiered system of supports is most effective when 80% of students are fully supported by core classroom (tier 1) instruction; 15% of students served by core classroom instruction plus additional small group intervention within the classroom (tier 2); and 5% of students served by core classroom instruction plus additional intensive interventions (tier 3). In 2015-16, 13% of White Bear elementary students displayed a need for additional tier 3 intensive intervention in reading while 5% displayed a need for tier 3 support in math. While we have made investments in initial coaching positions (digital learning specialists and literacy coaches) WBLAS worked with the Teachers Association to submit a Q-Comp application that we will bring to the school board for review with the goal of accessing state funds to increase supports for core instruction to reduce the need for intensive tier 3 supports.



Supporting Students: Accessing Rigorous Coursework

Research identifies 12 credits of concurrent enrollment (3 college classes) as being strongly correlated to post-secondary success. WBLAS has a rich offering of Advanced Placement, College in the Schools, and Project Lead the Way courses. Our strategic priority was to close the "opportunity gap" so that our college and career programming has participation that mirrors the population of our students. Students and staff were surveyed to identify a more comprehensive story of each student's unique talents and abilities are targeted students were encouraged to register for college level courses in 2016-17. This focus resulted in an overall increase in college-level course participation by 11th and 12th graders from 510 students in 2015-16 to 644 students registering to take those classes in 2016-17. There was high growth in participation across all demographic groups with underrepresented student groups increasing at a greater rate and therefore narrowing the participation gap in college-level coursework. Support systems for new students were put in place during the summer of 2016. Ninety students participated in the 3-C's Boot Camp. A teacher team worked with administrators to identify staff supports and teachers participated in professional development during the summer. Supports for students and staff will continue throughout the 2016-17 school year.

Engaging Families

We believe that all families are an essential asset to their students education; therefore, in 2015-16 we we launched two new programs to better connect with families: the Parent Institute for Quality Education (PIQE), and events to increase intentional social interaction. PIQE creates partnerships between parents, students and educators to further students' academic success. Classes were taught in Spanish, Hmong and English, by trained PIQE facilitators. To increase participation, WBLAS created an innovative delivery model called Hmong Radio which exponentially increased participation. Hmong Radio will resume broadcasting in the fall and continue throughout the 2016-17 school year. We will continue to explore models to better engage our spanish-speaking families.

We hosted events to engage school communities utilizing the Intentional Social Interaction model (ISI) to catalyze effective collaboration and productive problem solving strategies. Working with an

organization called Marnita's Table, we literally provided everyone a "seat at the table" for peer-to-peer exchange and collaboration. The Marnita's Table model is aligned with our District Core Values. The events were organized to ensure that the voices of all stakeholders regardless of age, ethnicity, or expertise are welcomed into the conversation. Several elementary schools are planning to host ISI events in 2016-17.

In the fall of 2016 WBLAS also piloted an innovative Welcome Back Conference at each Elementary School. By strategically starting the year with an opportunity to welcome students and families into the school, teachers and staff were able to proactively establish communications, conduct required operational tasks, and engage students in benchmark assessments that are critical to creating small groups to differentiate instruction. Overall, the percentage of families attending was between 77%-97% across respective buildings. We are currently surveying parents to get feedback to inform decisions for next year. We will be reporting on the experience of who did not attend to see if system barriers are getting in the way of all families having access to this event.

Comprehensive Professional Development in Equity

District leadership, building leadership, and teams of teachers were engaged in ongoing learning on equity and leadership during the 2015-16 school year. Forty-five district and building leaders participated in equity leadership and coaching training during seven sessions throughout the school year. Thirty-five district and building leaders participated in University of Minnesota's Equity Alliance conference in June, 2016- more participants than any other school district in the state. Teams of teachers from all elementary schools (52 participants) engaged in training for Data Coaching and Collaborative Inquiry with an equity focus in June, 2016. In preparation for the 2016-17 school year, all Literacy Coaches and Digital Literacy Coaches were engaged in coaching training with an equity focus. All secondary educators participated in equity training and AVID strategy training during workshop week. Equity-focused professional development for over 50 district leaders will continue during five sessions throughout the year, and elementary site teams will continue professional development in data/collaborative inquiry through an equity lens throughout the school year.

Goal 4: All students are ready for career and / or postsecondary education.

