INDEPENDENT SCHOOL DISTRICT #624

WORK-STUDY AGENDA

February 25, 2013

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: February 12, 2013

A work-study session of the White Bear Lake Area School Board will be held on **Monday, February 25, 2013** at 5:40 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. Presentation on 9-12 Physical Education Curriculum Framework 5:40 p.m.
2. School Board and Superintendent Goals and Strategic Plan Updates 6:10 p.m.
    a) *Goal 2: Ongoing Financial Stewardship and Budget Management*
    Preliminary Review of Budget Management Strategies for 2013-14
    b) Review Option for Offering Full Day Kindergarten At No Cost To Families Beginning In 2013-14
    c) Review Timelines for Capital Projects Levy
3. Review Proposed Equity and Integration Budget for 2013-14 7:20 p.m.
4. Update on Community Facilities Study 7:45 p.m.

C. ADJOURNMENT 8:00 p.m.

Agenda Item B-1
February 25, 2013
Work-Study Session

AGENDA ITEM: **9-12 Physical Education Framework**

MEETING DATE: **February 25, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Michelle Shelp, Physical Education Curriculum Leader**
Lisa Switzer, Curriculum & Program Development Coordinator
David Law, Assistant Superintendent

BACKGROUND:

A K-12 curriculum review process for Physical Education was started in November 2007. Due to the nature of the programs, K-8 Physical Education brought their framework to work study in November, 2009 and formal adoption occurred on December 14, 2009.

9-12 Physical Education teachers determined that it would be best for them to go through a longer process to determine the needed changes. They continued their curriculum review work in 2010 and did a book study. In spring 2011, they completed a site visit and received training from Paul Zientarski. In addition, they received training in Spark Curriculum and developed a partnership with the YMCA. By fall 2011, 9-12 Physical Education adopted heart rate monitors, Ipads and online physical education into their curriculum.

Tonight Michelle Shelp and Lisa Switzer present the Physical Education Framework for review.

A Framework for 9-12 Physical Education

White Bear Lake Area Schools
Teaching and Learning
2012

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RATIONALE

PARTICIPANTS

9-12 Curriculum Writing Committee

Michelle Shelp.....physical education, 6-12 Curriculum Leader, South Campus/Sunrise
David Meuwissen.....physical education, 9-10 Department Head, North Campus
Carla Nordenstrom.....physical education, North Campus

9-12 Review Committee

Michelle Shelp.....physical education, 6-12 Curriculum Leader, South Campus
David Meuwissen.....physical education, 9-10 Department Head, North Campus
Carla Nordenstrom.....physical education, North Campus
Craig Nasvik.....physical education, North/ South Campus
Jon Hurt.....physical education, North Campus/ Central Middle School
Mark Braeger.....physical education, South Campus/ Sunrise
Dan Kovacich.....physical education, Area Learning Center/ South Campus
Ryan Bartlett.....phyiscial education, South Campus
Lyle Helke.....Student Safety, Health and School Success, District Center
Ann Malwitz.....Professional Learning and Development Coordinator, District Center
Paul Zientarski.....Learning Readiness PE (LRPE) Coordinator, Naperville, IL Community School
Gretchen Harriman.....Former Curriculum Coordinator, Principal, Area Learning Center
Dion Harriman.....Physical Education Department Administrative Liasion, North Campus
Lisa Switzer.....Curriculum and Program Development Coordinator, District Center

Timeline for Curriculum Review Process

November 2007	Overview of MN Academic Standards Review of National PE Standards	K-12 Staff Administrative Liaisons Prof. Dev. Coordinator Curriculum Coordinator Mary Thiessen-Millner, MDE
January 2008	Curriculum Mapping Review of NASPE Standards	6-12 Staff Administrative Liaison Secondary Curriculum Leader
Fall 2008	Restructure to 6 period day	9-12 PE Staff Curriculum Leader Administration
Spring 2009	PE/Health Curriculum Writing Elective PE Curriculum Writing Site Visits of PE programs Junior Senior PE Requirement for 2012	9-12 PE Staff Curriculum Leader
June 2009	Curriculum Writing/Development of 9th grade PE program	9-12 PE Staff
Fall 2010	Elective Course Review New Leaf program introduction	9-12 PE Staff MN Dept. Health Contact White Bear Lake Administration Prof. Dev. Coordinator

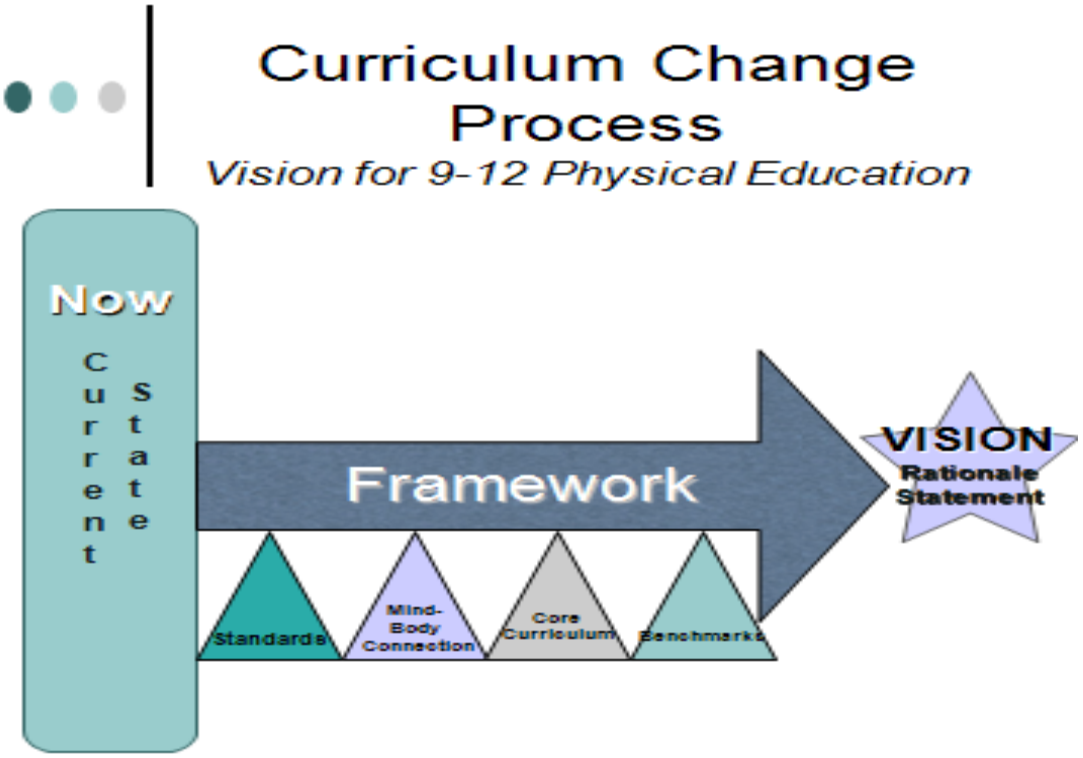
RATIONALE

December 2010	Book Study: Spark by John Rately	6-12 Staff
February 2011	Naperville Conference and Site Visit	6-12 Staff
March 2011	Paul Zientarski School Site Visit and Needs assessment Professional Development Training for Mission Statement Revision	6-12 PE Staff Pro. Dev. Coordinator Physical Education Staff
April 2011	Spark Curriculum Training 6-8 Curriculum Writing for 11-12 Physical Education Development of a partnership with YMCA PE test readiness for MCA prep	6-12 PE Staff 9-12 PE staff Administration
June 2011	Spark Curriculum Training 9-12, Christine Davis	6-12 PE staff
Summer 2011	Implementation of on-line Phys. Ed. class Incorporation of Heart Rate Monitors Incorporation of New Leaf Program Incorporation of Schoology	South Campus PE Staff ALC PE Staff South Campus PE Staff South Campus PE Staff Pro. Dev. Coordinator 6-12 PE staff
Fall 2011	Incorporate Ipad technology in phys. Ed. FitnessGram implementation K-12 Jr/Sr Required Phys. Ed. Implementation Elective Course Review Implementation of AIW training. PE Study as it relates to academics	Technology Coordinators Lyle Helke K-12 PE staff South Campus PE Staff 9-12 PE staff Mary McGrane 9-12 PE staff
January 2012	Pilot partnership with the YMCA 11-12	South Campus PE staff
March 2012 April 11,2012 April 24, 2012 May 2, 2012	Initial Framework meeting Writing for Framework	David Meuwissen Michelle Shelp Carla Nordenstrom





