

**INDEPENDENT SCHOOL
DISTRICT #624**



**SCHOOL BOARD
WORK SESSION
PACKET**

August 25, 2025

Independent School District No. 624

MISSION STATEMENT

The mission of the White Bear Lake Area School District, the community at the forefront of educational excellence, honoring our legacy and courageously building the future, is to ensure each student realizes their unique talents and abilities, and makes meaningful contributions with local and global impact through a vital system distinguished by:

- *Students who design and create their own future*
- *A culture that respects diverse people and ideas*
- *Safe, nurturing and inspiring experiences*
- *Exceptional staff and families committed to student success*
- *Abundant and engaged community partners*

**INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110**

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak
Superintendent of Schools

Date: August 20, 2025

A work session of the White Bear Lake Area School Board will be held on **Monday, August 25, 2025**, at 5:30 p.m. in Room 200 at the District Service Center at Sunrise Park, 2399 Cedar Avenue, White Bear Lake, MN.

WORK SESSION AGENDA

A. PROCEDURAL ITEMS

1. Call to Order
2. Roll Call

B. DISCUSSION ITEMS

1. Overview of Back to School Events
2. Educators Thriving Update
3. Academic Data Overview

C. LABOR NEGOTIATIONS*

D. ADJOURNMENT

**This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minn. Stat. 179A.01 to 179A.25.*

B. DISCUSSION ITEMS

AGENDA ITEM: **Overview of Back to School Events**

MEETING DATE: **August 25, 2025**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**

BACKGROUND:

Dr. Wayne Kazmierczak, Superintendent will provide an overview of the back to school events happening across the district.

2025-26

Beginning of School Report

- Back to School preparations
- Construction timeline
- Celebratory events

GO BEARS

Back to School preparations

- Back to School page of website
- School-specific communications to families
- School-specific back to school events
- Enrollment
- We are hiring
- Convocation event



Construction timeline

- Crews working to finish projects at:
 - Central Middle School - Phase 2
 - Mariner Middle School - Phase 2
 - Sunrise Park - Phase 2



Celebratory events

- **Sept. 4** - Senior Center Grand Re-Opening from 10 a.m. - 12 p.m.
- **Sept. 21-27** - Homecoming
 - Sept. 25 Parade and Football game
- **Sept. 24** - Community Open House at Central Middle School from 4:30-6:30 p.m.



Prepped and ready to go for 2025-26!

www.isd624.org



AGENDA ITEM: **Educators Thriving Update**

MEETING DATE: **August 25, 2025**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

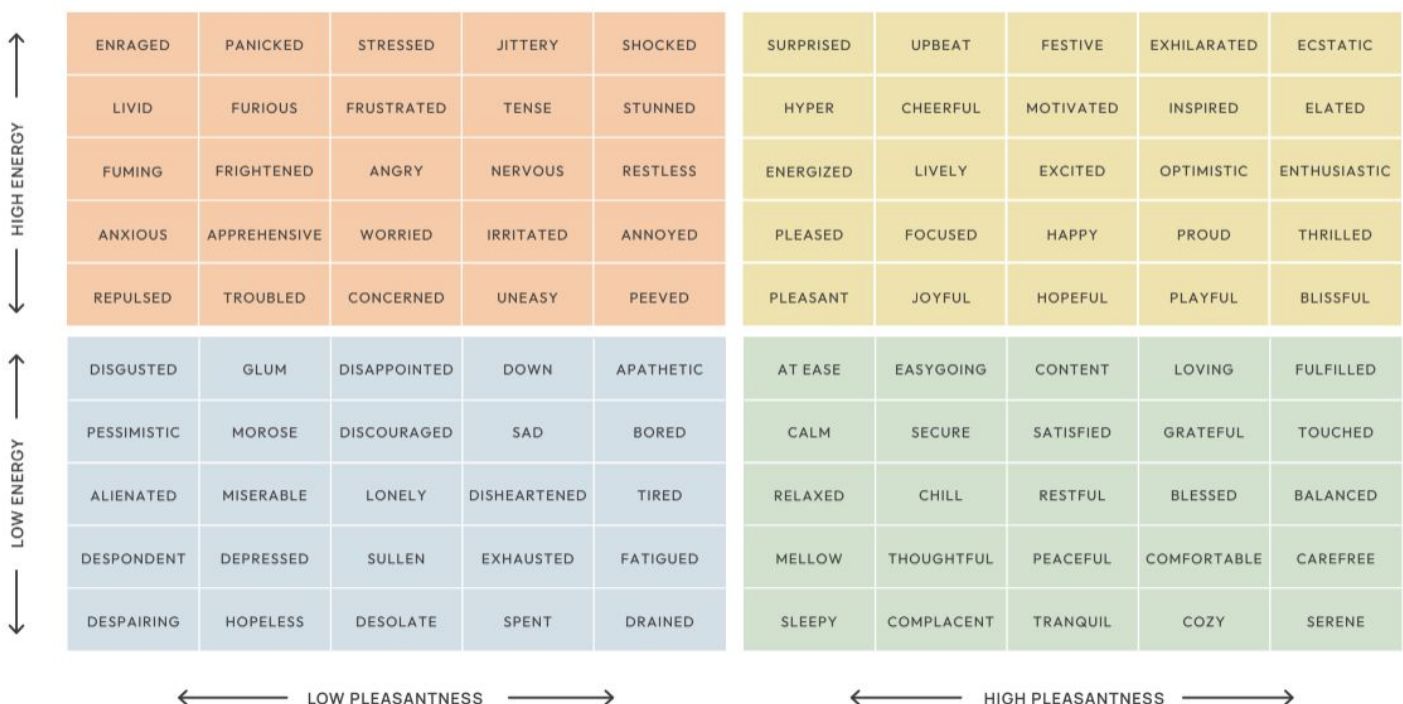
Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning, together with representatives from Educators Thriving, will provide an update on ongoing district efforts to strengthen workplace culture. The presentation will highlight strategies to support educator and leader wellbeing and to enhance responsive leadership practices that contribute to a positive and effective learning environment.