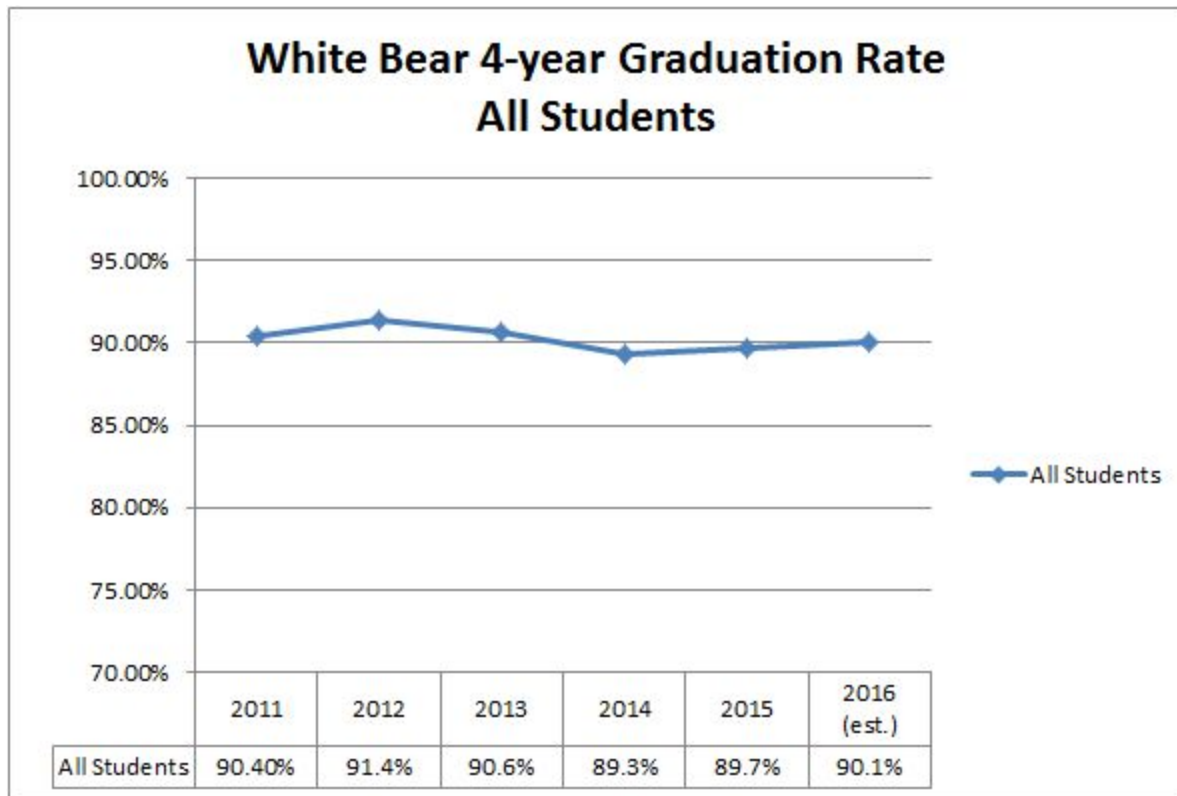
Opportunities, guidance and support were increased for students preparing for post-secondary pathways. Career pathways in Manufacturing and Construction Trades were implemented in 2015-16 and the Board approved the first course for an IT pathway to begin in 2016-17. Thirty-five students participated in the Manufacturing and Construction pathways at South and the Area Learning Center in 2015-16. This year, 107 students are participating in our career pathways program.

As a result of our new partnership with Century, 99 students from the class of 2016 earned a grade in either Algebra 3 or Critical Reading enabling them to bypass the Accuplacer, bypass developmental coursework in math and reading, and begin college credit-bearing coursework as they enter college.

Goal 5. All students graduate from high school.

World's Best Workforce legislation requires districts to report 4-year graduation rate for students who have attended our schools at any time during their high school years. WBWF legislation establishes a 90% 4-year graduation rate goal. White Bear Lake Area Schools continues to provide effective

educational programming for students who require more than four years of high school to be prepared for post-secondary success.



The estimated graduation rate for 2016 is 90.1% (564 of 626 students) with 3% (21 students) continuing to attend White Bear schools and 7% (41 students) withdrawn without attending a new school. We have gaps in graduation rate for some demographic groups with the most consistent 4-year graduation gap being for students who receive special education services and students who receive free and reduced lunch. Students who receive special education services have a much higher rate (20%) of required continuing services beyond four years based on their Individual Education Plans (IEPs). When graduates and continuing students are combined, there is no gap between students who do and don't receive special education services.

