

**INDEPENDENT SCHOOL  
DISTRICT #624**



**WORK-STUDY  
AGENDA**

October 22, 2012

To: Members of the School Board

From: Dr. Michael J. Lovett  
Superintendent of Schools

Date: October 1, 2012

A work-study session of the White Bear Lake Area School Board will be held on Monday, October 22, at 5:30 p.m. in Room 201 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 ITEM**

1. School Board and Superintendent Goals and Strategic Plan Updates
  - a) Orchestra Progress Update 5:30 p.m.
  - b) Elementary World Language Update
2. Framework for Facility Study RFP and Participants 6:00 p.m.
3. Curriculum
  - a) Recommendation for 9-12 Social Studies 6:30 p.m.
  - b) High School Course Proposals and Change Recommendations for 2013-14 6:50 p.m.
4. Review of Partnership Protocols 7:10 p.m.
5. Preliminary Review of 2011-12 Annual Report 7:40 p.m.

#### **C. ADJOURNMENT 8:00 p.m.**

AGENDA ITEM: **Orchestra Progress Update**

MEETING DATE: **October 22, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Lisa Switzer, Curriculum & Program Development  
Coordinator**  
**Dr. Michael Lovett, Superintendent**

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**Background:**

This year's School Board/Superintendent Goal 5 provides that we "*develop plans for a String Orchestra Program with the first phase programming beginning in the 2013-14 School Year.*"

At our September Work Study Session, Curriculum & Program Development Coordinator Lisa Switzer, and high school band teachers Shannon Anderson and Jeremy Rockford presented a proposed timeline for a review committee.

This evening Lisa Switzer and Shannon Anderson will provide a brief update to the Board on progress, with preliminary recommendations scheduled for our November work-study session.

## Orchestra Update for School Board work study session of October 22

### 1. Purpose

The goal of the review committee is to ensure an excellent music experience in White Bear Lake Schools by complementing band, choir and general music with orchestra.

### 2. Orchestra in area school districts

Our research shows that 8 out of 9 of school in the Suburban East Conference, not including White Bear Lake have an orchestra program. Cretin Derham Hall does not have an orchestra program. 6 out of 8 area districts, not including White Bear Lake have an orchestra program. Mahtomedi and North St. Paul, Maplewood, Oakdale do not have orchestras.

### 3. Rationale

An orchestra program would further enhance a comprehensive fine arts program in White Bear Lake Schools. Participation in a high quality music performance ensemble enhances a child's quality of life. It provides creative, emotional, and social opportunities and can lead to improvements in academic performance in other areas beyond music.

### 4. Review Committee Recent Activity

- Sept. 13 - orchestra research committee meeting; teachers and administrators in attendance.
- Sept. 20 – meeting with GTCYS fine art director, U of M fine arts director and University of MN conductor.
- Sept. 27 – initial review committee meeting; discussed necessary further steps to finalize our research and add additional stakeholders to the steering committee.
- Sept. 28 – meeting with Nancy Wiessner; Fine Arts Director in South Washington County School District 833 to discuss implementation procedures.
- Oct. 8 – Steering committee meeting to organize initial recommendations; included parents, administrators and teachers.

In addition we have solicited and received responses from several area schools, MMEA president and MacPhail partnership coordinator regarding proper implementation procedures and suggestions.

## 5. Experts contacted

- Rick Geiger- President of MMEA and Director Coon Rapids H.S.  
[Rick.Geiger@anoka.k12.mn.us](mailto:Rick.Geiger@anoka.k12.mn.us)
- Mark Russell Smith - GTCYS and University of MN (artistic director of orchestra)  
[mrsmith@umn.edu](mailto:mrsmith@umn.edu)
- Dr. Laura Sindberg – conductor, University of MN
- Allison Jonson – orchestra teacher [ajohnson1@sowashco.k12.mn.us](mailto:ajohnson1@sowashco.k12.mn.us)
- Nancy Wiessner - fine arts director, district 833 [nwiessne@sowashco.k12.mn.us](mailto:nwiessne@sowashco.k12.mn.us)
- Katie Condon- MacPhail partnership coordinator [condon.katie@macphail.org](mailto:condon.katie@macphail.org)

## 6. Planned Next Steps

Building principals are working to determine facilities for orchestra for the 2013-14 school year. The following year, some facility projects may need to be considered. Climate control in the performance music space at the high school would also be advisable.

We are considering all aspects of the proposal including best practice, resources and facilities in order to prepare our initial recommendations regarding orchestra for work study in November.

## 7. Review Committee Members

Shannon Anderson.....music secondary curriculum leader, South Campus  
Jeremy Rockford.....music, North Campus  
Mike Snell.....music, Sunrise Park Middle School  
Marie Dymit.....music, South Campus  
Kristin Kusche..... music, Central Middle School  
Dan Gullick.....music elementary curriculum leader, Birch Lake/ Hugo  
Scott Keen..... music, Willow Lane/ Matoska International  
Mike Mason.....parent, band boosters  
Lisa Switzer.....curriculum and program development, District Center  
Robert McDowell.....building administrator, Sunrise Park Middle School  
Noel Schmidt.....building administrator, Central Middle School,  
department administrative liaison  
Brendon Schwirtz.....building administrator, Willow Lane, department  
administrative liaison

AGENDA ITEM: **Elementary World Language Update**

MEETING DATE: **October 22, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

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

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**Background:**

During the 2011-2012 school year the Board approved recommendations for an Elementary World Language Program Review to add world language for all district elementary students. Spanish is offered at five schools and Chinese at two schools, to fourth and fifth grade students starting in the 2012-2013 school year (Matoska continues to offer Spanish K-5). Language and cultural exploratory experiences such as the Concordia Language Village experience are provided to students in kindergarten through third grade.

Phase two of the recommendations calls for world language to expand to kindergarten through grade three beginning with the 2013-2014 school year. In addition, the district will consider the potential of adding one or more language immersion programs beginning in 2013-2014. The review is an initiative that stems from the Strategic Plan, which called for *“all students will expand their global perspective through the study of world language and culture at the elementary schools.”*

David Law will provide an update on the timeline and outcomes for phase two of the Elementary World Language Program Review for the 2012-2013 school year.

## **Elementary World Language Program Review Phase II (2012 – 2013)**

### **A. Purpose:**

The School Board and Superintendent have identified priorities for implementing the strategic plan during the 2011-12 school year. Strategy II of the plan states, “We will create and implement a plan for global experiences and relationships to further understand world connections.” At the elementary level, all students will expand their global perspective through the study of world language and culture. The charge of this program review committee is to implement phase one of the Elementary World Language Program recommendations and further develop program recommendations for phase two of the program review process to be shared with the School Board in November.