EDUCATORS THRIVING

White Bear Lake Area Schools School Board Update AUGUST 2025

MOOD METER



Checking In

↑ HIGH ENERGY ↓	ENRAGED	PANICKED	STRESSED	JITTERY	SHOCKED	SURPRISED	UPBEAT	FESTIVE	EXHILARATED	ECSTATIC
	LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED	HYPER	CHEERFUL	MOTIVATED	INSPIRED	ELATED
	FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS	ENERGIZED	LIVELY	EXCITED	OPTIMISTIC	ENTHUSIASTIC
	ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED	PLEASED	FOCUSED	HAPPY	PROUD	THRILLED
	REPULSED	TROUBLED	CONCERNED	UNEASY	PEEVED	PLEASANT	JOYFUL	HOPEFUL	PLAYFUL	BLISSFUL
↑ LOW ENERGY ↓	DISGUSTED	GLUM	DISAPPOINTED	DOWN	APATHETIC	AT EASE	EASYGOING	CONTENT	LOVING	FULFILLED
	PESSIMISTIC	MOROSE	DISCOURAGED	SAD	BORED	CALM	SECURE	SATISFIED	GRATEFUL	TOUCHED
	ALIENATED	MISERABLE	LONELY	DISHEARTENED	TIRED	RELAXED	CHILL	RESTFUL	BLESSED	BALANCED
	DESPONDENT	DEPRESSED	SULLEN	EXHAUSTED	FATIGUED	MELLOW	THOUGHTFUL	PEACEFUL	COMFORTABLE	CAREFREE
	DESPAIRING	HOPELESS	DESOLATE	SPENT	DRAINED	SLEEPY	COMPLACENT	TRANQUIL	COZY	SERENE
← LOW PLEASANTNESS →					← HIGH PLEASANTNESS →					

Brackett, M. (2019). Permission to Feel: Unlocking the power of emotions to help our kids, ourselves, and our society thrive. Catadon Books.

- How are you?
- What's leading you to feel that way?



Every educator **experiences well-being** and reaches their full potential – and works in a system that **makes this possible** .

- Increase educator well-being through research-based personal development
- Sustain educator well-being through system measurement & continuous improvement

Higher levels of **educator well-being** have been associated with:

- Higher student **well-being** (Harding et al., 2019)
- Lower student **distress** (Harding et al., 2019)
- Lower student **stress** and morning **cortisol** (Oberle & Schonert-Reichl, 2016)
- Higher **math** scores (McClean & Connor, 2015)
- Higher **secondary student achievement** (Briner & Dewberry, 2007)

“**PROMOTING TEACHER WELL-BEING... ENHANCES THE CAPACITY OF SCHOOLS TO MEET THE NEEDS OF DIVERSE POPULATIONS.**”

Roffey, S. (2012). Pupil wellbeing—Teacher wellbeing: Two sides of the same coin?. Educational and child psychology, 29(4), 8.



Educators Thriving Session Topics



THE FIVE PITFALLS



PRIORITIZING



CORE VALUES



PURPOSE, VISION
& GOALS



GRATITUDE



STRENGTHS



HABITS



CONFLICT
& COMMUNICATION



RELATIONSHIPS



W.O.O.P.



BOUNDARIES



TIME MANAGEMENT



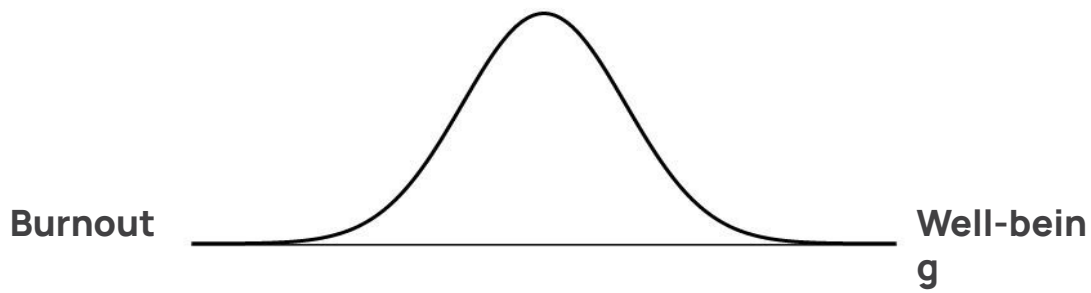
LISTENING



APPRECIATION



APOLOGY



...but what is educator **well-being** ?

The Most Predictive Factors of Educator Well-being

- 1 Responsive Leadership + Supportive Culture
- 2 Foundational Supports
- 3 Acceptance
- 4 Adaptability
- 5 Growth Orientation
- 6 Personal Well-being
- 7 Sense of Depletion