Graduation Rate	Asian/PI	Hispanic	Black	White	ELL	SpEd	FRL
2015	94.1%	79.5%	91.4%	90.0	92.6%	68.3%	84.0%
2016 (estimate)	90.4%	90.0%	72.2%	91.2%	94.1%	73.8%	78.2%

There was an in-depth analysis of our system for tracking students who leave the district before graduation with a goal of bringing back students who are not enrolled in other districts and increasing the accuracy of our tracking protocol. Our new tracking protocol should help us intervene with students who leave our schools before graduation, moving students from the "Withdrawn" category to either the "Graduate" or "Continuing categories", and help us find additional withdrawn students who have moved to other educational institutions.

2015-16 Measures of Academic Success

WBWF
Statute

Review
Progress

Advisory
Feedback

Discussion

Next Steps

School Board Work Study | September 26, 2016

Striving for the World's Best Workforce

1. All children are ready to start kindergarten
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed
4. All students are ready for career and/or postsecondary education
5. All students graduate from high school.

WBWF
Statute

(School Board Policy Reference: 616)

1. All Students Ready for Kindergarten

Review Progress



2. All students in third grade achieving grade level literacy



Review Progress



Learning
to Read
Reading
to Learn

All students ready for middle school and high school



Review
Progress

3. Closing achievement gaps among student groups

EQUALITY

EQUITY

Review
Progress

4. All students ready for career and/or post-secondary education

Review
Progress



5. All students graduate from high school (4-year graduation rate reported in WBWF)

Review
Progress





Advisory Feedback to be inserted



Statutory Reporting Requirements

- Public Meeting
 - Work Study Meeting
 - School Board Presentation
- Submission of WBWF Summary Report
- District WBWF Advisory Committee Meetings
 - Wednesday, September 21 6 - 8 p.m., District Center
 - Thursday, November 3 6 - 8 p.m., District Center
 - Thursday, February 2 6 - 8 p.m., District Center
 - Monday, April 17 6 - 8 p.m., District Center



Governance

- Board has approved Annual Goals for 2016-17
- Expect modifications to our implementation plan based on World's Best Workforce Advisory Committee
- Look for alignment of District Goals to Building Goals and Action Plans
- Expect to see tangible progress



District Leaders

- Effectively manage our scarce resources
- Provide intentional professional development
- Ensure alignment and coherence in our programming options
- Continue to support to staff and target increased support
- Continue to support principals and target increased support
- Provide clarity of roles and responsibilities



AGENDA ITEM: After Action Report on New Secondary Courses
Begun in the 2016-17 School Year

MEETING DATE: September 26, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent for Teaching
and Learning
Jill Pearson, Teaching and Learning Coordinator

BACKGROUND:

On Monday evening, Jill Pearson, in her role of Secondary Teaching and Learning Coordinator, will present the timeline for reviewing and approving new secondary course proposals for 2017-18.

The first stage of our process is an after action review of courses that were added in 2016-17. For each new course proposed and approved by the Board last fall, Ms. Pearson has analyzed and laid out the initial rationale for the course and provided a brief description of follow-up on the number of students registered, number of sections, as well as demographic data.

The next phase of the process occurs at our October work-study session. The Board will be provided detailed information on course changes proposed for 2017-18 school year. If all questions are answered and Board members are confident about moving ahead, we would have recommendations on the November School Board meeting agenda for action.

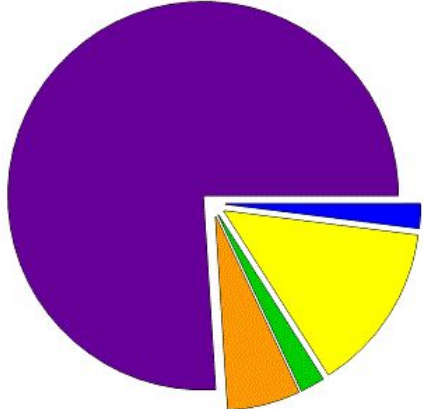
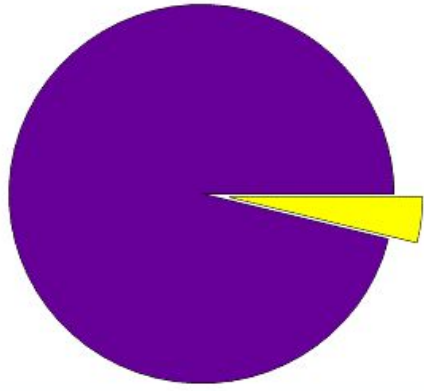
We try to finish actions by the November meeting so adequate time is available to finalize the course registration information for the following year, which is printed in December so materials are ready for students the first day back in January.