### **B. Specific Outcomes Expected:**

1. Implement phase one of the program recommendations for elementary world language.
2. Continue to study elementary world language resources, programs, standards and exemplary practices.
3. Outline the process for implementing phase two of the elementary world language program.
4. Develop a framework identifying beliefs, vision, and research-based exemplary practices.
5. Develop recommendations for implementation phase two of the elementary world language program for 2013-14 and beyond.

### **C. Strategies:**

1. Consider best practice information, research, standards, district survey data and state guidelines.
2. Study effective programming procedures and guidelines.
3. Obtain feedback from parents, staff, administrators, students and other stakeholders.
4. Assess phase one implementation.
5. Share results with stakeholders.

### **D. Timeline:**

|                   |                                                                          |
|-------------------|--------------------------------------------------------------------------|
| July              | Develop phase two review process                                         |
| August            | Present phase two planning process to School Board at work study session |
| September-October | Develop phase two program recommendations for 2013-14 and beyond         |
| November          | Share preliminary recommendations on phase two to the School Board       |
| December          | Action on proposal at School Board meeting, communication to families    |
| January           | Begin implementation as approved by School Board                         |

### **E. Update**

1. Elementary World Language Fact Sheet was completed and shared with parents at conferences.
2. Principals have met twice to develop schedules that support the expansion of the world language program in the primary grades.
3. Elementary world language teachers attended a TPRS (Total Physical Response Strategy) workshop in September, 2012 and several world language teachers attended the Foreign Language Association Conference October 18-19, 2012.
4. Elementary world language planning team met to outline a program framework development process and curriculum alignment strategies for the 2012-13 school year.
5. Elementary and secondary world language teachers have started a curriculum review process to develop a K-12 scope and sequence.

## Update for School Board Work Study Session - Phase II of Elementary World Language (2012-2013)

### Goal:

The goal for phase two of the Elementary World Language Program Review is to continue to study and review exemplary elementary world language programs, examine world language curriculum standards and to further develop program recommendations identified by the Elementary World Language Program Review Committee and the School Board during the 2012-2013 school year.

### Timeline:

| <b>Date:</b>         | <b>Activity:</b>                                                                                                                                                                                                                                                                                                                                                    | <b>Participants:</b>                                                                                                                             |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| June - August, 2012  | <ul style="list-style-type: none"> <li>• Begin program implementation phase one</li> <li>• Develop curriculum scope and sequence</li> <li>• Develop program building schedules</li> <li>• Develop plan for phase two of program recommendations</li> </ul>                                                                                                          | Ann Malwitz<br>David Law<br>John Leininger<br>Elementary World Language Teachers                                                                 |
| August, 2012         | <ul style="list-style-type: none"> <li>• Present overview of phase two planning process to school board at work study session (8/27/12)</li> </ul>                                                                                                                                                                                                                  | Ann Malwitz<br>David Law<br>John Leininger                                                                                                       |
| September, 2012      | <ul style="list-style-type: none"> <li>• Fine tune recommendations for expanding the program to kindergarten through third grade</li> <li>• Review phase one implementation and continue to develop and refine the curriculum scope and sequence</li> <li>• Study the potential of immersion program or programs effective for the 2013-2014 school year</li> </ul> | Ann Malwitz<br>David Law<br>John Leininger<br>Elementary World Language Teachers<br>Building Administrators<br>Representatives from School Sites |
| October, 2012        | <ul style="list-style-type: none"> <li>• Fine tune recommendations for expanding the program to kindergarten through third grade</li> <li>• Review phase one implementation and continue to develop and refine the curriculum scope and sequence</li> <li>• Study the potential of immersion program or programs effective for the 2013-2014 school year</li> </ul> | Ann Malwitz<br>David Law<br>John Leininger<br>Elementary World Language Teachers<br>Building Administrators<br>Representatives from School Sites |
| November, 2012       | <ul style="list-style-type: none"> <li>• Preliminary recommendations on phase two world language program to the school board</li> </ul>                                                                                                                                                                                                                             | Ann Malwitz<br>David Law<br>John Leininger                                                                                                       |
| December, 2012       | <ul style="list-style-type: none"> <li>• Final recommendations on phase two elementary world language program to the school board</li> </ul>                                                                                                                                                                                                                        | Ann Malwitz<br>David Law<br>John Leininger<br>K-5 Program Review Committee Members<br>School Board Members                                       |
| January - June, 2013 | <ul style="list-style-type: none"> <li>• Implementation for phase two program recommendations</li> </ul>                                                                                                                                                                                                                                                            | Ann Malwitz<br>David Law<br>John Leininger<br>Building Administrators                                                                            |

AGENDA ITEM: **Framework for Facilities RFP**

MEETING DATE: **October 22, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dave Guenther, Director of Community Services  
and Recreation**

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**Background:**

The White Bear Lake School District and municipalities are attempting to engage the local athletic associations in the support of another athletic facilities study.

Included with this information is a history and update of where we are with the process and a proposed request for proposal that would be used to generate quotes for a new study.

We welcome your comments and suggestions.

## **1998 Athletic Facility Study - History**

### **How We Started**

In June of 1997, residents of the White Bear Lake Area School District formed a new Athletic Association. The White Bear Area Athletic Association (WBAAA) represented most of the major athletic associations within the community. While the group established six goals for the year, meeting after meeting gravitated toward a discussion on the lack of facilities for our young athletes.

In the fall of 1998, the WBAAA, along with several local municipalities and the School District, sponsored an athletic facilities study to determine the adequacy of the facilities in the school district.

### **The Study Results**

The study indicated need in several areas to include: soccer fields, baseball fields, indoor ice sheet and aquatic facilities. The results were presented to a group of elected officials, community members and school district and municipal staff.

Over the course of the next 14 years this study influenced several significant facility improvements in our school district. A group of staff from the various municipalities and the School District began to meet and look at these challenges in a more regional way.

### **The Projects**

The City of Hugo committed to creating the Hanifl soccer complex and worked with the School District to enhance the gymnasium at the new Oneka elementary school. White Bear Township added soccer fields and full size baseball fields at Polar Lakes Park. The City of White Bear Lake upgraded Podvin Park to create an irrigated soccer/football complex. The City of Vadnais Heights built Kohler Meadows Park with baseball, softball and soccer fields. The School District upgraded all of their ball fields including irrigation for the fields at the secondary schools. These were all major outdoor facility improvements for this community.

Next came work on major indoor facilities. The School District had been unsuccessful in seven attempts to build a pool(s) in the district, the local YMCA was in need of updating and several municipalities had heard from residents that we need a community center. In the fall of 2009, the School District, the YMCA, the City of White Bear Lake and White Bear Township executed agreements that have allowed a major renovation and expansion of the existing YMCA facility. The upgraded facility serves as the “home pool” for the White Bear Lake Area High School boys and girls swim teams and provides space to do other community water-based safety programs, including a water safety program for White Bear Lake Area School elementary students.