RATIONALE

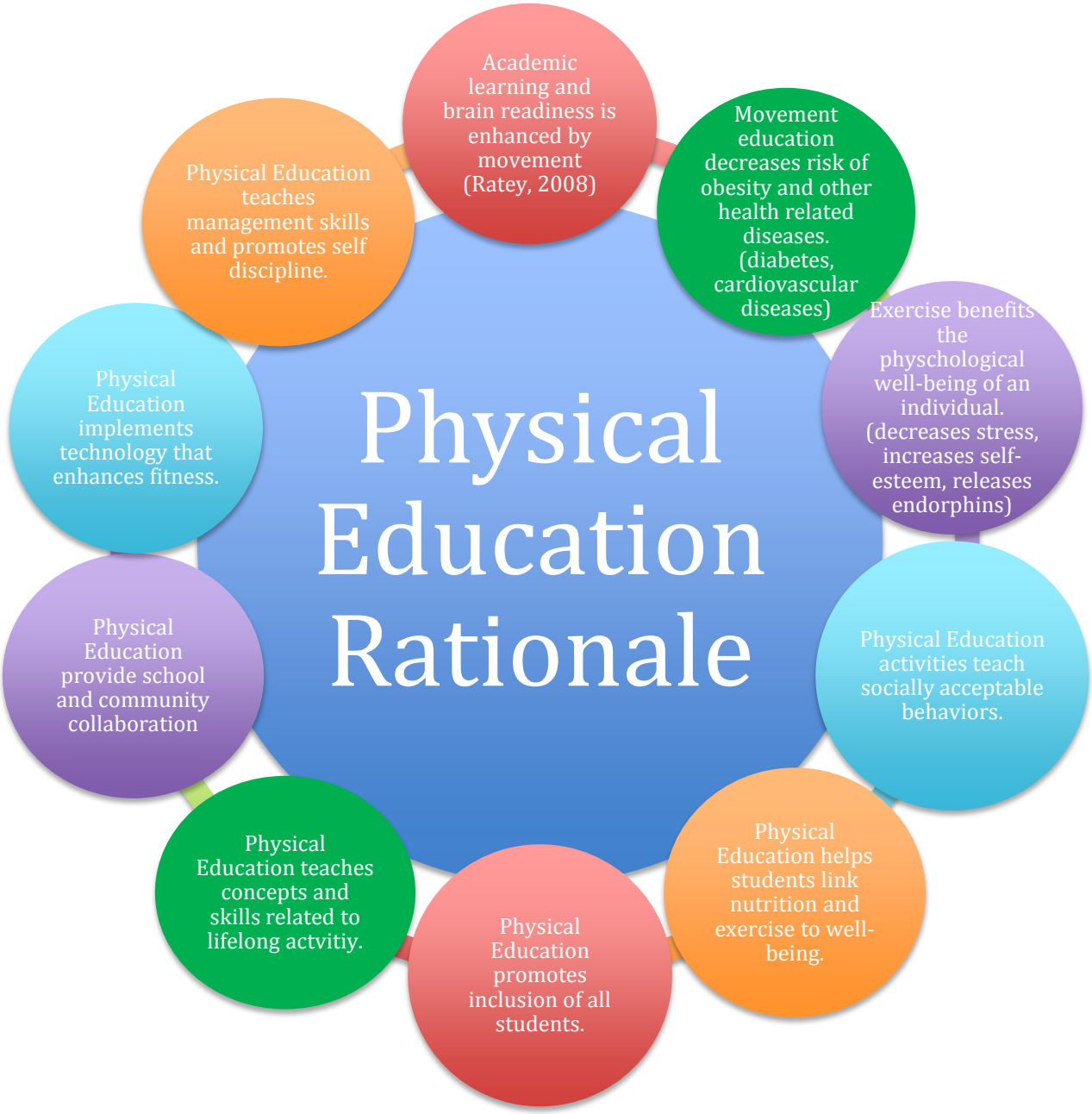


Mission Statement

To provide an educational process that focuses on increasing knowledge and influencing attitudes and behaviors relative to life long health and wellness.



RATIONALE


Physical Education Rationale
Academic learning and brain readiness is enhanced by movement (Ratey, 2008)
Movement education decreases risk of obesity and other health related diseases. (diabetes, cardiovascular diseases)
Exercise benefits the physchological well-being of an individual. (decreases stress, increases self-esteem, releases endorphins)
Physical Education activities teach socially acceptable behaviors.
Physical Education helps students link nutrition and exercise to well-being.
Physical Education promotes inclusion of all students.
Physical Education teaches concepts and skills related to lifelong actvitiy.
Physical Education provide school and community collaboration
Physical Education implements technology that enhances fitness.
Physical Education teaches management skills and promotes self discipline.

RATIONALE

2011 Needs Assessment

This needs assessment is based on the recommendations from Paul Zientarski a consulting professional for Physical Education Curriculum. This needs assessment was a key component for driving our framework for our department. Some of the areas of need have already been addressed and met.

1. Create a K-12 assessment fitness tool. The FitnessGram because it was developed by the Cooper Clinic. The leading fitness research organization in the country. One of the fitness test suggested by A.A.H.P.E.R.D.
2. Look at facilities at South H.S. Too much emphasis on athletics. Example: 3 places used by gymnastics program. The existing climbing wall cannot be used at a critical time of the year as a result.
3. Consider adding more cardio equipment at the South Campus in the 2nd weight room.
4. Consider adding selectorized equipment at South campus
5. Consider using the facilities at the Y for group exercise classes.
6. Create an outdoor education storage space at the South Campus.
7. Add more technology to all district PE facilities, like sound systems and video capabilities possibly Smart Boards.
8. Consider using heart rate monitors as an assessment tool. This will require staff development on their use.
9. Take the wall down between climbing room and "wallyball room" at the North H.S. campus making a better adventure ed. facility by increasing the climbing wall and adding a high ropes course. Consider the cadet program as an assist for financial help.
10. Turn the older weight room at North H.S. into a cardio room therefore increasing the space available in the new weight room and creating an additional teaming space.
11. Bus students to the Y to ensure students learn to swim as part of the PE program.
12. Possibly enhance the aquatic program at Y to include canoes and Kayaks.