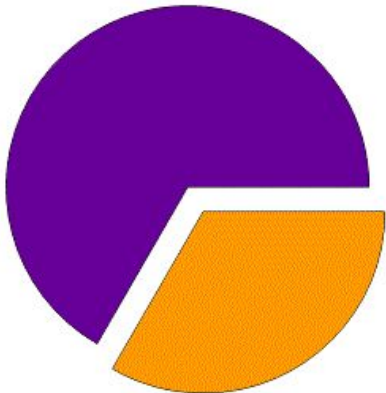
On occasion, we need an additional phase of the process. If a recommendation requires further analysis, or Board members have questions or requests for more data, some discussion may be needed at the November work-study session and action scheduled for the December meeting.

After Action Report - New Secondary Courses for 2016-2017

The chart below outlines the new courses that were approved last year and provides a review of the rationale for the courses as well as followup information regarding current enrollment for the 2016-2017 school year.

NEW COURSES for 2016-2017																	
Course Information	Rationale	Follow-up															
Orchestra 6 Dept: Music Term: Year Grade 6	Based on extensive research, an evaluation of East Metro programs, and an assessment of our own music program, an orchestra program was developed to enhance a comprehensive fine arts program in White Bear Lake Schools. Participation in a high quality music performance ensemble enhances a child's quality of life. It provides creative, emotional, and social opportunities and can lead to improvements in academic performance in other areas beyond music. Prior to beginning this program in White Bear Lake, 7 out of 8 schools in the Suburban East Conference, not including White Bear Lake, had an orchestra program. Our neighboring districts of South Washington, Roseville, Forest Lake, Stillwater, and Moundsview also have orchestras.	53 students are currently enrolled at Central, and 50 students are currently enrolled at Sunrise. The table and graph below illustrate the demographic breakdown of students taking this course. Central: <table border="1"> <caption>Demographic Breakdown</caption> <tbody> <tr> <td>Asian/Pacific Islander</td><td>1</td><td>1.9%</td></tr> <tr> <td>Hispanic</td><td>4</td><td>7.5%</td></tr> <tr> <td>Black</td><td>4</td><td>7.5%</td></tr> <tr> <td>White</td><td>44</td><td>83.0%</td></tr> <tr> <td>Total</td><td>53</td><td>100.0%</td></tr> </tbody> </table>	Asian/Pacific Islander	1	1.9%	Hispanic	4	7.5%	Black	4	7.5%	White	44	83.0%	Total	53	100.0%
Asian/Pacific Islander	1	1.9%															
Hispanic	4	7.5%															
Black	4	7.5%															
White	44	83.0%															
Total	53	100.0%															

		Sunrise: Demographic Breakdown <table> <tr> <td>American Indian</td><td>1</td><td>2.0%</td></tr> <tr> <td>Asian/Pacific Islander</td><td>7</td><td>14.0%</td></tr> <tr> <td>Hispanic</td><td>1</td><td>2.0%</td></tr> <tr> <td>Black</td><td>3</td><td>6.0%</td></tr> <tr> <td>White</td><td>38</td><td>76.0%</td></tr> <tr> <td>Total</td><td>50</td><td>100.0%</td></tr> </table> 	American Indian	1	2.0%	Asian/Pacific Islander	7	14.0%	Hispanic	1	2.0%	Black	3	6.0%	White	38	76.0%	Total	50	100.0%
American Indian	1	2.0%																		
Asian/Pacific Islander	7	14.0%																		
Hispanic	1	2.0%																		
Black	3	6.0%																		
White	38	76.0%																		
Total	50	100.0%																		
Multi-variable Calculus & AP Statistics Dept: Math Term: Year Grades 11-12	There were 31 11th grade students taking AP Calculus BC in 2015-16, and that was the highest level math offered at WBLAHS. This course offers an option for the most advanced students to continue math at our high school. In addition, this course allows students to earn college credit for a statistics course while exposing them to the next college calculus course.	Of the 31 students who were eligible to take this course due to the prerequisites, 26 12th grade students are currently taking this course. Demographic Breakdown <table> <tr> <td>Asian/Pacific Islander</td><td>1</td><td>3.8%</td></tr> <tr> <td>White</td><td>25</td><td>96.2%</td></tr> <tr> <td>Total</td><td>26</td><td>100.0%</td></tr> </table> 	Asian/Pacific Islander	1	3.8%	White	25	96.2%	Total	26	100.0%									
Asian/Pacific Islander	1	3.8%																		
White	25	96.2%																		
Total	26	100.0%																		