The most recent project, completed in November 2010, is an indoor hockey/skating facility with two rinks and a large dome built through the efforts of a private non profit group and the City of Vadnais Heights.

### **What is Going on Now?**

While these have been significant accomplishments, there is still work to do.

Over the past four years staff from the Cities of White Bear Lake, Vadnais Heights, Hugo, WB Township and the White Bear Lake Area School District have been meeting on a quarterly basis to discuss a number of things. Somehow, just like the original White Bear Area Athletic Association, many of our meetings have included discussion on athletic facilities. Numerous updates on facilities have been given to this group along with the School Board. These updates have listed new facilities, but, have not compared facilities to current and projected use. This group feels that it is time to do another athletic facilities study.

### **A New Proposal**

On August 22, 2012 I called a meeting of all the local athletic associations along with the city managers from Hugo, Vadnais Heights, White Bear Township and the City of White Bear Lake. Information was presented on the history of the first study and everyone was asked to bring the information back to their respective board for consideration. Associations were asked to consider a contribution of \$500-1000 and the municipalities were asked to consider a \$4,000-5,500 commitment. The deadline we created was Monday Oct. 15.

Listed below is a list of commitments received so far:

|                           |         |
|---------------------------|---------|
| WB Basketball Association | \$1500  |
| WB Baseball Association   | 1,000   |
| WB Volleyball Club        | 500     |
| WB Lacrosse Club          | 500-750 |
| WB Football Association   | TBD     |
| WB Hockey Association     | 0       |
| WB Wrestling Club         | 250     |
| WB Soccer Club            | 750     |
| WB Ultimate Club          | TBD     |
| WB Softball Association   | 500     |

Hugo City Council has approved up to \$4,000

City of White Bear Lake has placed in budget \$5,500

Vadnais Heights City Council is considering up to \$4,000 at their Oct. 17 meeting.

White Bear Township Park Board will consider a \$4,000 contribution a second time at their November 15 meeting.

White Bear Lake Area School District will consider a \$5,500 contribution.

# **Athletic Facility Needs Analysis RFP**

## **Draft for Review**

**(DG 10-10-12)**

### **Purpose**

Main purposes for the facilities assessment in order of importance, are:

1. To evaluate the adequacy of the athletic facilities within the White Bear Lake School District.
2. To assist the School District and municipalities in a regional planning process for athletic facilities.
3. To help prioritize projects and expenditures among public agencies.
4. Improve access to and quality of the athletic facilities in the WBL Area School District.

### **Audience**

Our primary audiences for this assessment in order of importance, would be:

1. Municipal and School District elected officials and administrative staff.
2. Members of the various athletic associations within the district.
3. The general public.

### **Scope**

The scope of the assessment will include:

1. An inventory of existing public athletic facilities (city and school fields, gymnasiums, pools, skating facilities etc.) within the White Bear Lake Area School District boundaries (Cities of White Bear Lake, White Bear Township, Vadnais Heights, Hugo, North Oaks, Gem Lake, Lino Lakes, Birchwood Village.)
2. Comparison of facilities to national and local standards.
3. An analysis of the adequacy of the athletic facilities to meet current and future anticipated needs.
4. Recommendations regarding facility management, expansion and additions to meet the forecast demand.

The specific facilities and activities to be evaluated include fields for baseball, softball, soccer, lacrosse, tennis, ultimate frisbee, football and recreation for Senior Citizens. Indoor gymnasiums for basketball, volleyball, gymnastics, wrestling, adaptive sports, Special Olympics, racquet sports, and recreation and indoor and outdoor skating rinks.

### **Budget**

The budget for this project is expected to be in the range of \$20,000-30,000.

### **General**

The School District reserves the right to reject any or all proposals or parts of proposals and to make final decisions on the basis of considerations other than lowest cost. The District also reserves the right to request additional information concerning any proposal

for purposes of clarification, to accept or negotiate any modification to any proposal, and to waive any irregularities in proposals if it would serve the best interests of the District.

Any contract arising out of this request for proposals is subject to final approval by the School Board. If there is any conflict between a proposal and this RFP, the RFP shall control. If there is any conflict between a proposal and the contract, the contract shall control.

In addition to a description of how the firm will accomplish the needs analysis, the proposal should include the following:

*Contact information.* Name, address, and phone number of the consulting firm.

*Form of organization.* Whether firm is a partnership, corporation, or sole proprietorship, where it is organized, and the names of principals, officers, and directors of the firm

*Key personnel.* Names of key personnel, their respective titles, experience, and periods of service with the firm

*Statement of qualifications.* A narrative or other statement by the firm of its qualifications for the proposed project

*Availability.* A brief statement of the availability of key personnel of the firm to undertake the proposed project

*Project list.* List of projects completed by the firm

*References.* Names and telephone numbers of persons whom the agency can call for references regarding the firm's past performance, preferably on similar projects.

### Time Line

|                        |                                             |
|------------------------|---------------------------------------------|
| May – October 15 ..... | Develop RFP with feedback from stakeholders |
| 11/1/2012 .....        | Issue RFP                                   |
| 11/20/2012.....        | RFP Deadline (2:00 pm)                      |
| 11/26 – 12/7/2012..... | Consultant Interviews (If needed)           |
| 12/10/2012.....        | Award of Contract                           |

Proposals should be submitted to:

Dave Guenther  
White Bear Lake Area School District  
4855 Bloom Ave.  
White Bear Lake, Mn 55110

AGENDA ITEM: **Recommendation for 9-12 Social Studies**

MEETING DATE: **October 22, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Lisa Switzer, Curriculum & Program Development**  
**Coordinator**  
**Dr. Michael Lovett, Superintendent**

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**Background:**

At our September work-study session, high school Principal Tim Wald and our Social Studies department leaders presented the work of our 9-12 social studies department. Faced with new state standards that become effective for the 2013-14 school year, the department identified options for meeting state standards by realigning class offerings and requirements.

In September, the School Board had an opportunity to review the process and the options under consideration. Subsequent to that work-study session, the department and administrators presented a specific recommendation to the Community Curriculum Advisory Committee on October 4. This recommendation will be presented to the School Board on Monday night.

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## HISTORY FOR 9-12 SOCIAL STUDIES SEQUENCE

February 2012 – Minnesota State Social Studies Standards were published.

April 3, 2012 - Scenarios were generated with active participation from all 9-12 department members. Options were narrowed by department leadership.

May 8, 2012 – Further discussion with 9-12 department members.

May 10-21, 2012 - Rationale statement was developed from department member feedback gathered May 10 -21, 2012

September 24, 2012 – Challenge, history and possible scenarios presented at work study session.

Oct. 1, 2012 – The proposed scenario was determined as the best academic fit for social studies alignment across North and South Campus.