LEADERSHIP &
CULTURE
+
FOUNDATIONAL
SUPPORTS

Leadership, Culture and Retention

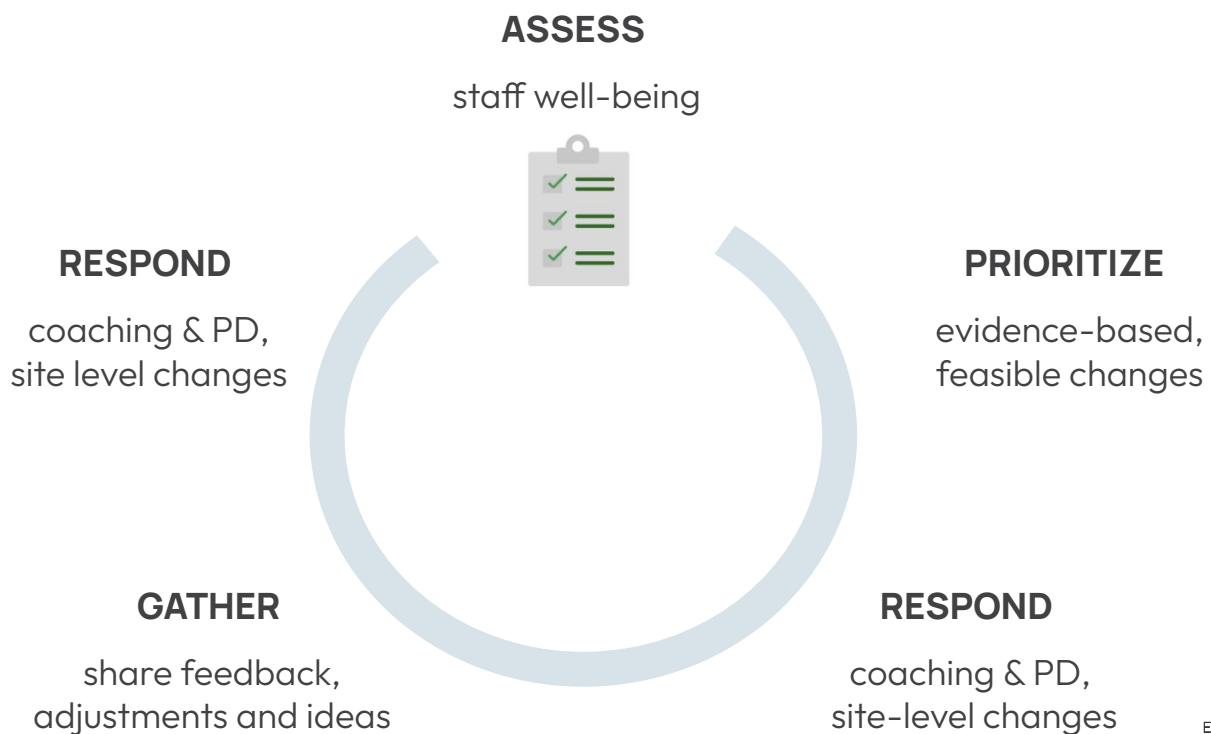
Principals' ability to create positive working conditions for staff and collaborative, supportive learning environments plays a critical role in attracting and retaining staff.

- 36 states have initiatives to support retention.
- ~\$343M spent on retention initiatives since 2021
- **None of the initiatives was specifically designed to improve leadership and school climate.**

“Principals' leadership was the strongest dimension of school climate that mattered to teacher turnover, and others have validated that this finding is especially important for teachers of color and teachers in the most challenging school environments, respectively.”

Abigail Swisher

Swisher, A. (2023). State of the States 2023: Policies to Increase Teacher Diversity. Washington, D.C.: National Council on Teacher Quality.
Swisher, A. (2022). Building a school climate that makes teachers want to stay. National Council on Teacher Quality. Retrieved from <https://www.nctq.org/blog/Building-a-school-climate-that-makes-teachers-want-to-stay>



COLLABORATING TOWARDS WELL-BEING

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- Well-being survey and analysis
- Principal coaching
- Well-being professional development

WBL AREA SCHOOLS

- Fund and promote the work
- Vision setting and principal support
- Cabinet professional development

WBL AREA EDUCATORS

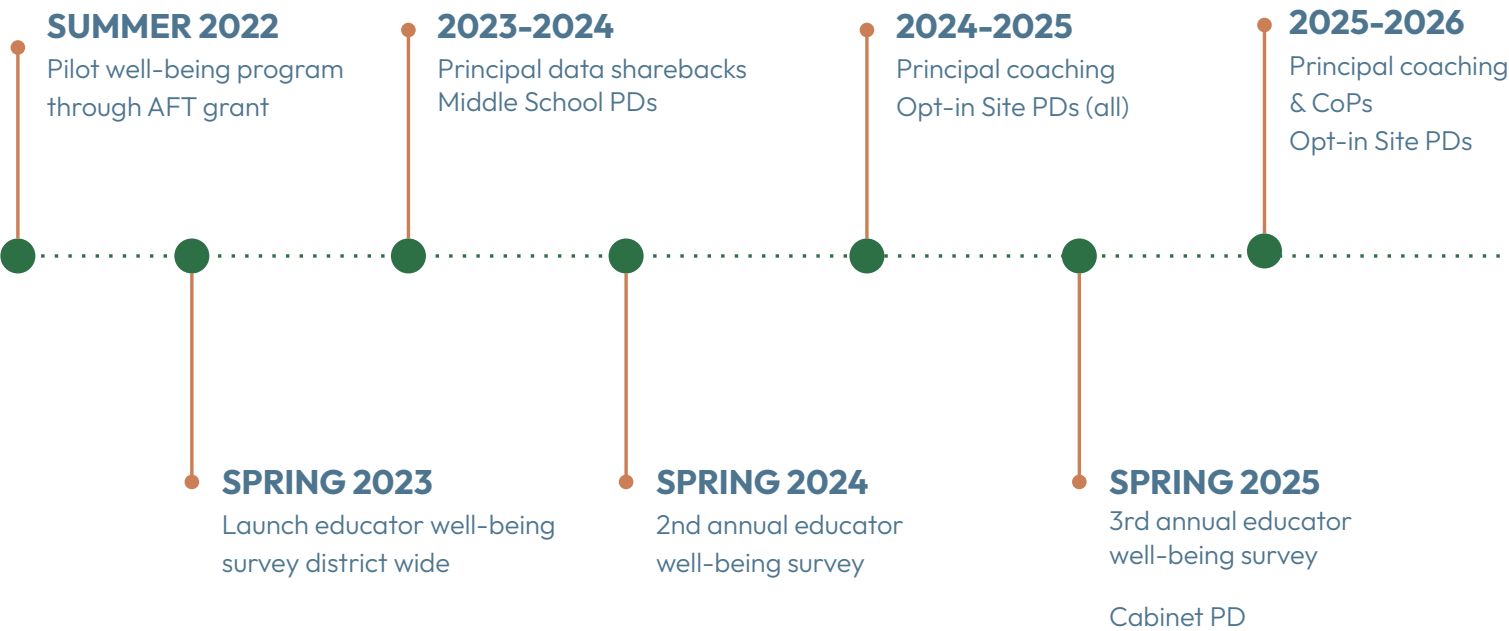
- Piloted well-being program
- Support site rep + admin collaboration
- Collaborate with district on shared concerns

“Using the survey tool has helped distill a really complex problem into more manageable components.”