Precision Machining 1 Dept: Tech. Education Term: Semester Grades 11-12	This course is the third course in the manufacturing pathway. Students interested in entering the work force and/or post secondary degree programs in the high demand areas of engineering, technical, manufacturing and applied engineering will further develop knowledge and skills learned during Manufacturing and Applied Engineering 1 & 2.	3 students are enrolled in this course and it will be delivered to these students during the same period as Manufacturing & Applied Engineering 2. This course requires two prerequisites (Manufacturing & Applied Engineering 1 and 2), and as those courses were first introduced last year and only available to students in 11th and 12th grade, there were only 9 seniors eligible for this and Precision Machining 2 (below). Now that Manufacturing & Applied Engineering 1 and 2 are offered at North Campus as well as at South Campus, more students will be eligible for the Precision Machining courses next year. There are currently 25 students in Manufacturing 1 at North Campus, 42 at South Campus, and 25 students at South Campus enrolled in Manufacturing & Applied Engineering 2. See additional information about the Manufacturing Pathway in the "Manufacturing Pathway - Year in Review" document. Demographic Breakdown <table> <tr> <td>Black</td><td>1</td><td>33.3%</td></tr> <tr> <td>White</td><td>2</td><td>66.7%</td></tr> <tr> <td>Total</td><td>3</td><td>100.0%</td></tr> </table> 	Black	1	33.3%	White	2	66.7%	Total	3	100.0%
Black	1	33.3%									
White	2	66.7%									
Total	3	100.0%									
Precision Machining 2 Dept: Tech. Education Term: Semester	This course will be the fourth course in the manufacturing pathway. Students interested in entering the workforce and/or post secondary degree programs in the high demand areas of engineering, technical, manufacturing and applied engineering will further develop knowledge and skills learned during Manufacturing and Applied Engineering 1 & 2 and	There was insufficient enrollment (8 students initially registered) to run this course this year. There is a limited number of students to draw from for these advanced Manufacturing courses in the second year of the program, as the foundational courses were only offered to 11th and 12th grade students last year.									

Grades 11-12	Precision Machining 1. After successful completion of this course and the three preceding courses in the pathway, students will be able to earn the NIMS Level 1 credential -Measurement, Materials & Safety, Job Planning, Benchwork & Layout.													
IT Explorations Dept: Engineering and Information Technology Semester 9-12	WBLAS has rolled out phase 1 of a pathway toward careers in Information Technology (IT). Our work is being guided by <i>Advance IT Minnesota</i> , a Minnesota State Colleges and Universities (MNSCU) Center of Excellence. <i>Advance IT Minnesota's</i> goal is to develop new curricula, programs and credentials that anticipate and fulfill needs for educating and training workers in computer information systems, computer forensics and computer security and is affiliated with Metropolitan State University. The first course in the pathway, IT Explorations, was developed by <i>Advance IT</i> for use at the high school level. The course allows students the opportunity to gain concurrent enrollment credit through Century College.	27 students are currently enrolled in this course. <table> <caption>Demographic Breakdown</caption> <tbody> <tr> <td>Hispanic</td> <td>1</td> <td>3.7%</td> </tr> <tr> <td>Black</td> <td>3</td> <td>11.1%</td> </tr> <tr> <td>White</td> <td>23</td> <td>85.2%</td> </tr> <tr> <td>Total</td> <td>27</td> <td>100.0%</td> </tr> </tbody> </table>	Hispanic	1	3.7%	Black	3	11.1%	White	23	85.2%	Total	27	100.0%
Hispanic	1	3.7%												
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White	23	85.2%												
Total	27	100.0%												
Strategies for College and Career Reading Dept: Language Arts Term: Semester Grades 10, 12	This course aligns with the Century College's highest developmental reading course (0950) and is designed to give students the skills to take college level courses without the need for remedial coursework. This class is being offered as a follow up to the 9th grade Academy with the goal of guiding students to access at least one concurrent enrollment college course before they graduate.	There was insufficient enrollment to run this course in 10th grade. For 12th grade, this course was rolled into the Introductory Language Arts 12 course, allowing the opportunity for all students in Intro Language Arts 12 (29 students), the opportunity to pass out of development reading coursework at Century and other Minnesota State Colleges and University (MNSCU) institutions by completing additional assignments and earning a C or better on those assignments and the course, as a whole.												