13. Think about including gymnastics in PE program since the equipment is there.
14. Cover the wrestling mat with a tarp to help preserve the life of the mat and allow students to wear shoes while exercising.
15. In the hiring process put an emphasis on teaching as well as coaching.
16. Consider using Tanita Scales as a measure for body composition.
17. Come up with a plan to include teambuilding in all PE classes to fulfill the social component that cannot be met by on-line PE

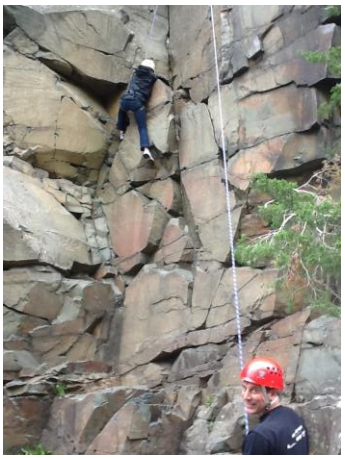
This chart is a brainstorming activity which answered the question:
"What do we want WBL students to know or be able to do as a result of their Physical Education experience?"
These statements were prioritized by 6-12 physical education teachers to reflect which statements were most critical and required immediate implementation for an excellent physical education experience for all students.
1) immediate focus 2) address in the near future 3) work toward

Statement	Value
Appreciation of an activity	1
Post Graduate Feedback with what activities they are doing!	3
Know science behind it!	1
Work socially, emotionally, physically –"program based on Mind, Body, Soul"	2
Schedule built around PE	3
Community access and collaboration, adult/family fitness centers, early childhood and senior access to centers, + technology to interface with outside world.	3
Want them to know how to have fun participating in a lifetime of fitness and activity and why it is essential.	1
We need a centrally located field house, additional gyms at all buildings, two pools, technology	3
Lifetime Active participant in Life	2
Progression of knowledge 6-12	1
HR monitors	2

RATIONALE

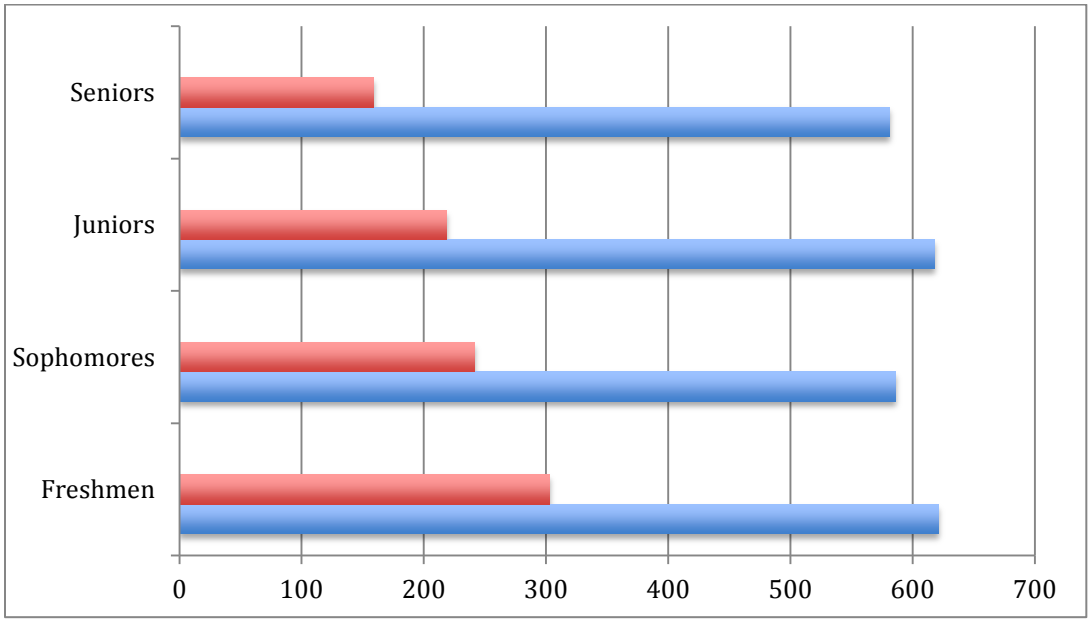


The United States Department of Health recommends 60 minutes of exercise a day. (letsmove.gov)	18% of high school students get 60 minutes of physical activity a day. (letsmove.gov)
30 years ago students walked to school, played pick up games outside, had recess, had daily physical education. (letsmove.gov)	Today, students spend time playing video games, getting rides to school, and physical education programs had been decreased or cut. (CDC)
One out of every 3 teenagers in America is overweight or obese.(Livestrong.com)	Students ages 8-18 spend 7.5 hours a day using entertainment media. Only a third get the recommended amount of activity needed. (CDC)
65% of our nation's adults are overweight or obese (Ratey)	3% of adults over the age of 24 stay in shape through playing team sports. (Ratey)
Physical Activity improves cognitive function. (Ratey)	2009 Students who do well on fitness tests do well on standardized English and Math tests. (Science Daily)
Physical activity reduces incidences of depression and anxiety.	It is estimated that 20 percent of teenagers will suffer from depression. (www.twloha.com)



RATIONALE

White Bear Athletic Data



- The blue line designates # of students in the class. Red line designates #of students who participate in athletics.
- Of the 21% of the junior class who continue to participate in fall sport 22% are girls 19% are boys.
- Of the 17 % of the senior class that continue to participate in fall sport only 15% are girls and 20% percent are boys

- Conclusions: the data shows only a small percentage of White Bear Lake students participate in a fall athletics program. In addition, there is a decrease in the percentage of students participating in athletics at White Bear Lake High School from freshman year to senior year.