– Tiffany, President WBLAE

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Our partnership to date...



DISTRICT PRIORITIES

PRIORITY	ACTIONS	COMPETING DEMANDS
Site-level leadership	Prioritize secondary site leadership support	Move to SBG, HS unification
Communication	Committee structures and purpose, consistent communication cadence across district	Shifting culture from “The District” to collective voice and responsibility
Shared Decision Making	Realigned building leadership structures with district wide supports and committees	Curriculum review cycles, MnMTSS implementation, SBG and reporting
Student Behavior	Aligned protocols, improved documentation, committee with district wide representation	State shift to NED
Workload	Limit new initiatives	READ Act implementation

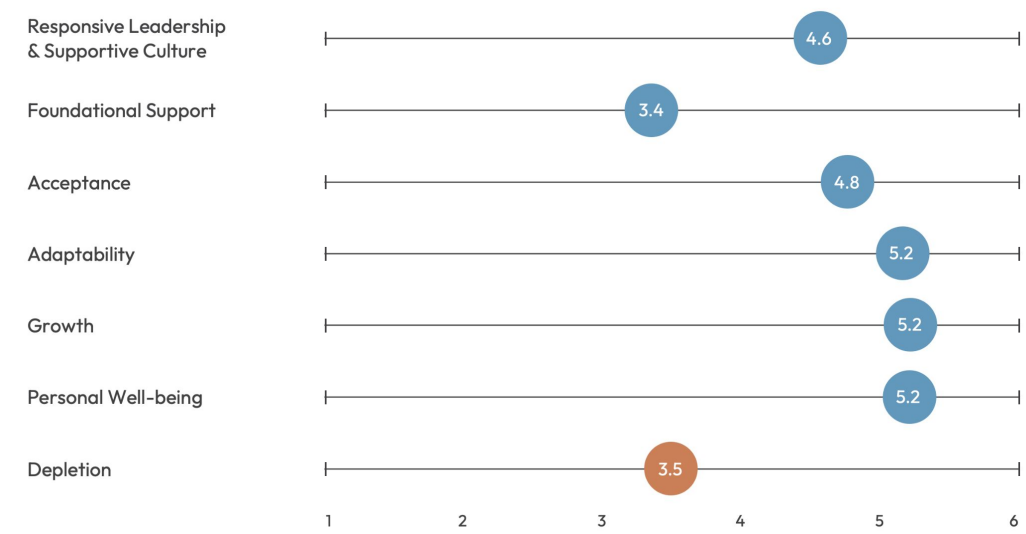
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UNION LED INITIATIVES

- Investment in strong, open communication between building reps and site-level administration to problem-solve and support the work of educators.
- Ongoing work with district cabinet and site leaders.
- Violet: personal and professional development app offering individualized support.
- Unity events to reconnect, unwind, and foster sense of community and combat isolation.

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2025 WELL-BEING FACTOR AVERAGES

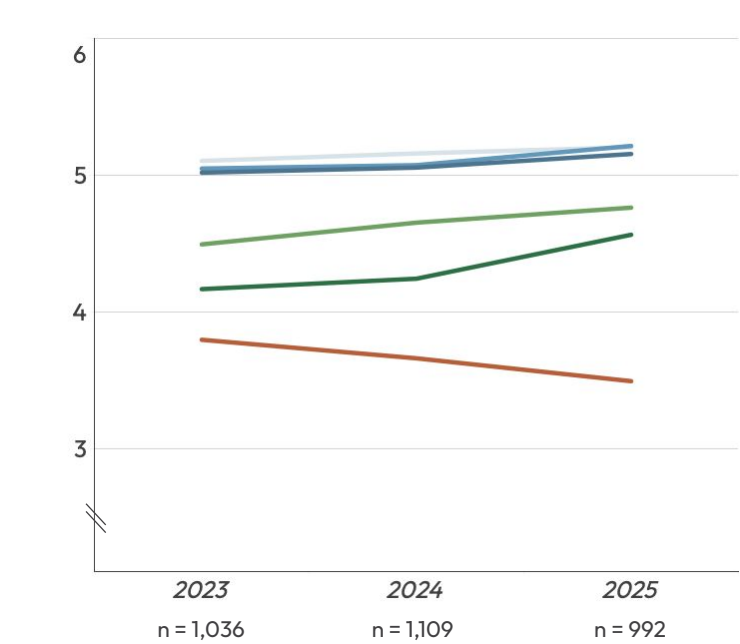


Participants answered questions on a scale of 1 (strongly disagree) to 6 (strongly agree). In general, higher factor average scores indicate higher levels of well-being - with the exception of depletion, where a lower score is better.

See Appendix for additional data.

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FACTOR AVERAGES OVER TIME



From Spring 2023 to Spring 2025, WBLA educators reported statistically significant changes across all six of the predictive well-being factors. Most notably, perceptions of Leadership + Culture increased significantly over time, and the sense of Depletion decreased significantly over time ($p < 0.0001$).

- Responsive Leadership + Supportive Culture
- Acceptance
- Adaptability
- Growth
- Personal Well-being
- Depletion

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BRIGHT SPOTS

Standout items with high levels of agreement among staff (percentage who selected 'agree' or 'strongly agree').

81%

agree that

"I'm motivated to learn new things at work."

+13% since 2023

72%

agree that

"My administrator encourages staff to set healthy boundaries related to work."

+16% since 2023

86%

agree that

"I generally view myself as even-keeled at work."

+10% since 2023

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POTENTIAL AREAS FOR EXPLORATION

Items with some of the lowest agreement among staff (percentage who selected 'agree' or 'strongly agree').