Multicraft Core Curriculum (MC3) at the ALC Dept: Health, Career & Tech Ed, Math Grades: 10-12	The MC3 curriculum is embedded into three courses at the ALC: Introduction to the Trades, Health/CPR for the Trades, and Construction Trades 2. Upon successful completion of the three courses, students receive a certificate that is recognized by apprenticeship programs. This pathway was created to build student awareness of careers that allow them to earn a liveable wage.	There are 6 students currently enrolled in the MC3 at the ALC. All students are male; 4 are White, 1 is Black, and 1 is Hispanic. See Construction Pathway Year in Review.
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Secondary Course Proposals

After Action Report 2016-2017

*Course Proposal Process for
2017-2018*

Course Proposals

World's Best Workforce goal:

*All students college and career ready by
graduation*

- College & career readiness anchor standards
- Employment trends
- Perspectives from employers, postsecondary institutions, former students, etc.
- Equitable access

Course Proposals

Key considerations

- Student interest and enrollment trends
- School's capacity to implement new courses, including implications for:
 - Staffing
 - Scheduling
 - Facilities

After Action Report

● Regarding New Courses for ● 2016-2017

- ❖ Middle school
 - Orchestra 6



- ❖ High school
 - Multivariable Calculus & AP Statistics
 - Precision Machining 1
 - Precision Machining 2
 - IT Explorations
 - Strategies for College and Career Reading



Types of Proposals

- New courses
- Grade changes
- Name changes
- Course deletions
- Re-alignment

Process

February - March	Curriculum leaders and departments receive information about the process
March - May	Analyze current courses, explain opportunities Develop proposals Obtain support of the curriculum leader, principal(s), and teaching & learning coordinator
August - September	Review and finalize proposals Refine concurrent enrollment opportunities School board work study - After action report of 2016-17 new courses
October	School board work study discussion - 2017-18 proposals
November	School board meeting - 2017-18 recommendations for action
December	Course registration guide printed and placed online
January	Registration process begins

AGENDA ITEM: Understanding the School District's Role in Senior Transportation

MEETING DATE: September 26, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Wayne Kazmierczak, Assistant Superintendent for Finance and Operations
Tim Maurer, Director of Community Services & Recreation
Tara Jebens-Singh, Adult Programs Coordinator

BACKGROUND:

At tonight's work-study session, Tara Jebens-Singh, adult programs coordinator, Tim Maurer, director of community services & recreation, and Dr. Wayne Kazmierczak, assistant superintendent for finance and operations, will provide the School Board with an update on the services we provide to our seniors in transportation.



Lionmobile Past and Current State of Affairs

Prepared for the School Board Work Study Meeting of September 26, 2016

1. Introduction

- a. The White Bear Lake Area School Board received a wake-up call from former State Demographer Tom Gillespie in early 2015 noting that while Minnesota will have more seniors than school age children by 2020 - White Bear Lake is already there. There are more people over the age of 60 in ISD624, living longer, with greater needs and fewer informal supports than ever before.
- b. In response, Community Services initiated the Community Forum on Seniors. In the last year, a phone survey was completed, Action Teams created and a large, diverse group of stakeholders continues to meet. Two strong recommendations have come from the Transportation Action Team: Reviving the Area Senior Transportation Committee and exploring more transportation options for seniors in the area.
- c. Growing safety concerns regarding transportation of seniors and adults with disabilities has led to stricter federal and state regulations for transportation programs like the Lionmobile. Compliance with these new standards has become a challenge to smaller providers. Key transportation funders are encouraging single vehicle programs, like the Lionmobile, to consolidate with transportation providers with larger fleets and greater professional capacity.
- d. Faced with an increased number of neighbors to serve and a decreased amount of outside funding, the White Bear Area Senior Program has shifted its focus from helping one person/family at a time to educating large groups, partnering with other local organizations like the YMCA, Emergency Food Shelf and the library systems to better leverage local resources, coordinate efforts and avoid program duplication. This type of evolution may be necessary for the Lionmobile as well, so that it can continue to strive to meet the current and future transportation needs of White Bear Area seniors.
- e. In February 2015, District legal counsel provided guidance about the appropriateness of expending District funds on the Lionmobile. Below is a summary related to 1) public purpose, 2) general education revenue, and 3) community education revenue.
 - i. Expenditures of public funds must be for a public purpose. There is a strong argument that the Lionmobile does not serve a public purpose as it is not available to the community as a whole, providing for private transportation needs is not a school district function, and the primary objective benefits private interest in the form of transportation for only select individuals.
 - ii. Minnesota general education revenue can be used for nearly any school operating purpose, such as regular instruction, vocational instruction, special education, instructional support services, pupil support, and more. However, all of these permissible