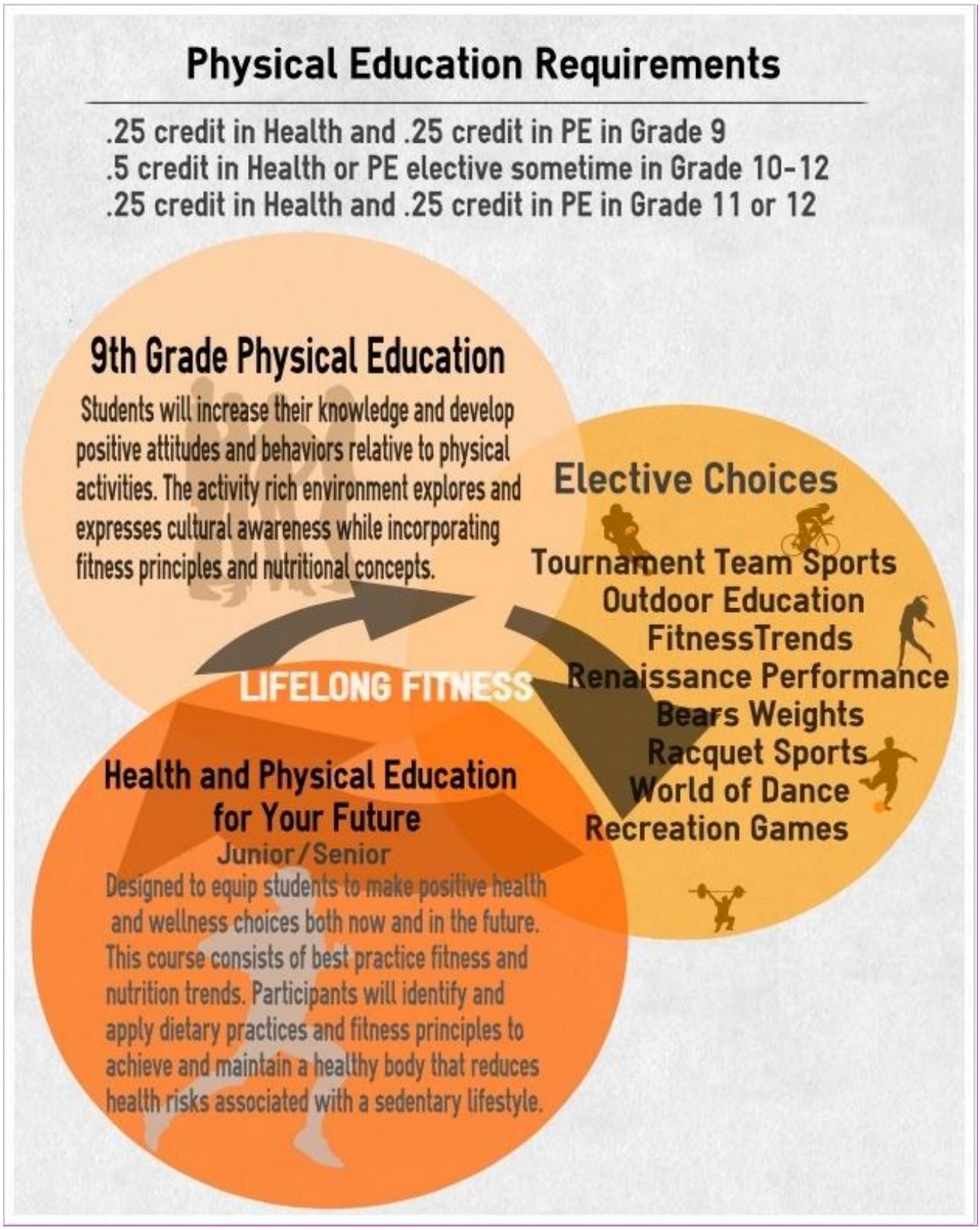
Why Teach Physical Education

Based on the above rationale, physical education plays a significant role in our students' lives as it relates to their fitness and wellness. Physical Education is a necessity in the White Bear Lake Schools K-12. A high quality physical education program is one that provides every student regardless of gender, ethnicity, or social-economics status the opportunity to develop skills and to create the tools necessary to lead an active lifestyle. According to data compiled by our activities department and physical education staff it was found that students in grades 9-12 show a decrease in physical activity with every year in high school, making general physical education at the high school level that much more important to increase activity levels.

Many national associations such as; The Center for Disease Control, National Association for Sport and Physical Education, American Heart Association, and the American Academy of Pediatrics recommend daily physical education for the entire student body. (Healthy People 2010)

RATIONALE

Core Curriculum of Lifetime Fitness and Wellness



RATIONALE

Instruction and Opportunity

Instruction:

AIW

The AIW framework sets standards for teaching academic subjects that maximize expectations of intellectual rigor for all students, increase student interest in academic work, support teachers' taking time to teach for in-depth understanding rather than superficial coverage of material, provide a common conception of student intellectual work that promotes professional community among teachers of different grade levels and subjects, and most important, equip students to address the complex intellectual challenges of work, civic participation, and managing personal affairs in the contemporary world.

School Specialty
Physical Education & Wellness
SPARK™

SPARK Curriculum

Spark PE was designed to be more inclusive, active, and fun than traditional PE classes. SPARK was proven to work with both physical education specialists and classroom teachers. Today, after lessons learned from more than 20 years of ongoing research and field testing nationwide, SPARK PE is one of the best physical education programs in the world – a true solution to our growing problem of overweight and obese children.



Heart Rate Monitors

Garmin FR60/70 heart rate monitors track all of your workout data, including time, heart rate, and calories burned FR60/70 connects wirelessly to a heart rate monitor, providing instant feedback about how hard you're working. FR60/70 continuously tracks heart beats per minute and displays your heart rate zone, to monitor and improve your fitness level.

schoology
learn. together.

With Schoology, educators can do things as simple as posting assignments, quizzes and links to additional resources or as sophisticated as conducting online courses, providing one-on-one remediation, or hosting discussions. Schoology connects students and parents to educators and learning resources anytime, anywhere in a safe, secure online environment.

Assessing Tools

Exercise Assessments:

FitnessGram:

FitnessGram is a fitness assessment and reporting program for youth, first developed in 1982 by The Cooper Institute in response to the need for a comprehensive set of assessment procedures in physical education programs. The assessment includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition. Scores from these assessments are compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate. SEE APPENDIX A

Presidential Physical Fitness:

In 1956 President Eisenhower identified the importance of physical activity for a person's health. In 1966 President Johnson began the Presidential Physical Fitness Program. This program became the President's Challenge in 1986. Since then American youth between the ages of 6 and 17 have been participating in a program that rewards all kids for being active, fit and healthy, including those with special needs.

One of the primary goals of the President's Challenge is to encourage and promote healthy and active lifestyles among young people.

Biometric Health Indicator Screenings:

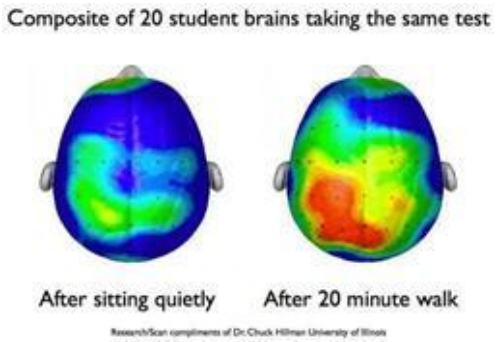
Biometric Screening provides an immediate assessment of a participant's basic health and wellness indicators, including: blood pressure and body mass index.

Resting Metabolic Rate and Metabolic Testing:

New Leaf offers two assessments. The first measures your resting metabolic rate (RMR). The second assessment measures your metabolic rate during exercise. This is where you'll learn how many calories your body burns while exercising; whether those calories come mainly from fat, carbs, or a combination of both; and at what intensity level you burn calories most efficiently.

With this assessment, you get a training program that is based specifically on the

data that is YOU. Your resting metabolic rate. Your required calories. Your calories burned. Your fuel composition. Your base heart rate. Your threshold heart rate. Your fat-burning efficiency.



MCA Readiness Work Outs - Sprint 8

Morning work outs for MCA Testing

The morning of MCA testing, students in PE have the opportunity to participate in a morning work out session consisting of high intensity cardiovascular fitness in conjunction with strength training. After the work out students are given a healthy breakfast and water to help prepare for testing.

Academic Assessments:

Personal Physical Education Workbook
Curriculum Finals
Nutrition Projects
Construction of Personal Fitness Plans
Personal Reflections

Opportunities:

YMCA Partnership:

PROGRAM DESCRIPTION

Students will have one quarter of Physical Education with two days per week at the YMCA. The YMCA offering is intended to give all students an opportunity to experience a fitness setting that is available in our community. The curriculum is designed to teach students proper etiquette in a health club setting, along with providing the opportunity to explore many life long fitness modalities.

New Leaf Partnership:
WBL PE has partnered with a division of Medical Graphics, New Leaf Active Metabolic Training, located in Vadnais Heights. The New Leaf's Active Metabolic Training System is the one true way to objectively assess your clients resting and exercise metabolic needs. With personalized, true-to-life information in hand, you can design personalized training plans based on your client's actual metabolism. No more formulas or ballpark figures—just accurate, personalized measurements that you can use to create fitness plans that help clients reach their goals safely and efficiently. SEE APPENDIX B and C

Recreational Activities in the Community (Field Trip Opportunities)
Bowling, golf, disc golf, fly and ice fishing, cycling, GeoCaching, etc.

Key Resources

- Ratey, J. (2008). Spark. New York: Little, Brown and Company
- SPARK Curriculum- sparkpe.org
- PE Central- website
- SPARK Training
- SPARK Family.org
- Naperville Conference, Feb 2011
- NASPE Standards - website
- APHERD.org
- CDC.gov
- Letsmove.gov
- MAPHERD.org
- White Bear Lake Technology Department – Mark and Pete Jr.
- Paul Zientarski – Learning Readiness Physical Education Coordinator
- Shane Hoefer – Director of YMCA White Bear Lake
- Mary Mcgrane – Data Coordinator
- Lyle Helke
- AIW Training – Dana Carmichael
- Perpich Center Training for Dance Education – Diana Aldis
- PE for Life.org
- White Bear Athletic Department/ activities department
- http://fitness.mercola.com/sites/fitness/archive/2012/01/20/physically-active-children-perform-better-academically.aspx
- New Leaf – Phil Gropel

AGENDA ITEM: **Action on School Board/Superintendent Goals and Strategic Plan Priorities for 2012-13**

MEETING DATE: **February 25, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON: **Dr. Michael Lovett, Superintendent**

Background:

Each year the School Board reviews goals for the year both from the District's Strategic Plan and other operational goals identified by the administration and School Board. Beginning with 2011-12 the largest number of goals were drawn directly from the District's Strategic Plan, with the addition of goals on finance, communications and marketing, and a small number of operational goals.