52%

agree that

"Staff at my school share their challenges without being judged."

+10% since 2023

55%

agree that

"My administrator works to unify the staff."

+17% since 2023

55%

agree that

"I get the relevant information I need in time to plan."

+10% since 2023

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STRUCTURAL PRIORITIES

Foundational support items with low agreement among staff (percentage who selected 'agree' or 'strongly agree').

22%

agree that

"We have the staff we need to adequately meet student needs."

22%

agree that

"My total compensation is adequate for the work I do."

25%

agree that

"The professional development I am offered meets my needs."

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2025-26 FOCUS

WORKSHOP WEEK

- Leading PDs at 10 sites district-wide (strengths, core values, collective efficacy, W.O.O.P.)
- Hosting first-ever PD for classified staff

ONGOING SCHOOL PDs

- In person PD opportunities during the school year (October 2025/winter 2026)

PRINCIPAL SUPPORT

- 1:1 sessions with Educators Thriving at least 2x per year, average in 24-25 was 3 (up to 6)
- 3-part series on "Immunity to Change" for principals in small groups

DIRECT TO EDUCATOR

- Considering opportunities to provide direct-to-educator opt-in PDs in partnership with neighboring districts and/or for new teacher onboarding

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Questions?

hallie@educatorsthiving.org

laura@educatorsthiving.org

katie@educatorsthiving.org



www.educatorsthiving.org

AGENDA ITEM: **Academic Data Overview**

MEETING DATE: **August 25, 2025**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning, will provide an overview of state accountability assessments in advance of the Minnesota Department of Education's official release on August 29, 2025. She will be joined by Disa Fabeck, Educational Technology and District Assessment Coordinator. Together, they will present information on both state accountability and local assessments to provide an update on student learning progress.

Data Update: August 2025

White Bear Lake Area Schools

All MCA data is embargoed until August 29, 2025



MCA Data Updates

- 2025 MCA Reading and MCA Math data is **embargoed** until August 29, 2025
- MCA Science scores are not available until October 2025
- Finalized MCA Reading will be delayed next year (fall 2026), due to changes in the test format

Triangulated Data Review

- Multiple data points pinpoint areas of academic need with greater precision
- Combining annual MCA data with frequent FastBridge data provides a more comprehensive view of student progress

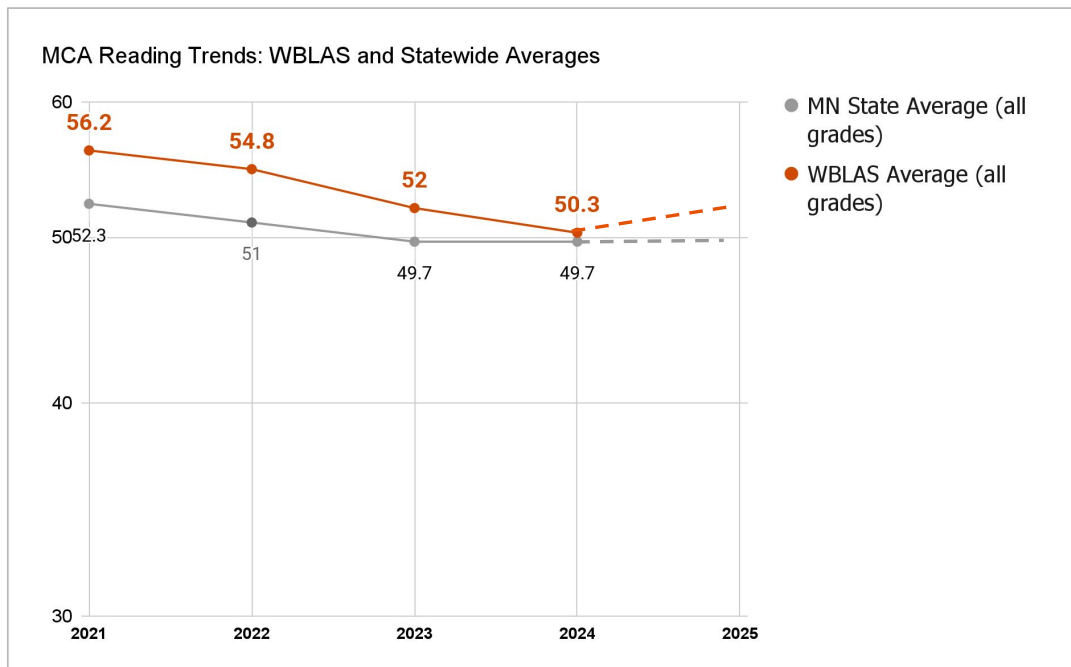
Sources:

Newton, P., & Burgess, D. (Eds.). (2016). *The best available evidence : Decision making for educational improvement*. Springer.

Sortwell, A., Trimble, K., Ferraz, R., Geelan, D. R., Hine, G., Ramirez-Campillo, R., Carter-Thuiller, B., Gkintoni, E., & Xuan, Q. (2024). A Systematic Review of Meta-Analyses on the Impact of Formative Assessment on K-12 Students' Learning: Toward Sustainable Quality Education. *Sustainability*, 16(17), 7826. <https://doi.org/10.3390/su16177826>