uses relate directly to instruction, operations, transportation, administration, capital expenditures, and other expenses providing for the education of students. The Lionmobile does not provide for education or instruction of students, it is not related to District operations, and it does not provide services or support to students. As such, it is not permissible for general education funds to be spent directly on the Lionmobile.

- iii. Minnesota general community education revenue can be used for nonvocational, recreational, and leisure time activities and programs. The Lionmobile provides transportation for individuals on an as-requested basis for personal purposes, but this does not appear to be a nonvocational, recreational, or leisure time activity or program.

2. Background Information

- a. White Bear Lake Area Schools has been offering the Lionmobile as a transportation options for decades. The Lionmobile serves adults who are 60 or more years of age and qualified disabled adults under the age of 60 who live within the school district borders.
- b. The White Bear Lions Club has partnered with the school district by donating \$24,000 per year to the running of the Lionmobile and \$10,000 to the purchase of a new bus every five years.
- c. For many years, the Lake Area Bus provided dial-a-ride, curb-to-curb service and was the primary carrier to some 3,500 riders a month in the area. Although the Metropolitan Council had concerns over the duplication of services, the Lionmobile was seen as a niche program (serving approximately 200 area seniors) and was subsidized through LAB funds.
- d. There was deep, local concern when transportation service transitioned from the Lake Area Bus to Transit Link and Metro Mobility that the Lionmobile would be overwhelmed by people looking for a local dial-a-ride service. Instead, there was wide adoption of the new services (Metro Mobility ridership is up 66% in the last 10 years) and for the past several years, ridership of the Lionmobile has decreased.
- e. The 2014-15 projected budget indicates expenses to exceed revenues by approximately \$60,000. The Lionmobile budget has been a concern for the district for the past several years. The budget issue was put forward to the city managers, whose municipalities are in the boundaries of the school district, on several occasions over the past few years. No city manager was interested in forming a joint powers agreement that would utilize city resources to help offset the \$60,000 deficit.
- f. The District pursued the transfer of the Lionmobile program to DARTS, but DARTS shifted its focus away from senior transportation. The District continues to run the Lionmobile program.

3. Current state of Affairs

- a. The Lionmobile is a small piece of a large transportation puzzle.
 - i. Over the last 10 years, the Lionmobile provided an annual average of 3026 one way rides to 156 riders. The highest number of individuals served in a year was 212 in FY 09/10, the lowest was 112 in FY 15/16.
 - ii. Metro Transit, Transit Link and Metro Mobility continue to provide the bulk of transportation services in the area. In addition, seniors who no longer drive get rides from

family, friends, NewTrax, Senior Living Community provided transportation, taxi cabs, Uber, and multiple medical transport providers.

- b. The Lionmobile is an expensive program serving a very small group of users.
 - i. In the last 7 years, Lionmobile expenses have increased by 40% while revenues have only grown by 5%. Fiscal year 2015-16 showed total revenue at \$51,659, expenses at \$108,864 and a net cost to the District of \$57,205.
 - ii. Annual program costs per individual user averages around \$1,000. These dollars could be more efficiently and effectively used to serve a much broader population.

4. **Concerns regarding the current model:**

- a. Rider use and financial sustainability.

Fiscal Year	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Total Rides	2699	3068	3096	3429	3433	3355	2623
Total People	212	166	167	179	149	121	112
Revenue	\$49,145.20	\$42,322.04	\$55,504.60	\$50,487.70	\$35,983.97	\$54,573.90	\$51,659.13
Expense	\$77,248.75	\$93,126.54	\$99,265.68	\$92,029.25	\$70,935.82	\$109,749.82	\$108,864.30
Net	28,103.55	50,804.50	43,761.08	41,541.55	34,951.85	55,175.92	57,205.17