For 2012-13, the strategic priorities were drawn from recommendations of the 30 member Strategic Planning Team and provided to the School Board this past spring. The School Board reviewed both the Strategic Plan priorities and other potential School Board/Superintendent goals at their retreat on July 9, 2012, and the list of goals included with this agenda are those emerging from that School Board retreat. The goals were on the August School Board meeting and work-study session and were approved at the September 10 School Board Meeting. They have been updated in November and are being updated in January. Progress on these goals has been again updated for the February School Board meeting.

Status updates are shown in bold and underlined.

Goal 1: Strategic Planning Priorities for 2012-13

Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.

I.4. The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program.

The Board approved application for Middle Level IB in March, 2012.

Other Information on Strategy I
During the 2011-12 school year, the District gave priority to two sections under Strategy I as follows:

I.1 All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Schools; and

The principals will be presenting school data at the January 28 School Board work-study session.

For the last several years, the administration has considered offering full day kindergarten at no cost to families, an important strategy to meet proficiency by grade four. At the work-study session of February 25 a proposal will be presented to the School Board by the administration.

I.2 All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.

Both of these objectives were addressed initially in 2011-12, and now have been embedded into the work plans of the administration and staff. The District will be reporting on both of these during the course of the year. Thus, while the objectives have not been fully achieved, the strategies are in place to achieve them and metrics developed to regularly report to the School Board.

Status: Updates on Objective 1.1 were provided at the September School Board meeting; Objective 1.2 at the November School Board meeting; and Objective 1.4 at the September work-study and October School Board meeting.

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

II.6 Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.
(This objective is consistent with 1.4 and will be combined.)

Other Information on Strategy II
During the 2011-12 school year, two objectives were addressed as priorities,

II.1 All students will expand their global perspective through the study of world language and culture at the elementary schools; and

II.2 Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.

During 2012-13, these objectives will continue to be developed and reported to the School Board. Phase 2 of the elementary world language program will be developed and reported to the School Board.

Status: An update on Objective II.6 was provided at the September work-study session and October School Board meeting; updates on Objective II.1 were provided at the August work-study session, with preliminary recommendations presented in November.

School Board approval of phase 2 of the elementary world language program was received in December, 2012.

Strategy III: We will ensure our facilities support our district's mission and objectives.

III. 1. The District will ensure that inside and outside large group spaces are comparable to conference schools.

A process is currently under development with a report scheduled to be delivered to the School Board later this school year.

The District, in partnership with its municipalities and various athletics associations has begun a review process for this space issues across the District.

III. 2. At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.

Matoska International IB World School plans have been submitted to MDE for review and comment. The project timeline is to award bids this winter and start the addition in early spring. The remaining two elementary schools, Willow Lane and Lakeaires, are in the design stage with the timeline to award bids this spring.

Administration has submitted information for the Lakeaires and Willow Lane projects to the MDE for review and comment and is awaiting their response. Bids will be opened for the Matoska project later this month with award recommendations going to the February School Board meeting.

III. 4. The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.

A small committee has begun looking at options to help address this issue.

III. 6. Each district facility will have an HVAC system that provides optimum air quality throughout the district.

By the end of the 2013 construction season all elementary buildings with the exception of Otter Lake will have HVAC system upgrades that include air conditioning. Otter Lake Elementary has an estimated cost of $1.3 million to upgrade to air conditioning; this cost is not currently budgeted.

Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.

III. 8. The District will ensure that all schools provide secure entrances.

All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. Three elementary schools, Matoska, Willow Lane and Lakeaires, will have this addressed during their construction projects during the summer of 2013.

Administration has submitted information for the Lakeaires and Willow Lane projects to the MDE for review and comment and is awaiting their response. Bids will be opened for the Matoska project later this month with award recommendations going to the February School Board meeting.

III.10. The District will ensure that elementary class sizes are balanced across the district.

A small committee has begun looking at options to help address this issue.

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

Status: On III. 2 – Action in accord with State Department requirements were taken at the November meeting.

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

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

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

Schoology *use is progressing right on track with the Strategic Plan. Approximately 50% of our staff members are currently using* Schoology. *Many teachers attended elective* Schoology *courses this summer and during workshop week that provided the necessary tools to improve digital presence on* Schoology *as well as the pedagogical best practices to improve student engagement and achievement and to promote greater collaboration among colleagues.*

Schoology *will remain a focus this year as we work toward getting every teacher in the district online through 1-1 Instructional Technology Coach sessions, professional development, and a special* Schoology *course for teachers that will model online/hybrid learning while teaching staff how to create a robust* Schoology *presence.*

As Schoology *use grows, we are seeing more online collaboration among colleagues. The newly developed Public Resources coupled with new features that increase teacher efficiency and student interactivity will continue to make* Schoology *even more valuable as we fulfill our mission of being a leader in innovative education.*

IV.14. A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.

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

Status: A technology report will be made at the November work-study session. As part of this objective, we will report to the School Board on the Technology Audit at the January, 2013 work-study session.

Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.

V. 1. The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.

V. 2. A comprehensive needs assessment will be developed and administered at every WBL school in order to provide direction to future partnerships.

V. 3. The District will create a process which aligns a partner with a compelling need or promising vision.

V. 5. The District will communicate information related to partnerships using a variety of resources.

Status: A presentation of preliminary district protocols and policies was presented at the October work-study session.

Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.

VI. 3. During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.

VI. 5. The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.

<u>Other Information on Strategy VI</u>
During the 2011-12 school year, four objectives were addressed as priorities,

VI. 1. *The District will adopt a comprehensive bullying prevention, intervention and support program for students and staff that promotes a safe, civil and inclusive climate and is implemented in each building, program and service.*

Status: A presentation was made during the Board work study session on

September 23, 2012 on the recommendation from the committee on the proposed Bullying Prevention curriculums. The School Board acted on curriculum adoption during the October 8, 2012 School Board meeting . The curriculum has been purchased and is being implemented during the 2012-13 school year.

VI. 2. *The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.*

VI. 5. *We will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members and parents.*

VI.6. *We will review and assess the current plan related to cultural competency.*

During 2012-13, these objectives will continue to be developed and reported to the School Board.

Status: For Objective VI. 1, In October the administration presented and the School Board approved the new curriculum.

Goal 2: Ongoing Financial Stewardship and Budget Management

Considering the budgetary challenges resulting from recent legislative sessions, and a long period of little increase in state funding, continue to identify greater efficiencies in operations that will help maintain financial stability and continue improvements in program quality and student success.

Rationale: Over the past decade, the District has established an excellent record of financial management, as evidenced by twelve consecutive years of recognition for excellence in financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and then confirmed in 2011 and 2012.

Further, in December 2011 through April 2012 the District has restructured debt to allow for more level tax levies over the next several years. Also, the passage of the November 2011 renewal levy by a margin of 73% to 27% gives the School District a measure of financial stability.

Evaluation: Ongoing financial stewardship on investments and budget management will be reviewed annually as part of the financial audit. The audit report is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December.

Status: The School Board certified the 2012 Payable 2013 property tax levy at its December 10, 2012 meeting. The School Board will begin discussion on the 2013-2014 budget at its work-study session on January 28, 2013.

At the work-study session of February 25, 2013, the preliminary review of the budget for 2013-14 will be presented to the School Board. Further, the administration will review the timeline of the Capital Projects Levy.

Goal 3: Continue Implementation of the Communications and Marketing Plan for the District

Implement Phase III of the Communications and Marketing plan presented to the School Board in July, 2010. During the 2012-13 academic year, we will continue ongoing initiatives in the areas of: actively recruiting school shoppers, getting them young and keeping them connected, accentuating the positives, and influencing the influencers. We will focus more attention than we have previously on using data to help inform decision-making.