GO BEARS

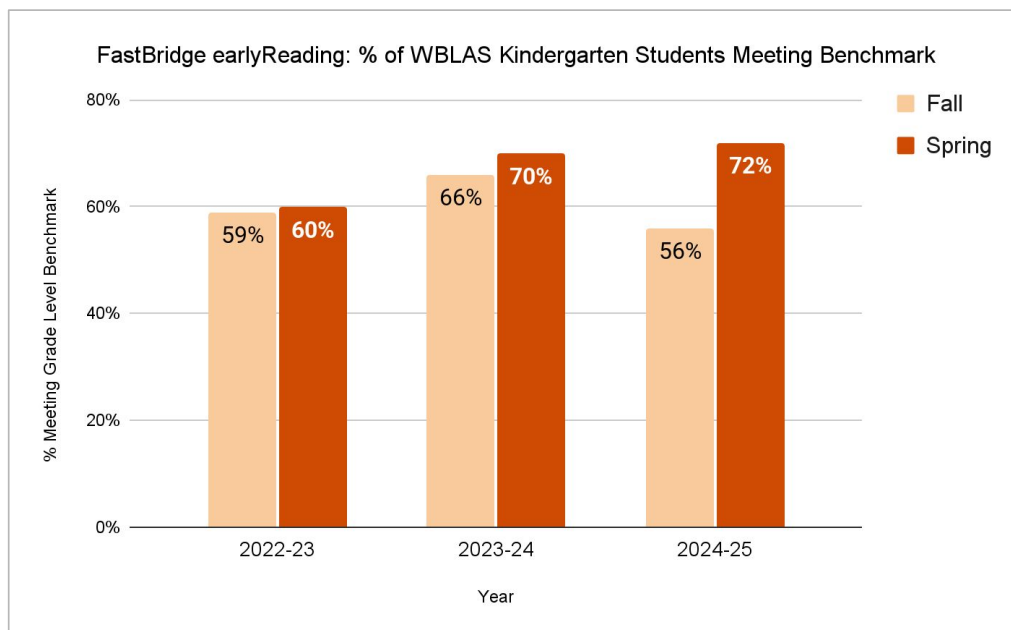
MCA Data - Reading Trends (grades 3-8, 10)