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## BUILDING AND CURRICULUM LEADERS

*Joe Christensen..... social studies building leader, North Campus*

*Matt McGlothlin..... social studies building leader, South Campus*

*Karla Lauerman..... former social studies curriculum leader*

*Nicole McGarthwaite.....current social studies curriculum leader*

*Tim Wald.....social studies administrative liaison*

*Gretchen Harriman..... former curriculum and program development coordinator*

*Lisa Switzer.....current curriculum and program development coordinator*

## RECOMMENDATION FOR 9-12 SOCIAL STUDIES SEQUENCE BASED UPON 2011 MINNESOTA ACADEMIC STANDARDS

### Current Sequence

|                     | 8 <sup>TH</sup> GRADE                              | 9 <sup>TH</sup> GRADE                                                                                                                                                                                                  | 10 <sup>TH</sup> GRADE                  | 11 <sup>TH</sup> GRADE                                                                                                                                                                                                                                                     | 12 <sup>TH</sup> GRADE                                  |
|---------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <b>2005-Current</b> | - Geography*<br>*Partially meets 9-12 requirements | - Civics<br>- AP Macroeconomic/Civics                                                                                                                                                                                  | - American Experiment<br>- U.S. History | - AP European History<br>- Honors Civilization<br>- World History<br>- Introduction to World History                                                                                                                                                                       | - AP Government<br>- American Government<br>- Economics |
|                     |                                                    | <b>Elective Courses Grades 9-10</b> <ul style="list-style-type: none"> <li>• AP Microeconomics</li> <li>• Criminology</li> <li>• Debate I &amp; II</li> <li>• A Nation of Diversity</li> <li>• Psychology I</li> </ul> |                                         | <b>Elective Courses Grades 11-12</b> <ul style="list-style-type: none"> <li>• CIS American History I &amp; II</li> <li>• Geography</li> <li>• Intercultural Studies</li> <li>• Philosophy</li> <li>• Psychology II</li> <li>• Service Corp</li> <li>• Sociology</li> </ul> |                                                         |

### New Standards

|                                                  | 8 <sup>TH</sup> GRADE                                                                                                                     | 9 <sup>TH</sup> – 12 <sup>TH</sup> GRADE |                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>New Standards to be implemented 2013-2014</b> | <ul style="list-style-type: none"> <li>•Civics and Government</li> <li>•Economics</li> <li>•<b>Geography</b></li> <li>•History</li> </ul> | 0.5 Credits of Civics& Government        | <ul style="list-style-type: none"> <li>•0.5 credit of Civics and Government</li> <li>•0.5 credit of Economics</li> <li>•0.5 credit of Geography (different standards than 8<sup>th</sup> grade)</li> <li>•1.0 credit of U.S. History</li> <li>•1.0 credit of World History</li> </ul> |

## Recommendation

|                       | 9 <sup>TH</sup> GRADE                                                                                                                                                                                                                        | 10 <sup>TH</sup> GRADE                                                                                                     | 11 <sup>TH</sup> GRADE                                                                                                                                                                                                                                                                                                                                                  | 12 <sup>TH</sup> GRADE                                                                                                                |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Recommendation</b> | <ul style="list-style-type: none"> <li>• AP Geography</li> <li>• Geography</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>• AP U.S. History</li> <li>• American Experiment</li> <li>• U.S. History</li> </ul> | <ul style="list-style-type: none"> <li>• AP World History</li> <li>• World History</li> <li>• Introduction to World History</li> </ul>                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• AP Economics</li> <li>• Economics</li> <li>• CIS Government</li> <li>• Government</li> </ul> |
|                       | <b>Elective Courses Grades 9-10</b> <ul style="list-style-type: none"> <li>• <del>AP Microeconomics</del></li> <li>• Criminology</li> <li>• Debate I &amp; II</li> <li>• <del>A Nation of Diversity</del></li> <li>• Psychology I</li> </ul> |                                                                                                                            | <b>Elective Courses Grades 11-12</b> <ul style="list-style-type: none"> <li>• AP European History</li> <li>• AP Microeconomics</li> <li>• CIS American History I &amp; II</li> <li>• <del>Geography</del></li> <li>• <del>Intercultural Studies</del></li> <li>• Philosophy</li> <li>• Psychology II</li> <li>• <del>Service Corp</del></li> <li>• Sociology</li> </ul> |                                                                                                                                       |

## RATIONALE

Students experiencing geography in 9th grade benefit from the development of a cognitive map that informs their learning in other disciplines of social studies, particularly history, economics, and government. Since students experience an 8th grade course that addresses all core social studies disciplines with physical geography as the lead, human geography in 9<sup>th</sup> grade expands that learning with more rigorous benchmarks addressing concepts such as urbanization, trade, immigration, culture, sovereignty, colonialism, and interpretation of maps. This scenario also allows for students to study citizenship/government and economics closest to the time in which they will apply their learning as engaged citizens. Students at the end of the high school experience can better understand and relate the issues identified and discussed in the American government course.

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## SUMMARY OF CHANGES

### **Grade 9** Implement Geography and Advanced Placement Geography

The standards are designed to implement 21<sup>st</sup> century skills, the 9<sup>th</sup> grade course will have a strong technology focus using Geospatial technologies such as Geographic Information systems (GIS) that allows students to store , retrieve, manipulate and display geographic data about any location in the world.

### **Grade 10** Implement Advanced Placement U.S. History.

This addition will allow an AP experience at each grade level.

### **Grade 11** Implement Advanced Placement World History.

AP European history will remain as an elective. AP World History more fully meets the state standards for world history.

**Grade 12** Replace Advanced Placement American Government with College in the Schools: American Democracy in a Changing World (Political Science – POL 1001). 4 college credits. Advanced Placement Macroeconomics moved from grade 9 to grade 12. Advanced Placement Microeconomics will remain at North Campus for 2013-14 and then will be transferred to South Campus.

CIS courses are very popular with students and staff due to their rigor, quality curriculum and support. In addition, college credit is earned on end of course assessments rather than end of year assessments.

AGENDA ITEM: **High School Course Proposals and Change Recommendations for 2013-14**

MEETING DATE: **October 22, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Lisa Switzer, Curriculum & Program Development Coordinator**  
**Tim Wald, Principal, WBLAHS-South Campus**  
**Don Bosch, Principal, WBLAHS-North Campus**

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**Background:**

Annually, high school departments and administrators review all course offerings and determine:

1. Course Additions and Revisions, based on changes in state standards, opportunities to increase rigor or otherwise better meet student needs, or other rationale.
2. Course Deletions, based on changes in state standards, low enrollment, or other rationale.

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This evening's recommendations were reviewed and recommended by the secondary principals and district administration, reviewed by CCAC, and are scheduled to be on the November School Board agenda for action.