Rationale: The implementation of successful outreach initiatives is especially important in the current environment, as area school districts compete for students. A net gain in open enrollment numbers would provide the District with financial benefits.

It is important for the District to understand perspectives of White Bear Lake Area community members in order to remain a trusted steward of resources. Responsible stewardship is an important component in continued community support.

A long-range vision and plan about District communications ensures resources are appropriately utilized. Additionally, it is beneficial to have such a plan to allow for prioritization of communications and marketing projects and activities.

The 2011-12 school year included major communications pertaining to the levy referendum renewal, which passed in November of 2011, and the launch of a new web page at the beginning of June, 2012.

Evaluation: The Communications Office will continue to monitor Communications and Marketing initiatives to ensure they are effective, using data such as the following to monitor progress and drive decisions:

- Enrollment
  - K-12 enrollment increases
  - Student retention from grade to grade
  - Increase in preschool enrollment
  - Increase in preschool retention into Kindergarten
- Market share
  - Increase in percent of market share
  - Decrease in open enrollment out numbers
  - Shift in ratio of open enrollment out to open enrollment in reflecting less loss or a net gain
- Community support and pride
  - Monitor tone and type of articles in White Bear Press
  - Conduct periodic surveys measuring aspects of community support, pride and recognition of “Did you know” tidbits

- Passage of future referendums

Goal 4: Development of a School District Vision

Development of a shared School District Vision will chart a course that will drive the district forward, defining the "who" we wish to become and the impacts we wish to have on our students, our community and the world.

Rationale: During the spring of 2011 the School Board formally accepted and approved a new District Mission and accepted the Strategic Plan recommendations for the 2011-12 school year.

Over the course of the last year, the Board members and administration considered the importance of having a longer range vision which describes in more detail how we will shape our future.

Goal 5: Operational Improvements

a. Recognition Program

Building on the work that has been done over the past two years, during the 2012-13 school year, establish a comprehensive recognition program and plan pertaining to students, staff, and community.

Last fall, we enhanced our new teacher induction luncheon to make it a more formal affair and a warm welcome to WBLAS. We plan to make similar changes for this spring's staff retirement dinner. We are preparing an inventory of existing recognition efforts at the site and district level, and will develop a plan to provide a more comprehensive, consistent and district-wide approach to recognition for staff, students and community members that builds on meaningful programs already underway and enables sites to learn from each other. This plan will be phased in, beginning in the 2013-14 school year.

During January and February, administration began a formal recognition committee with representatives from several stakeholder groups. A Board member is included on this committee. We anticipate that the recognition program will be presented to the Board this spring.

b. Complete Work of the Gifted and Talented Program Review, with staged implementation beginning for the 2013-14 school year.

Status: An update was made to the School Board at the August work-study session, and preliminary recommendations to the School Board at the November work-study session.

The School Board approved the new gifted and Talented Program recommendations at the January 14, 2013 School Board meeting.

c. Develop Plans for a String Orchestra Program with the first phase programming beginning in the 2013-14 School Year.

Status: An overview was presented at the September work-study session; an update on progress at the October work-study session, and preliminary recommendations at the School Board work-study session in November.

The School Board reviewed further recommendations on Orchestra at a work-study session on January 7, 2013, and at the School Board meeting of January 14, 2013, the administration and members of the Review Committee presented plans to defer recommendations until no later than November, 2013, and outlined additional steps following up from the work-study session.

Agenda Item B-2a
February 25, 2013
School Board Work-Study Session

AGENDA ITEM: **Budget Planning Discussion --- 2013-2014**

MEETING DATE: **February 25, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON: **Pete Willcoxon Sr.**
Executive Director of Business Services

Background:

After the presentation of the five year financial forecast earlier this school year, administration has been working toward developing specifics as they relate to the 2013-2014 school year.

Included is the current draft of the Financial Planning for 2013-2014 document. The document discusses possible revenue and expenditure changes for both the General Fund and the Community Services Fund.

Administration wishes to have dialogue with the School Board on these items, which will ultimately become further development of the district's overall budget for 2013-2014.

Recommendation:

Discussion.

Financial Planning for 2013-2014

2013-2014 Categories for analysis	2013-2014 Potential Changes in Revenue	2013-2014 Potential Increases in Expenditures	Parameters guiding changes for 2013-2014	Encumbered for Strategic Plan & Operational Priorities	2013-2014 Projected Budget Reductions
1. General Fund	1. $52/Pupil increase in state funding AMCPU … About **$500,000**. (Included in Forecast) 2. Rental Income from Bellaire begins … **$280,000. (**Included in Forecast)	1. Cultural Language Liaisons **$130,000** (encumbered if Integration funding is eliminated) 2. Expansion of world language to grades 1-3 (**$130,000 offset by 2.A**). 3. Gifted & Talented Coordinator **$65,000**. 4. Implementation of technology audit recommendations **$130,000**.	1. Work to increase efficiency in staffing while maintaining class size. 2. Continue to improve efficiency and support and training for all positions. 3. Increase use of technology for work efficiency and effectiveness. 4. Continue implementation of reductions in energy use as result of participation in SEE program.	**$80,000** from strategic planning encumbrance carried over to 2013-2014. Strategic planning and other operational needs **$182,500**.	1. Reduce allocation for bus purchases **($500,000).** 2. Reduce K-12 certified staffing: **($357,500)**. A. K-5 Specialists 2.0 B. K-12 regular ed 1.5 C. Special Services 2.0 3. Support Staff: **($75,000)** A. Para professionals 3.0 B. Clerical C. Custodial 4. Reduce 3 Tuition slots **($75,000)**
SUBTOTAL	**$780,000 Increase in revenue**	**$195,000 to $325,000 Increase in expenditures**		**$262,500 encumbered**	**($1,007,500) decrease in expenditures**

2013-2014 Categories for analysis	2013-2014 Potential Changes in Revenue	2013-2014 Potential Increases in Expenditures	Parameters guiding changes for 2013-2014	Encumbered for Strategic Plan & Operational Priorities	2013-2014 Projected Budget Reductions
2. EMID	No appropriation for 2013-2014 is currently included in statute.	Contingency is included in general fund assumptions.			.
3. OPEB		Annual withdrawals will continue. No catch up withdrawals planned for 2013-2014.			
4. Federal	Title I Title II				
6. University of Minnesota Funds	University of Minnesota TERI program ($20,000) for new teacher development and ongoing teacher support.		In FY 2014, we will continue the development of mentor teachers for new and experienced staff, reflecting revenue from the University of Minnesota of $20,000.		

2013-2014 Categories for analysis	2013-2014 Potential Changes in Revenue	2013-2014 Potential Increases in Expenditures	Parameters guiding changes for 2013-2014	Encumbered for Strategic Plan & Operational Priorities	2013-2014 Projected Budget Reductions
7. ADSIS 8. Community Services	Alternative delivery of Specialized Instructional Services. The application has been submitted to MDE for 2013-2014 school year.	Expenditure adjustments will be made based on results of MDE evaluation of the application.	The program has been used to support what is generally known as RtI (Response to Intervention).		Targeted reductions **$100,000**



Agenda Item B-2b
February 25, 2013
School Board Work-Study Session

AGENDA ITEM: **All Day Kindergarten Discussion**

MEETING DATE: **February 25, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON: **Pete Willcoxon Sr.**
Executive Director of Business Services

Background:

For more than a decade the District has been looking at ways that it could provide free all-day kindergarten to its students.

While the educational benefits have shown to be significant, past analyses have shown that the added cost to the general fund could be between $750,000 and $850,000.

The Governor and Legislature have indicated a strong desire to look at possible ways that a free all-day kindergarten program could be made more affordable for school district's to implement.

Attached is a cost analysis that has been prepared by administration.

Recommendation:

Discussion.