Note: 2025 MCA data is embargoed until August 29, 2025

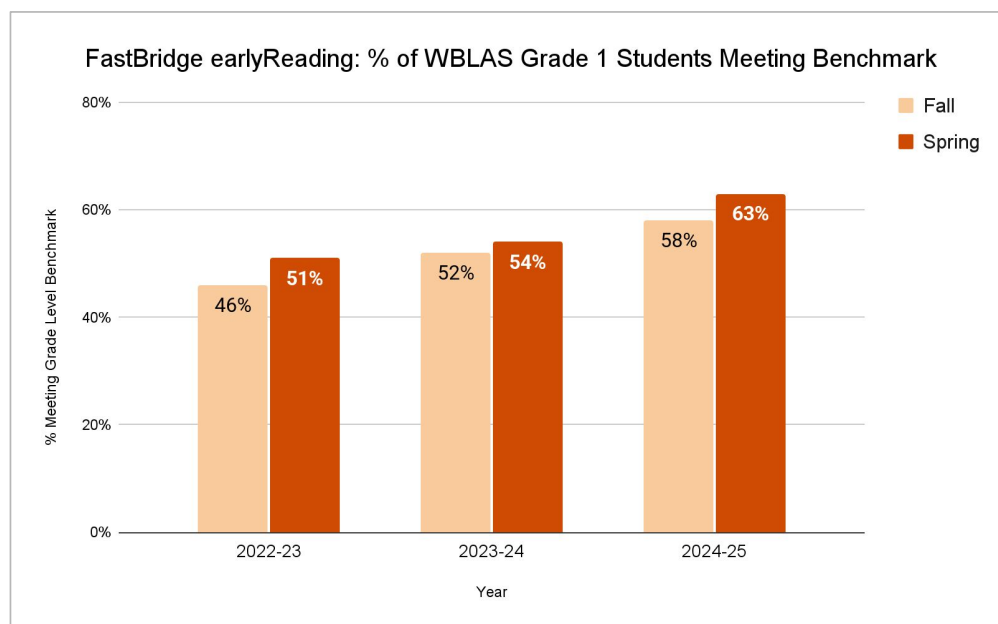
GO BEARS

earlyReading Composite (FastBridge): K



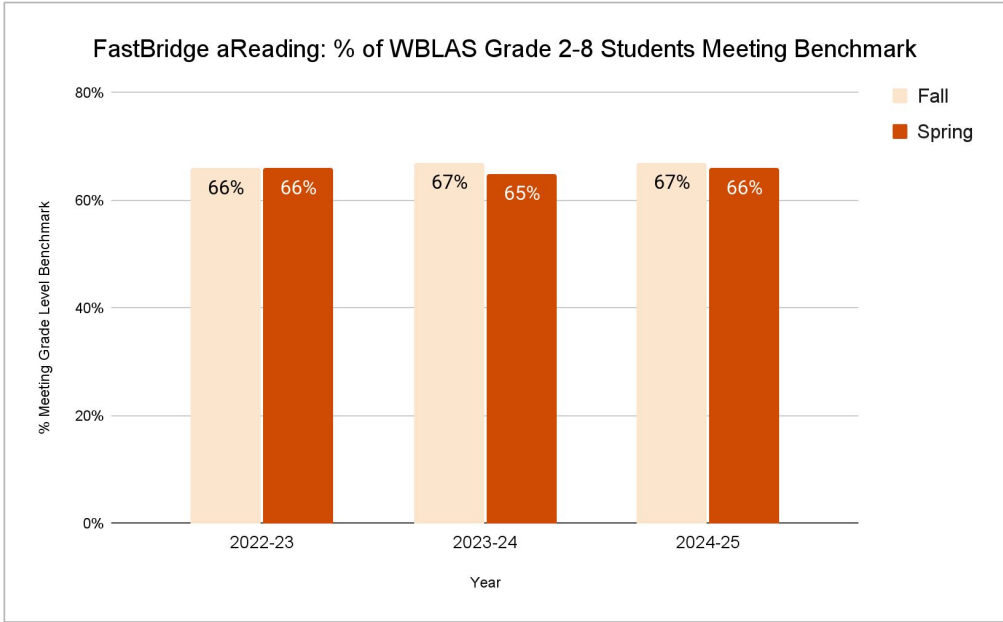
GO BEARS

earlyReading Composite (FastBridge): Grade 1



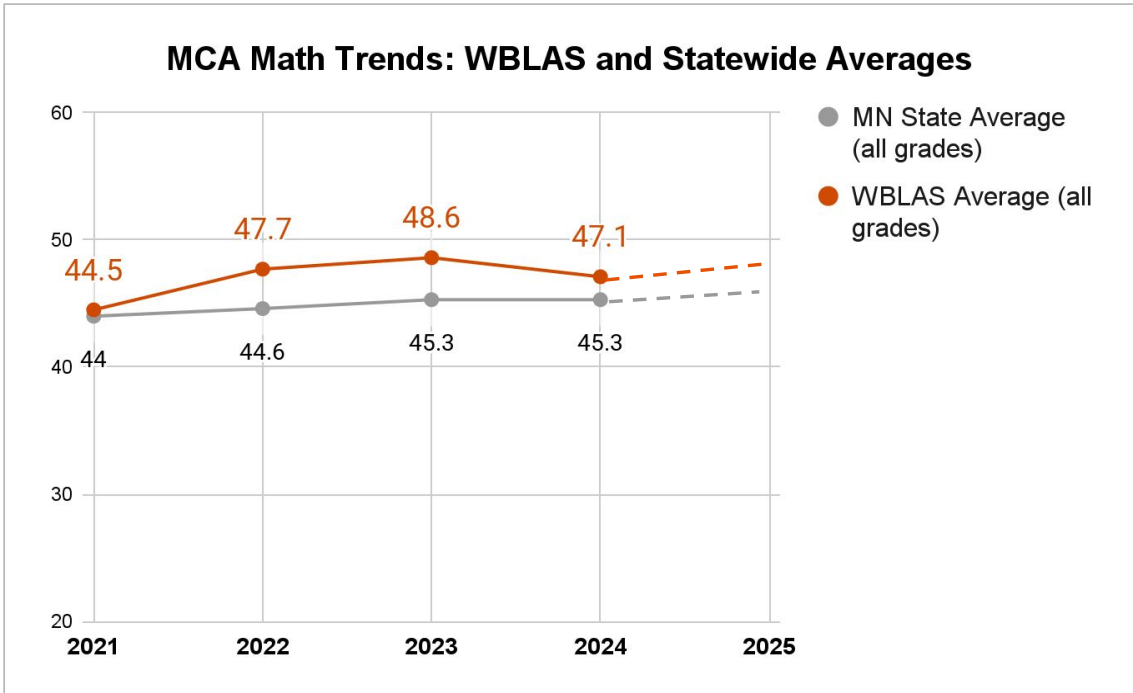
GO BEARS

aReading (FastBridge): Grades 2-8



GO BEARS

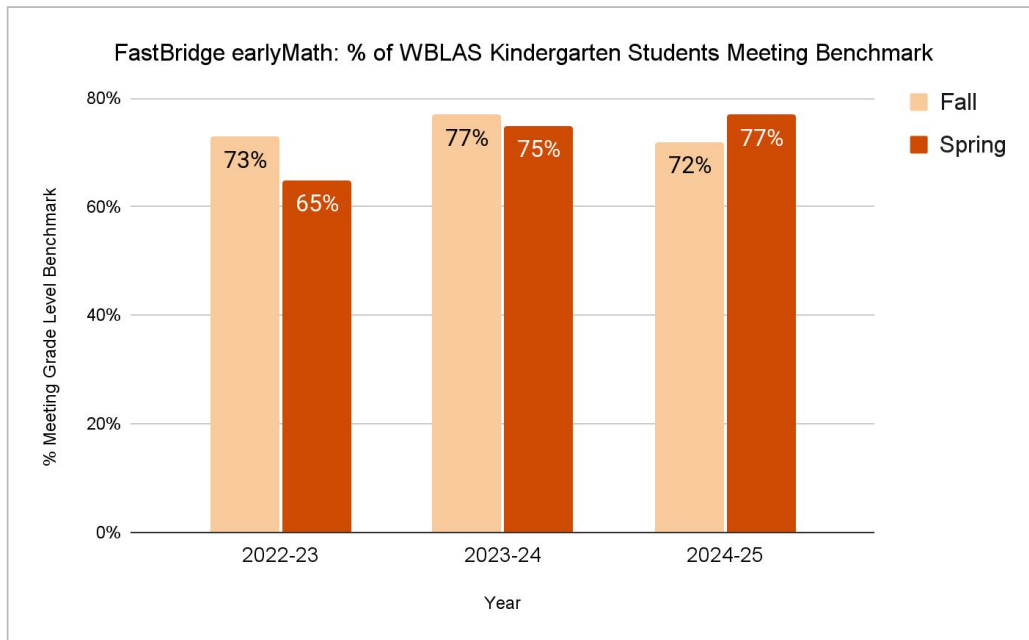
MCA Data - Math Trends (grades 3-8, 11)



Note: 2025 MCA data is embargoed until August 29, 2025

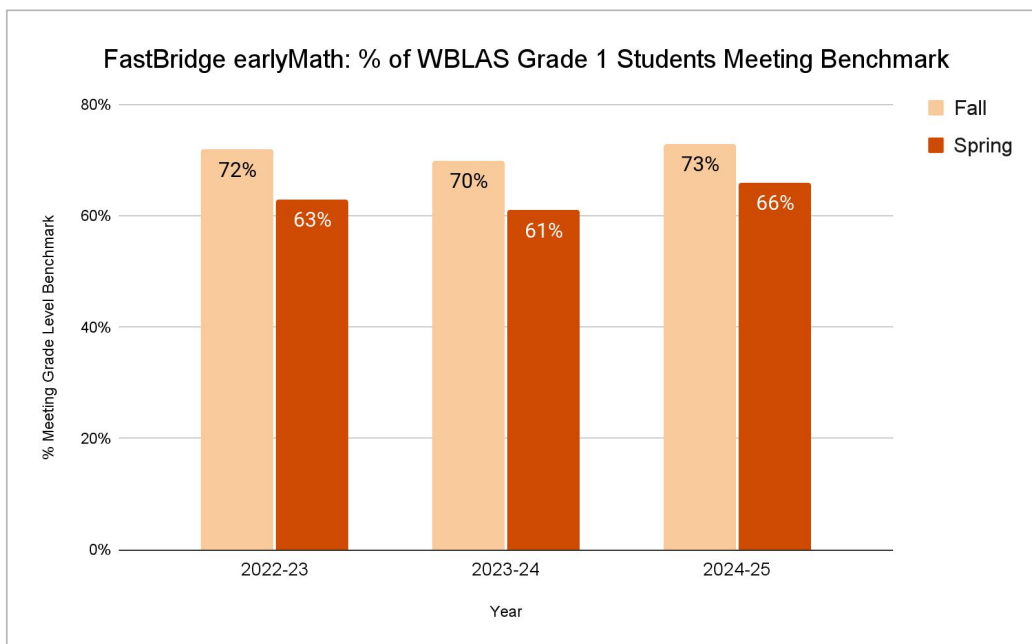
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earlyMath Composite (FastBridge): K