**BACKGROUND: The following are the new course proposals and course title changes for the 2012-13 school year.**

| New Courses    |                              |           |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|------------------------------|-----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Department     | Course Title                 | Term      | Grade Level | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Science        | Introductory Physics         | Full Year | 11-12       | State science standards are more rigorous, requiring that students complete either chemistry or physics in high school. In the past, students could take any science elective course at 11 <sup>th</sup> or 12 <sup>th</sup> grade to meet the requirements. Due to the mathematical nature of both chemistry and physics, students who struggle in math need introductory options. Currently teachers recommend students for Introductory Physical Science in 9 <sup>th</sup> grade and Introductory Biology in 10 <sup>th</sup> grade. The addition of Introductory Physics would allow teachers to recommend either Introductory Chemistry or Introductory Physics to meet the state requirements. The concepts taught in Introductory Physics are concrete and allow for hands on learning. Approximately 7% of our student population would be recommended for Introductory Physics or Chemistry course. |
| Social Studies | Geography                    | semester  | 9th         | The recommendation for Geography is consistent with the 9-12 social studies recommendations, which require the equivalent of a semester of geography to be taught at the 9-12 level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Social Studies | Advanced Placement Geography | semester  | 9th         | Provides an additional opportunity for students to receive college credit. In addition to the rationale for placement of Geography at grade 9, the social studies department recommended Advanced Placement Human Geography as an option for 9 <sup>th</sup> graders. This would continue our practice of offering an AP course to 9 <sup>th</sup> graders. Approximately 150 students/year (25% of class) have enrolled in AP Macroeconomics in recent years, the current college credit offering at the 9 <sup>th</sup> grade level. We anticipate that by establishing a strong base for an AP course through 8 <sup>th</sup> grade Enriched Geography, we can increase the number of students who enroll in a 9 <sup>th</sup> grade social studies AP course, and improve on the percentage of students who meet the threshold for college credit.                                                        |

|                |                                  |           |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------|----------------------------------|-----------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social Studies | Advanced Placement U.S. History  | Full year | 10th | Provides an additional opportunity to receive college credit. Currently 10 <sup>th</sup> graders have the choice of regular U.S. History, taken by 75% of the students, and American Experiment, an integrated class taught jointly by social studies and language arts teachers over a 2 period block. By adding AP U.S. History, student options will increase and allow for an advanced placement option at the 10 <sup>th</sup> grade level.                                 |
| Social Studies | Advanced Placement World History | Full year | 11th | Provides an additional opportunity for students to receive college credit which aligns with the new state social studies standards. Currently at the 11 <sup>th</sup> grade level students have the choice of regular World History or Advanced Placement European History. By offering the AP option in World History, we are giving students a college option that will be consistent with the placement of World History state standards at the 11 <sup>th</sup> grade level. |

| Deletions      |                                          |          |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------|------------------------------------------|----------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Department     | Course Title                             | Term     | Grade Level | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Social Studies | Civics and Introduction to Civics        | semester | 9-10        | Currently students are required to take 3.5 credits of social studies in high school. The number of credits remains unchanged in the 2011 social studies standards. With the addition of human geography standards specific to the 9-12 grade band and the decision that the geography standards could not be adequately embedded in other 9-12 offerings, civics and government will no longer fit into the 3.5 required social studies credits. The required standards will be met by Government and Politics. |
| Social Studies | The United States: A Nation of Diversity | semester | 9-10        | This course had sufficient enrollment during the four period day but has not maintained enough enrollment in the 6 period day. This course has not had sufficient enrollment in the last four years.                                                                                                                                                                                                                                                                                                             |
| Social Studies | Geography elective                       | semester | 11-12       | This course had sufficient enrollment during the four period day but has not maintained enough enrollment in the 6 period day. This course has not had sufficient enrollment in the last four years.                                                                                                                                                                                                                                                                                                             |
| Social Studies | Service Corps                            | semester | 11-12       | This course had sufficient enrollment during the four period day but has not maintained enough enrollment in the 6 period day. This course has not had sufficient enrollment in the last four years.                                                                                                                                                                                                                                                                                                             |
| Social Studies | Intercultural Studies                    | semester | 11-12       | This course had sufficient enrollment during the four period day but has not maintained enough enrollment in the 6 period day. This course has not had sufficient enrollment in the last four years.                                                                                                                                                                                                                                                                                                             |

| Changes            |                                                                                                                                                             |           |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Department         | Course Title                                                                                                                                                | Length    | Grade                          | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Physical Education | Renaissance Performance<br>Fitness Trends<br>Racquet Sports<br>Recreational Sports<br>World of Dance<br>Tournament Team<br>Outdoor Education and Recreation | Semester  | Current 10-12<br>Proposal 9-12 | Allowing 9 <sup>th</sup> graders the opportunity to choose these physical education electives gives students and administration more flexibility in scheduling at North Campus. In addition, allowing 9 <sup>th</sup> graders into these classes could help to balance physical education elective class sizes.                                                                                                                                                                                                      |
| Language Arts      | Yearbook                                                                                                                                                    | Full Year | 11-12                          | The proposed change in the credit option from 1 elective credit to .5 lang. arts/.5 elective allows students who would like to have an authentic journalistic, artistic, business experience to receive a semester language arts credit. Currently 11 students are enrolled in Yearbook. The projected enrollment triples the current enrollment and is based on a survey in which 48% of juniors responded that they would like to take yearbook if it would fulfill a semester twelfth grade Language Arts credit. |
| Social Studies     | College in the Schools:<br>American Democracy in a Changing World<br>(Political Science – POL 1001)                                                         | semester  | 12                             | This course would replace an existing higher level course (Advanced Placement United States Government and Politics) that needed to be shortened to a semester as a result of a change in 9-12 social studies standards and scope and sequence. The format of this new course is viewed as a better academic fit for a single semester time frame while still engaging students at a challenging level and allowing for college credit to be earned.                                                                 |

|      |                       |           |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------|-----------------------|-----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Math | Intro to Pre-Calculus | Full year | 9-10 | In past years, we have offered a semester course called “Algebra 3/Trig” for students at South Campus who have completed Honors Algebra 2 but need additional support with Algebra before they move forward with Precalculus/Trig. Honors Algebra 2 is now offered at both middle schools; therefore North Campus will need a similar option.. The course would combine Algebra 3 with Precalculus A for a full year course. This would allow students to stay on track to eventually take the Calculus AP test. |
|------|-----------------------|-----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

RECOMMENDATION: Course proposals will be placed on the October 22, 2012 Work Study agenda. Course proposals will be placed on the November 12, 2012 Board agenda as an action item.

AGENDA ITEM: **Review of Partnership Protocols**

MEETING DATE: **October 22, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dave Guenther, Director of Community Services  
and Recreation**

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**Background:**

The documents provided tonight provide a system to engage in partnerships with various groups from the community, and were a direct outgrowth of Strategic Planning Strategy V, which provides that *we will build a network of partnerships to provide personal and educational growth and service opportunities for students.*

They were developed by the partnership review committee and have been reviewed by the Cabinet. They are presented for your review and comment.