Analysis of Cost and Facility Implications for Free All Day Kindergarten

Revenue Impact:			
(.15 weighting X 634)			$501,748
Special Services Reimb.			$0
Total Revenue Gain			$501,748
Cost Savings:	**FTE/Hours**	**Salary/Benefits**	
Transportation:			
Salary	1,514	$19.99	$30,259
Benefits	4.00	$15,000	$60,000
Contractor Savings	173	$320	$55,360
Elimination of Cost Transfer	$180,000		$180,000
Total Cost Savings	$181,691		$325,619
Additional Cost Factors:	**FTE/Hours**	**Salary/Benefits**	
Regular Ed Staff			
Additional K+ .5	8.50	$65,000	$552,500
Current K + 7	6.00	$65,000	$390,000
Specialist Staff (1/6)	1.50	$65,000	$97,500
Regular Ed Costs			$1,040,000
Special Services Staff	**FTE/Hours**	**Salary/Benefits**	
Certified Staff			$0
PARA Staff			$0
Special Services Costs			$0
Net			**($212,634)**

Additional classrooms needed **7**

(Transportation savings assume no half day kindergarten.)

Agenda Item B-2c
February 25, 2013
School Board Work-Study Session

AGENDA ITEM: **Capital Projects Levy Discussion**

MEETING DATE: **February 25, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON: **Pete Willcoxon Sr.**
Executive Director of Business Services

Background:

The District's capital projects levy, approved in 2003, expired with our last property tax cycle.

The revenue generated by this voter approved levy has been in place for ten years and has contributed significantly to the ability of the District to meet its ongoing and increasing needs in the areas of technology, large musical instruments and media.

The District will need to determine if it wants to ask the voters, this November, to continue the levy and to what degree.

Attached is an analysis that shows what the current levy generated in revenue for the 2013-2014 school year and what an increase could generate and what the possible property tax impact could be.

Recommendation:

Discussion.

White Bear Lake School District No. 624

Analysis of Tax Impact for Capital Projects Levy Renewal and Increase
February 19, 2013

Estimated Annual Payment (50% Increase)	$1,178,073
Estimated Net Tax Capacity Payable 2014	$55,296,980
Estimated Tax Capacity Rate Payable in 2014	2.13%

Old Rate
1.182%

Type of Property	Taxable Market Value		Included Value	NTC	RMV
	$100,000	$15	71,760	718	100,000
	125,000	21	99,010	990	125,000
Residential	150,000	27	126,260	1,263	150,000
Homestead	175,000	33	153,510	1,535	175,000
	200,000	39	180,760	1,808	200,000
	250,000	50	235,260	2,353	250,000
	300,000	62	289,760	2,898	300,000
	400,000	85	398,760	3,988	400,000
	500,000	107	500,000	5,000	500,000
	600,000	133	600,000	6,250	600,000
	700,000	160	700,000	7,500	700,000
	$100,000	$20		1,500	100,000
Commercial/	200,000	43		3,250	200,000
Industrial	400,000	97		7,250	400,000
	600,000	150		11,250	600,000
	800,000	204		15,250	800,000
	1,000,000	258		19,250	1,000,000
	$250,000	$67		3,125	250,000
Apartments	500,000	133		6,250	500,000
	1,000,000	266		12,500	1,000,000
	2,000,000	533		25,000	2,000,000

Fiscal Disparities Ratio: 37.2088%

Renewal Impact

$100,000	$10
$125,000	$14
$150,000	$18
$175,000	$22
$200,000	$26
$250,000	$33
$300,000	$41
$400,000	$57
$500,000	$71
$600,000	$89
$700,000	$107

* The figures in the table are based on school district taxes for lease levies only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the state Property Tax Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the proposed bond issue for many property owners.

For commercial-industrial property, the estimates above are for property in the City of White Bear Lake. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different, due to the varying impact of the Twin Cities Fiscal Disparities program.

NTC Tax Rate	0.021304

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Agenda Item B-3
February 25, 2013
Work-Study Session

AGENDA ITEM: **2013-2014 Integration Funds**

MEETING DATE: **February 25, 2013**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON: **David Law, Assistant Superintendent**
Dr. Michael Lovett, Superintendent

Background:

White Bear Lake has been a part of the East Metro Integration District 6067 (EMID) since 2002. Districts within this partnership receive additional funding to support integration initiatives. Each year the District must submit their Equity and Integration Revenue Plan, based on projected integration revenue to the Minnesota Department of Education. MDE provides participating Districts with guidance for the development of their integration revenue plans. Equity and Integration goal areas must be in alignment with the EMID Equity and Integration Revenue Plan. Even though the Integration funding continues to be under scrutiny at the state level, our district is required to submit a proposal this spring.

White Bear Lake Area Schools will receive approximately $560,000 for the 2013-2014 school year. The White Bear Lake Equity and Integration Plan includes the following areas:

- Student Programming
- Staff Development
- Administrative Costs

The attached document includes a visual presentation of these allocations and a written explanation. White Bear Lake values the opportunity to be in contact with other districts and provide enhanced programming for our students and support for our staff.

White Bear Lake
School Board Work Study
February 25, 2013

Integration Budget Update
David Law

Background

As a voluntary member of East Metro Integration District, White Bear Lake Area Schools receives additional funding to support inter-district partnerships and staff development activities intended to reduce the racial disparity between our schools and the schools in St. Paul. This funding has been available for more than a decade.

As a member of EMID, a portion of our allocation has gone directly to EMID to support the two schools, Harambe and Crosswinds, and other EMID administrative and member district support. A small number of White Bear Lake students have typically attended these two schools each year. Our district has benefitted from other EMID services like cultural education, staff development, and inter-district enrichment programming for our students.

The remaining funds, an amount that has been between $550,000 and $750,000 is allocated directly to White Bear Lake. These funds are intended to provide student programming, staff development, and the administration of these activities. During the past decade, White Bear Lake has used the majority of these funds to provide cultural liaisons for our students. These liaisons have worked to help students and families connect in our system and have also coordinated activities to connect White Bear Lake students to cultural activities within and outside our district. These funds have also provided building level programming for students, after school, weekend, and summer enrichment opportunities. White Bear Lake has also used these funds to implement a comprehensive professional development initiative to increase the cultural awareness of every staff member in the district.

Change and Uncertainty

During the 2011 legislative session, integration funding was reviewed extensively. One of the key concerns was that this funding has done little to reduce the achievement gap. Another area for scrutiny was the limited interaction between students across district boundary lines. The result of this review was a potential shift in financial support for integration. While the money set aside for integration has not been reallocated, there is no financial support for integration programming for the 2013-2014 school year.

In a very unusual process, school districts are still expected to submit an integration budget by March 15th of 2013 for the next school year. There has been a recent trend to reject integration plans to do include inter-district student contact and direct student programming as the majority of the plan.

While White Bear Lake has never been denied integration funding, our cultural liaisons have come under scrutiny because they do not provide enough programming for students across district lines. This will be an area of focus for the next plan, according to information provided by the Minnesota Department of Education.

Two other factors play a role in our next integration plan and budget. Willow Lane Elementary school has recently been identified as racially isolated, a classification that means there are at least twenty percent more students of color than the district average. Also, Roseville ISD 623 has been identified as racially isolated from White Bear Lake using the same twenty percent difference in the percentage of students of color at the district level. Both of these identifications allow White Bear Lake some flexibility in programming.

The Two-Fold Plan

Due to the uncertainty of integration funding for the next school year, White Bear Lake needs to submit a plan that minimizes the impact on the general fund if integration funding is not allocated. The guidelines that districts are encouraged to use are as follows: sixty percent of the budget or more should be allocated to student programming, thirty percent or less can be used for staff development, and ten percent or less can be spent on administrative costs. The following integration plan allows enough flexibility to meet these requirements.