- b. The Lionmobile is serving an increasingly older, frailer population which requires specialized intake, drivers and vehicles. The Senior Program does not have the professional capacity or resources to properly assess riders and their needs. Intakes are completed over the phone with riders self-reporting their abilities and limitations with varying degrees of accuracy. Lionmobile Drivers are often required to make on the spot assessments of rider assistance needs. These assessments are beyond the scope of their position and can lead to drivers inadvertently enabling ridership beyond the scope of what is safe (for the rider and our drivers).
- c. The Lionmobile program is subject to exceedingly complex federal and state safety and reporting requirements that are beyond the professional capacity of the Community Services and Recreation department. Transporting riders with such a broad spectrum of abilities requires a high level of specialized training, ability and professionalism that is expensive and difficult to maintain with a part-time, semi-retired staff. State and federal requirements for drivers are increasingly more stringent. For example, starting July 1, 2016 owners, controlling individuals, managers, drivers, passenger assistants, and all administrative employees (including those that schedule, dispatch, billing, and those that have face-to-face contact or access to the information) are required to subject to a DHS background check including photographs and fingerprinting at an estimated cost of \$100 per person (fees plus staff time). The 5310 program, under which we purchase our vehicle, requires highly technical reporting and compliance standards including annual vehicle inspections, STS certification, Human Rights Certification, multiple FTA certifications and assurances, along with an Asset Management plan that involves assistance from HR, finance, legal and transportation.

5. To both preserve the beloved institution of the Lionmobile and to meet current and future needs of area seniors, our program must evolve.
 - a. MNDOT is encouraging single vehicle fleets to partner with larger transportation programs. They have expressed interest in using a Newtrax/Lionmobile Collaboration as a pilot project. Partnering with a trusted, local, professional, paratransit transportation company that has the encouragement of existing funding sources is a great option.
 - b. With the encouragement of the Transportation Action Team from the Community Forum of Seniors, Newtrax is exploring the idea of bringing back senior bus service to the White Bear Area. In search of funding, Newtrax has developed an initial draft concept of a quasi-fixed route shuttle with evening and weekend service for community groups and events. It is possible that the Lionmobile could find a new home within this new model.
 - c. Community input is imperative in designing the next phase of the Lionmobile.
6. *Would changes in the Lionmobile program mean that ISD 624 is shrinking the Senior Program, decreasing its resources or commitment to area seniors?*
 - a. A growing senior population means increased needs and opportunities - the White Bear Area Senior Program will need to expand to meet future demands. An evolution of the Lionmobile should foster not only better transportation services but better overall senior services as well.
 - b. Reallocation of Senior Program resources could mean: the creation of a senior volunteer program to funnel the energy and experience of newly retired individuals back into the community; expansion of caregiver support and respite programs; initiation of an alzheimer's and dementia education and awareness program; growth of individualized service navigation and community outreach programs; and so much more.

AGENDA ITEM: Update on Facility Planning, Demographic Study and Related Actions

MEETING DATE: September 26, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Wayne Kazmierczak, Assistant Superintendent for Finance and Operations

BACKGROUND:

Now that the School Board has approved the contract with DLR, we are working with DLR and our school principals to set a detailed schedule to begin facility site analysis. Dr. Kazmierczak will provide an update on facility planning, demographic study and related actions.

ISD624.ORG

Facilities Planning 2016-2017

School Board Meeting
September 26, 2016

WHITE BEAR LAKE AREA SCHOOLS



Facilities Planning Timeline

October 2016 –
April 2017

- Demographic study
- Assessment of District facilities and community assessment



November 2017

- Operating levy referendum (renewal)



Late 2017 –
Winter 2018

- Comprehensive facility planning
- Community engagement
- Visioning
- Consensus building



2016-2017 Plan

2016-17 Timeline for Planning

- July 2016 -
 - Discussed growth in the northern portion of the District at July 11 Work Study Session
 - Discussed bond refinancing opportunity
 - Discussed long-term facilities maintenance (LTFM) bonding
- August 2016 - Preliminary discussion of 2016-17 facility planning
- September 2016 - Board approval of agreement with DLR Group for services related to site assessment; update on demographic study options



2016-2017 Plan

2016-17 Timeline for Planning

Anticipated

- October 2016 - Demographic study underway, community assessment underway, assessment of preschool sites
- November/December 2016 - Assessment of secondary sites
- December 2016-January 2017 - Assessment of elementary sites
- January/February 2017 - Demographic study complete
- April 2017 - Site assessment complete

Other Considerations

- Availability of land - Demographic study to inform potential land acquisition
- November 2017 - Operating levy renewal referendum
- Post-November 2017 - Comprehensive facilities planning continues, community engagement around facilities