The documents include:

1. WBLAS Partnership Process
2. WBLAS Partnership Application Form
3. WBLAS Partnership Review Instructions
4. WBLAS Partnership Review Form
5. WBLAS Partnership Scoring Rubric
6. WBLAS Partnership Agreement Form

## **White Bear Lake Area School District Partnership Process**

Welcome to the White Bear Lake Area School District Partnership Process document. The purpose of this document is to guide development of partnerships. It outlines the District's approach to engaging in partnership, allowing our partners to understand the principles and standards we are committing to.

The District is fully committed to engaging in partnerships. We recognize the strength and value of effective partnerships in contributing to the educational growth and service opportunities for students.

This commitment is demonstrated by the District's current involvement in many partnerships both formal and informal and is part of our District's Mission:

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

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

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

### **SECTION 1 - Introduction to the Partnership Process**

#### **1.1 Introduction**

White Bear Lake Area School District recognizes the need for a consistent process for all partnerships. This process sets out a framework that will assist staff when considering our engagement in partnership arrangements.

#### **1.2 Purpose of Process**

The purpose of this process is to enable the District, with its partners, to ensure that the partnerships are appropriate and have proper oversight. The process will ensure that when working in partnership:

- Identified needs or program enhancements are met, which may not be possible through district resources alone;
- The partners are clear about the purpose and expected outcomes for students when entering into partnership;
- The District's priorities and objectives are being met;
- There is clarity about accountability and responsibility for outcomes;

- Partnership activity and outcomes are monitored, reviewed and evaluated to make best use of resources;
- Risks for the District, and for the partner, are assessed and agreed upon;
- Each partnership maintains a relevance to its agreed purpose during its lifespan and has in place an effective exit strategy;
- Partnerships are properly empowered and their legal status understood;
- Reviews are undertaken to evaluate success and further challenge progress and improve effectiveness.

### 1.3 Definition of a partnership

For the purposes of this process, White Bear Lake Area Schools defines a partnership in the following manner:

***“A mutually beneficial relationship between the District and a non-district group/person/business in which both parties achieve a benefit that is not possible when working alone, and which provide academic/enrichment experiences for students or facility enhancements that improve efficiency.”***

#### White Bear Lake Area Schools - Partnership Levels

***Building/Program*** - A building or program partnership is a formalized agreement between an individual building or program and a community member/organization/business. Building level partnerships may include formalized agreements that impact the entire school population, as well as agreements that impact just individual grade levels or classrooms. Building and program level partnerships are initially approved at the building level, and then recommendations are made to the District-level committee. The District-level committee helps evaluate which district policies may need to be considered and whether the partnership is one that is within administrative authority to decide or whether School Board authorization and approval is necessary. Upon proper authorization, the building/program level partnerships are then organized, and managed at the building/program level. Building and program level partnerships are funded entirely through individual building/program budgets or through grant funding as authorized by the district.

***District*** - A District partnership is a formalized agreement with a community member/organization/business that benefits students from several different schools, sites, and/or programs. District level partnerships are approved, organized, and managed by District-level department(s). District-level partnerships are funded through District-level sources, rather than building-level budgets.

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

- An arrangement made by the District with a third party to deliver one or more services on its behalf. This is a contract for services.  
*Example: Contracted transportation services with an outside company or carrier*
- Intra-district collaboration involving school-to-school, program-to-program, or school-to-program partnering.  
*Example: High school students mentoring middle school students, academic enrichment courses being offered through Youth Enrichment, or student service projects for the senior center*
- Parent volunteers/School or program volunteers who serve in an individual capacity  
*Example: An individual who serves as a reading buddy for a particular school who has completed the district's volunteer process through Human Resources*

## **Section 2 - Working in Partnership**

### **2.1 When is a partnership appropriate?**

Partnership arrangements are appropriate when they have the potential to deliver:

- Added Value - delivering something that is unlikely to be achieved by another form of working arrangement.
- Identified needs or program enhancements which may not be possible through District resources alone and do not compromise our core programming.
- The partnership aligns with one or more of our District/Building goals.

### **2.2 Managing and Reviewing Partnerships**

Partnership work can be very rewarding for the District and students; however, it can also be difficult and resource intensive. Therefore, before taking on a new partnership, the following should be considered:

- Does the potential partnership and its goals/objectives fit into the Strategic Plan or under the District Core Values?
- Is there a way for the district to meet the goals/objectives of the partnership on its own or with an existing partner that would be less labor intensive or more effective than starting a new partnership?
- For District-level partnerships, do the district-level partnership committee and members of Cabinet support this partnership?
- For building/program level partnerships, does the principal/supervisor support this partnership?

- Does the risk assessment reveal that the partnership is relatively safe for the District to enter into?

Partnerships should be reviewed annually by the district or building/program partnership committee. The purpose of the review is to ensure that the partnership:

- is effectively doing what it set out to do,
- goals/objectives are still aligned with district /building/program goals,
- implements necessary improvements over time.

Through the review process it may be identified that it is time for a partnership arrangement to cease, or for the district to leave a partnership arrangement. This can be for many different reasons:

- The partnership achieves all that it set out to do - goals/objectives are met.
- The partnership goals/objectives are no longer aligned with district strategic plan.
- On review, the partnership is not delivering the outputs and outcomes it was set up to do and a new approach needs to be explored.
- The partnership is replaced by another partnership or working arrangement.
- External funding/resources cease.
- On review an adverse level of risk of continuing the partnership is identified.
- The legal framework upon which the partnership was founded changes.
- The district reserves the right to leave a partnership at any time. The district will develop case by case exit strategies for situations where it wishes to withdraw from a partnership for any reason.

### **SECTION 3 - Tools for Identifying and Managing Partnerships**

When entering into or reviewing a Partnership the District will use the following to guide its decision making.

#### **3.1 Legal Status**

Board approval is required initially for all contracts and agreements.

#### **3.2 Finance and Resources**

The Building and District Partnership Committee will consider the resource implications, existing partnerships, and Building and District priorities prior to making decisions on new partnerships or extending existing partnerships.

#### **3.3 Roles of Partnership Committees**

Each building will have its own partnership committee. This committee may be in addition to the school leadership team or a subpart thereof. Members should include the principal and staff members who understand the building's needs, vision, and priorities, as well as personnel and financial resources. Building/Program level partnership committees will establish a routine for processing proposals. The committee will use the partnership review form and scoring rubric to determine viability of partnership proposals and provide a timely response to potential partners. This process will be similar to the process for district partnerships, but will be tailored to the needs of the program or school.

The District Partnership Team will meet quarterly, or as needed, to determine viability of proposed partnerships, identify areas of need in which partnerships could be pursued, and ensure that appropriate stakeholders are involved.