Programming with Integration Funding

Student Programming

Cultural and Language Liaisons:
White Bear Lake will continue to provide liaisons. These staff members will act as a resource for students and families that do not speak English, but will also focus on our strategic goal of providing every student with cultural awareness programming. Depending on the funding, these liaisons might also provide inter-district programming with Roseville Area Schools.

Partnerships:
Similar to years past, White Bear Lake students will have the opportunity to connect with students from other districts for enrichment activities. The partner district will likely switch from St. Paul to Roseville for 2013-2014.

AVID:
White Bear Lake will continue to provide Advancement Via Individual Determination classes and tutoring support for students. There will be an increasing focus on connecting these students with other AVID students around the East Metro. This initiative is also funded partially by EMID.

Staff Development

Coaches:
White Bear Lake will continue to provide equity coaches. The current model allows for one stipend funded coach at every building. The proposed model will use this model but also add a teacher licensed coach to work directly with staff to support the learning of all students in the classroom.

AVID:
White Bear Lake will continue to provide AVID coordination and staff development. Some of this staff development is provided directly from the AVID organization for our teachers. The bulk of this staff development is provided by our teachers for other staff in our buildings.

Administrative Costs

Supplies and Travel Expenses:
A small portion of our budget is allocated for supplies related to the student programming and staff development. Travel costs are also included in the budget for staff attending staff development or moving between districts.

Clerical Support:
Approximately five percent of the assistant superintendent's administrative assistant is dedicated to coordinating integration projects.

Programming without Integration Funding

Student Programming

Cultural and Language Liaisons:
Theses staff members will be funded from the general fund. The focus will continue to be on helping our families connect within our system and to build cultural awareness for our students.

AVID:
The AVID classes will continue to be offered. These FTE are allocated at the building level from the general fund. The tutoring and coordination of this program will be significantly reduced or eliminated.

Staff Development

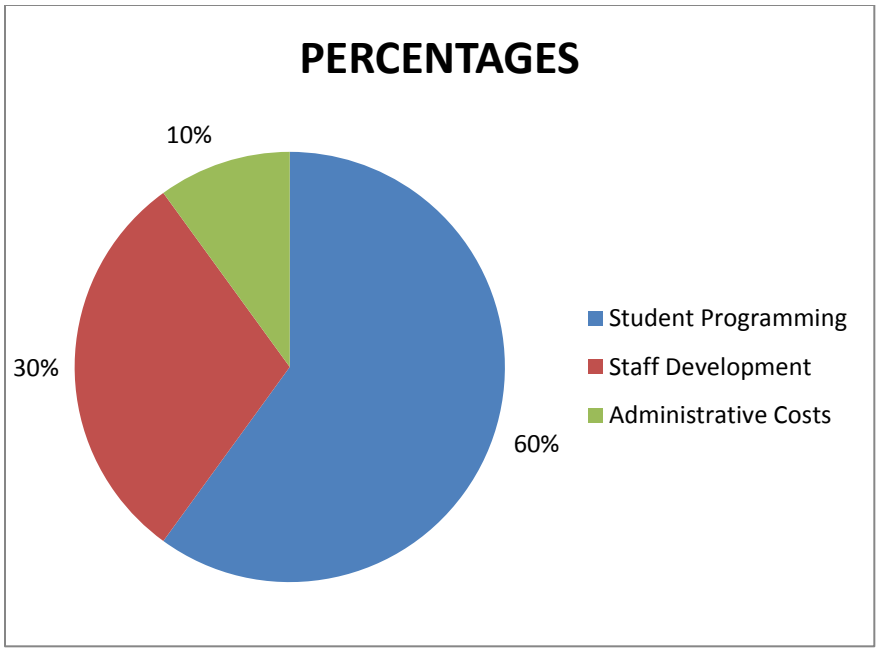
A scaled down version of the integration staff development plan will be implemented using existing staff development funds.

Timeline

In order to submit this application by March 15th, the following timeline will be used.

February 25, 2013	School Board Work-Study, Presentation
March 11, 2013	School Board Meeting, Presentation and Action as an Operational Item
March 15, 2013	Integration Plan Submission
May, 2013	MDE approval (original time frame)

2013-2014 INTEGRATION REVENUE
White Bear Lake Area Schools



Student Programming
- AVID costs, including tutors
- Cultural/language liaisons
- Family and community educator
- Partnership activities
- Student culture educators

Staff Development
- AVID professional development
- AVID coordinator
- Equity coaches
- Instructional coaching

Administrative Costs
- Equity supplies
- Equity clerical support

Agenda Item B-4
February 25, 2013
Work-Study Session

AGENDA ITEM:	**White Bear Area Facilities Study Update**
MEETING DATE:	**February 25, 2013**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Dave Guenther, Director of Community Services and Recreation**

Background:

The White Bear Lake School District, municipalities and local athletic associations are participating in an athletic facilities assessment. This is an update on the progress to date.

Included with this information are documents that are being used for the study and a summary of the meeting with the participants and our planner (HKGi) that was held on January 30, 2013.

Our next meeting is scheduled for Wednesday March 20, 6:30pm at the District Center.

On Thursday February 14, invoices were sent to all participating groups.

I welcome your comments and questions.

On January 30th the White Bear Lake Area Athletic Facilities Team kicked off the planning process to analyze the facilities currently available to community members in Independent School District 624. Members of the school district and park and recreation consultants, Hoisington Koegler Group inc., toured many of the fields, arenas, gyms, and parks, including school district, municipal, and private facilities. Following the tour, there was a meeting with city and township representatives, ISD 624, and the heads of local athletic organizations including:

- White Bear Basketball
- White Bear Youth Football Association
- White Bear Area Fastpitch Softball Association
- White Bear Baseball Association

The working group provided valuable insight and input about what is working well, and the needs of their organizations, both now and in the future. Some of the initial takeaways from the meeting were:

- The desire for 4+ courts in one location for basketball
- To examine the potential for artificial turf
- Adapting to a growing population
- Managing natural turf to prevent excessive wear
- A desire for multi-field complexes for baseball and softball
- Explore creative solutions for use and re-purposing of facilities
- Athletics and facilities help define and distinguish the White Bear Lake Area for attracting and retaining residents and visitors.

The next step will be a meeting on March 20th to continue the discussion about the facilities and present some of the analysis from the facilities inventory and athletic organizations survey.

If you have not had the chance to fill out the athletic organization survey, we would appreciate your response. It will provide us with an understanding of the locations and how much the facilities are used so we can dedicate our resources appropriately. The survey can be accessed at https://www.surveymonkey.com/s/WBLAreaAthleticFacilities.

Athletic Facilities Study - Tour with Greg Ingraham and Kevin Clark
1-30-2013

Central – 3 gyms, Hippodrome

North Campus – 3 outdoor rinks, gyms, Louricas

Podvin Park (City of WBL) 2 softball, 2 soccer/football, rinks, pavilion

Polar Lakes (WB Township) 4 soccer, 4 ball fields, pavilions

Otter Lake Elementary - 4 ballfields, gym

Oneka Elementary – ballfield, soccer fields, gyms, City of Hugo partnership

Hugo Elementary - rinks and gym

Hanifl Park (City of Hugo) – 5 soccer fields, park building

WB Sports Center (City of WBL) Indoor rink, 5 racquetball courts

South Campus – 4 Ball fields, soccer/football/lacrosse practice areas, stadium, track, gyms

White Bear Arena (Ramsey Co.) one indoor ice sheet

Lakewood Hills Park (City of WBL) Soccer field, 4 softball fields, Frisbee golf

Vadnais Sports Center (privately owned) Two indoor rinks, dome -1.5 indoor soccer/lacrosse/softballs fields.

Community Park (City of Vadnais Hts) 3 softball, soccer, outdoor rink,

Kohler Meadow Park (City of Vadnais Hts.) Baseball fields, soccer fields, softball fields, tennis courts