### **3.4 Communication in a Partnership Setting**

Communication and marketing of partnerships shall be in accordance with the District's communication plan and at the discretion of the Director of Communications.

### **3.5 Information Sharing**

The School District's Data Privacy Policy will apply to all partnerships consistent with applicable state and federal law.

## **SECTION 4 - Specific steps of the application process.**

1. Complete the Partnership Application form.
2. Return form to either the building principal, program coordinator or district level partnership contact person.
3. The partnership application will be reviewed by the building partnership review committee. It will be evaluated in accord with the established criteria and forwarded to the District review committee for consideration. The District review committee will review all building level approved partnership applications. The District review committee will forward a recommendation to the superintendent and cabinet for review. Some partnerships may be approved at this level; others may need School Board approval prior to implementation.
4. Upon final approval of the superintendent or superintendent designee, or if appropriate, by the School Board, the building principal or program contact person will be notified of the decision whether or not to move forward with the partnership. A successful partnership proposal will require a Partnership Agreement form to be on file with both the building or program and the District review committee.

## **SECTION 5 - Appendix**

# White Bear Lake Area School District Partnership Application

\* Required

**WHAT IS YOUR NAME? \***

**WHAT IS YOUR BUSINESS/ORGANIZATION NAME? \***

**WHAT IS YOUR ADDRESS? \***

**WHAT IS YOUR TELEPHONE NUMBER? \***

**WHAT IS YOUR EMAIL ADDRESS? \***

**HAVE YOU READ THE WBLASD Partnership Process? \***

NOTE - ADD LINK TO Partnership Process

☐ YES

☐ NO

**PLEASE EXPLAIN YOUR PARTNERSHIP IDEA \***

**HOW WILL THIS PARTNERSHIP BENEFIT YOUR ORGANIZATION? \***

**HOW WILL THIS PARTNERSHIP BENEFIT STUDENTS OF THE WBLASD? \***

**WHY IS THIS PARTNERSHIP THE BEST WAY FOR ACHIEVING THE STUDENT BENEFITS DESCRIBED ABOVE? \***

**PLEASE IDENTIFY ANY SAFETY CONSIDERATIONS. \***

List all activities and materials that may pose a safety risk to individuals or property.

**PLEASE LIST THE RESOURCES PROVIDED BY THE PARTNER ORGANIZATION: \***

Equipment, staff, financial

**PLEASE DESCRIBE ANY FINANCIAL IMPLICATIONS FOR THE WBLASD \***

**PLEASE LIST THE NON-FINANCIAL RESOURCES NEEDED FROM THE WBLASD \***

Equipment, Staff, Facilities, Transportation, Etc.

**DO YOU HAVE ANY PENDING LEGAL CLAIMS OR ACTIONS AGAINST YOUR ORGANIZATION?. IF SO, PLEASE DESCRIBE. \***

**WHAT IS THE INTENDED LIFESPAN OR DURATION FOR THIS PARTNERSHIP? \***

**For organizations/companies seeking partnership with WBLASD, you must submit your Annual Financial Statement. Have you submitted your Annual Financial Statement?**

Please fax your Annual Financial Statement to the attention of xxxxxx at 651-407-7xxxx

- ☐ YES
- ☐ NO

**Submit**

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## Partnership Review Instructions

The building and District level partnership review process is a critical step in the evaluation of partnerships. Careful consideration should be given to all the factors involved in forming the partnership.

The partnership review form should be used with the scoring rubric to make sure each application is reviewed in a consistent manner. There are five main categories to be evaluated for each partnership. Each category has been given a weight to be applied to the initial 1-5 grade. The final score should be considered within the recommendations at the end of the review form.

If the building level committee feels positive about the partnership, it is sent on to the District committee who will make a determination about whether or not it will recommend to Superintendent and cabinet approval of the proposal. Superintendent and cabinet will determine whether or not the partnership is forwarded to the school board. If the building level or District committee feels that the partnership proposal didn't meet enough criteria to be recommended, they can notify the applicant.

Document #4

# Partnership Review Form

Committee Review Form

\* Required

**Applicant Name \*****Business/Organization name \***

Include Address, Phone, Email

**New Partnership Application**☐ Yes☐ No**Review of Existing Partnership**☐ Yes☐ No**Overall Concept/Idea \***

1 2 3 4 5

Non-compelling ☐ ☐ ☐ ☐ ☐ Exceptional**Benefits to White Bear Lake Area School District Students \***

1 2 3 4 5

Non-Beneficial ☐ ☐ ☐ ☐ ☐ Extremely Beneficial**District Resources Required \***

1 2 3 4 5

Extensive District Resources ☐ ☐ ☐ ☐ ☐ Minimal District Resources**Financial Implications \***

1 2 3 4 5

Cost Prohibitive ☐ ☐ ☐ ☐ ☐ Cost Savings

**Overall risk assessment \***

1 2 3 4 5

High risk ☐ ☐ ☐ ☐ ☐ Low risk

**What is the intended lifespan or duration of this partnership? \***

**Pleas identify all concerns and risks associated with entering into this partnership? \***

**Total the score of the review form. Apply the weight according to the rubric. \***

Recommended scoring levels: 15 - 24 pts. strongly recommend not to move forward with partnership.  
24 - 40 pts. recommend careful consideration before moving forward. 40 - 60 pts. recommend moving forward with the partnership. 60 - 75 strongly recommend moving forward with the partnership.

**What is the recommendation for this partnership request? \***

- ☒ Recommend approval
- ☐ Recommend denial
- ☐ More information needed.

Submit

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## Partnership Scoring Rubric

|                                             | 1                                                                                                                                        | 2                                                                                                                                                                                                              | 3                                                                                                                                                                                                                    | 4                                                                                                                                                                                                                                                                                | 5                                                                                                                                                                                                                                                                                   |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Partnership Idea/Concept- x3</b> | Idea does not align with district/ building/ program goals. Idea is currently being carried out in district. No benefit to the District. | Idea loosely aligned with district/building / program goals. Idea is not new/ already being carried out by the District. Benefits to the Community Partner are significantly greater than benefit to District. | Idea somewhat aligned with district/ building/ program goals. Idea/program is not new/ already being carried out by District. Benefits to Community Partner are slightly greater than benefits to District.          | Idea closely aligns with district/building /program goals. Idea is new and not currently being carried out by District. Mutually beneficial to District and Community Partner. There may be alternative ways to meet the desired outcomes that are both effective and efficient. | New and innovative program/idea. We do not have another means to do the program, and the partnership is the most effective/ efficient way to meet the desired outcomes. Close alignment with district/ building/ program goals. Idea mutually benefits district and partner agency. |
| <b>Benefits to Students - x5</b>            | No direct and substantial relationship or impact to students.                                                                            | Partnership minimally impacts students. Minimally related to classroom instruction/ content. Does not directly align with state standards. Does not provide hands on, authentic experiences for students.      | Partnership directly and substantially impacts students. Directly related to classroom instruction and content. Directly aligns with state standards. Does not provide hands on, authentic experiences for students. | Partnership directly and substantially impacts students. Directly related to classroom instruction and content. Directly aligns with state standards. Provides hands on, authentic experiences for students. Does not extend student learning in a meaningful way.               | Partnership directly and substantially impacts students. Enhances classroom instruction/ content, and substantially extends student learning. Aligns with state standards. Provides hands-on, authentic experiences for students.                                                   |
|                                             |                                                                                                                                          |                                                                                                                                                                                                                |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                     |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>District Resources Required - x1</b> | Daily staff involvement needed. Significant in kind support needed and all in-kind support provided by the district. Significant commitment of dedicated facilities/space. Significant commitment related to transportation that create disruptions with routing. Daily, significant staff preparation and planning.                                                                   | Weekly staff involvement needed. Some in kind support needed and most of in kind support given by the district. Significant commitment of facilities/space that can be accommodated by District. Moderate staff planning and preparation. Significant transportation commitments that can be accommodated.                                                                      | Monthly staff involvement needed. In kind support split evenly between the partners. Some staff planning and preparation. Moderate commitment of facilities/space that can be accommodated. Moderate transportation commitments that are easily accommodated.                                                                                                          | Quarterly staff involvement needed. Most of the in kind support given by the partner. Minimal use of facilities/space. Minimal staff planning and preparation. Minimal transportation commitments.                                                                                                                                                                                                       | Yearly check in required of staff time. No in kind support needed. Minimal use of District Facilities. No transportation commitment. No staff preparation or planning commitments.                                                                                                                                                                                          |
| <b>District Risk Assessment - x4</b>    | District risk is very high and negative impact is very likely to occur in that the partnership is likely to damage long term strategies and relationships. Compliance risk is very high and very likely to occur in that it will compromise the services already provided by the District, and will fail to meet professional standards and legal obligations which create significant | District risk is high as it is possible there may be long term damage to District strategies or relationships; Compliance risk is high as it is possible that either educational services will be compromised or legal standards may be compromised; Reputation risk is possible in that the District may receive poor publicity or be perceived poorly due to the partnership. | District risk is average, as the partnership is likely to neither damage nor enhance the District's long term strategies or relationships; Compliance risk is average as the partnership neither enhances or compromises the services provided by the District and will be in compliance with the law. Reputation risk is average in that the District will neither be | District risk is low as the partnership will not harm, and may enhance, long term strategies or relationships; Compliance risk is low as the partnership will not harm, and may enhance, services provided by the District, will meet all legal standards; Reputation risk is low as the partnership will not harm the District's reputation could possibly result in positive publicity and perception; | District risk is very low as the partnership will likely enhance long term strategies or relationships; Compliance risk is very low as the partnership will enhance the services provided by the District and will be in full compliance with all laws, policies and standards of practice; Reputation risk is very low as the partnership is likely to result in increased |

|                                               |                                                                                                                                                                                                                                                          |                                                                                                                                  |                                                                                                                                                                               |                                                                                                 |                                                                                                                                                                                          |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | liability;<br>Reputation risk is very high and very likely to occur in that it will result in damage to the school District reputation;<br>Safety risk is very high in that there it is very likely that individuals will be harmed or property damaged. | Safety risk is high in that it is possible that individuals may be injured or property damaged.                                  | harmed nor benefit reputationally from the partnership;<br>Safety risk is average in that that the likelihood that individuals will be harmed or property damaged is average. | Safety risk is low in that it is unlikely that individuals will be injured or property damaged. | positive publicity for the District, and enhance the District's reputation;<br>Safety risk is very low in that it is very unlikely that individuals will be injured or property damaged. |
| <b>Financial Implications to district- x2</b> | Prohibitive ongoing and one time costs. No identified funding source. Not possible without significant impact on other programs. Causes district to incur additional expenses.                                                                           | Significant ongoing and/or one time costs. No identified funding source. Not possible without moderate impact on other programs. | Moderate ongoing and/or one time costs. Potential impact on other programs.                                                                                                   | Minimal one time or ongoing costs. Identified funding source within existing budgets.           | No one time cost to District. No ongoing costs. Identified outside funding source, ie grant. Provides a cost savings to the district.                                                    |

### **School-Community Partnership Agreement**

Thank you for joining the WBLAS Partnership Program! School-Community partnerships are agreements between a business, agency or organization and a school or district program to work together to enhance education. Partnerships may be formed at any time, and generally remain in effect for at least the duration of a school year. Partners should formalize or renew their partnerships **annually** by completing **a new agreement form** updating directory information (Company name, address, phone, CEO, contact person) and outlining the proposed activities and areas of involvement for each new school year.

The information requested below is used to maintain an accurate partner database from year-to-year. This database is primarily used for recognition and communication. If there are changes to your directory information during the school year, please notify the District Partnership Committee Office.

#### **School / Program Information**

Name of School / Program \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_  
City State Zip  
School Partner Contact \_\_\_\_\_ Title \_\_\_\_\_  
Phone ( ) \_\_\_\_\_ E-mail \_\_\_\_\_

#### **Partner Information**

Partner Name \_\_\_\_\_  
(Official Name of Business / Agency / Organization as it should appear on a certificate)  
CEO / President \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
City State Zip  
Partner Contact \_\_\_\_\_ Title \_\_\_\_\_  
Partner Contact Phone ( ) \_\_\_\_\_ E-mail \_\_\_\_\_  
Proposed Projects / Activities effective for the \_\_\_\_\_ school year include:  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

By forming this partnership, the above partners agree to work together for the benefit of education and the community-at-large by supporting District or program goals, service learning opportunities and increasing support for public education throughout the community.

Signature of Partner \_\_\_\_\_ Date \_\_\_\_\_

Signature of School / Program Partner \_\_\_\_\_ Date \_\_\_\_\_

**Distribution:** Immediately upon completion, copies of this form should be distributed as follows:  
**White** - District Partnership Office **Yellow** - Community Partner **Pink** - School/Program

AGENDA ITEM: **Preliminary Review of 2011-12 Annual Report**

MEETING DATE: **October 22, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Marisa Vette, Director of Communications and  
Community Relations**  
**Dr. Michael Lovett, Superintendent**

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**Background:**

The Communications Office is in the process of producing the *2011-12 Annual Report to the Community*, a publication based upon the *2011-12 Annual Report on Curriculum, Instruction and Student Achievement* approved by the School Board in September as required by Minnesota Statutes.

The Annual Report to the Community provides a snapshot of the District, including information regarding:

- Student Achievement
- School Climate
- Student Awards
- Technology
- Finance
- District Profile
- School Board
- Partnerships

The District will mail the completed *2011-12 Annual Report to the Community* to all District residents later this fall.