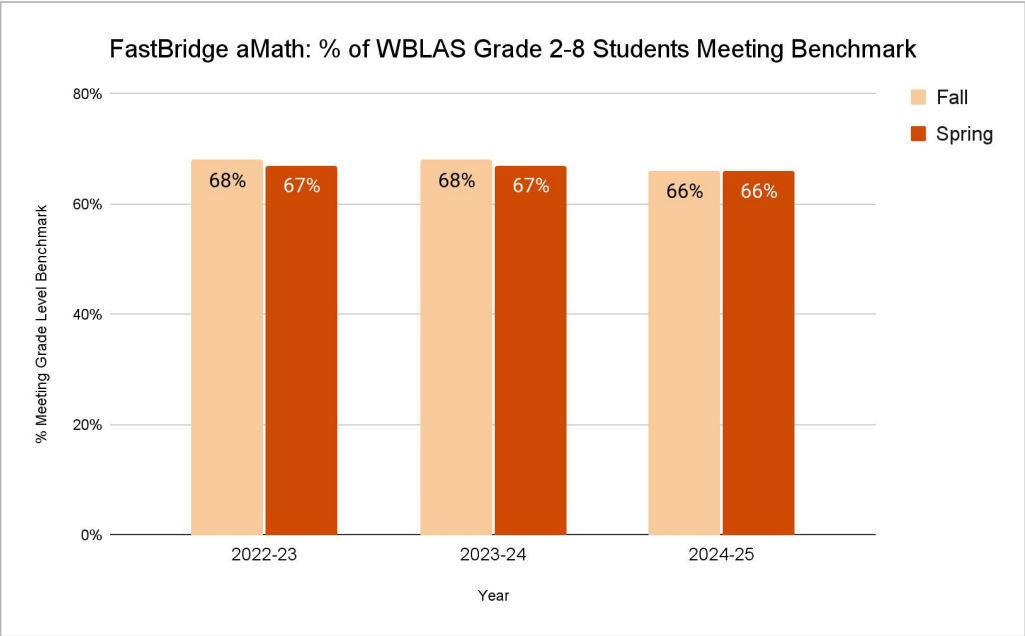
GO BEARS

earlyMath Composite (FastBridge): Grade 1



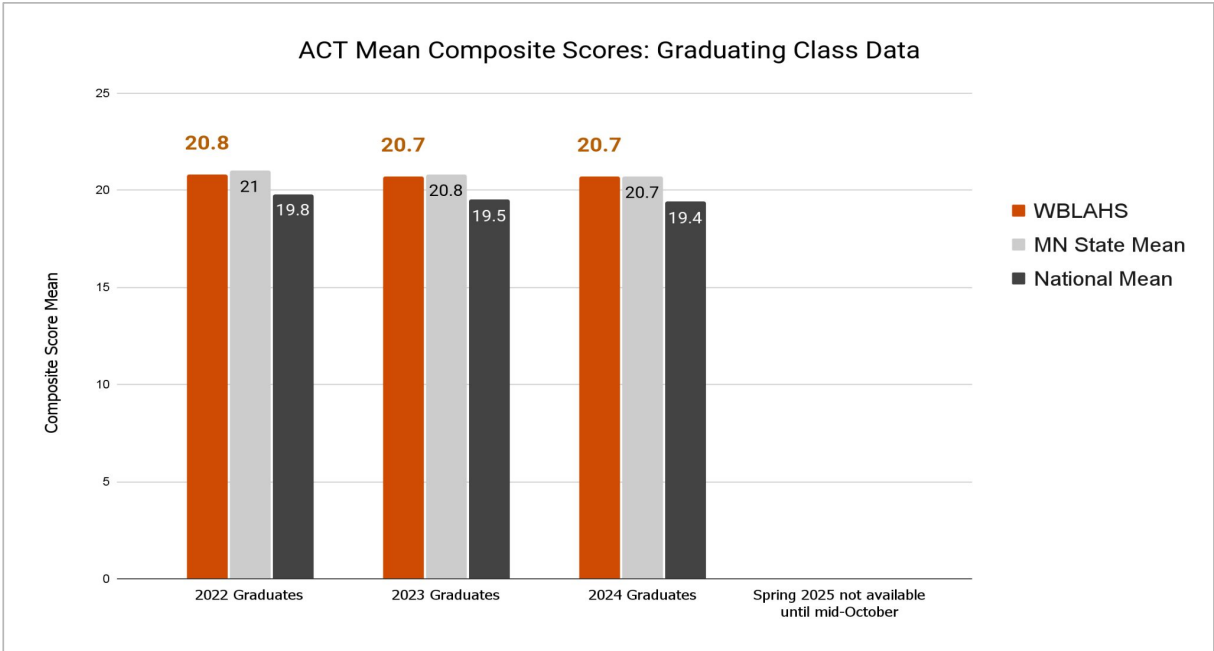
GO BEARS

aMath (FastBridge): Grades 2-8



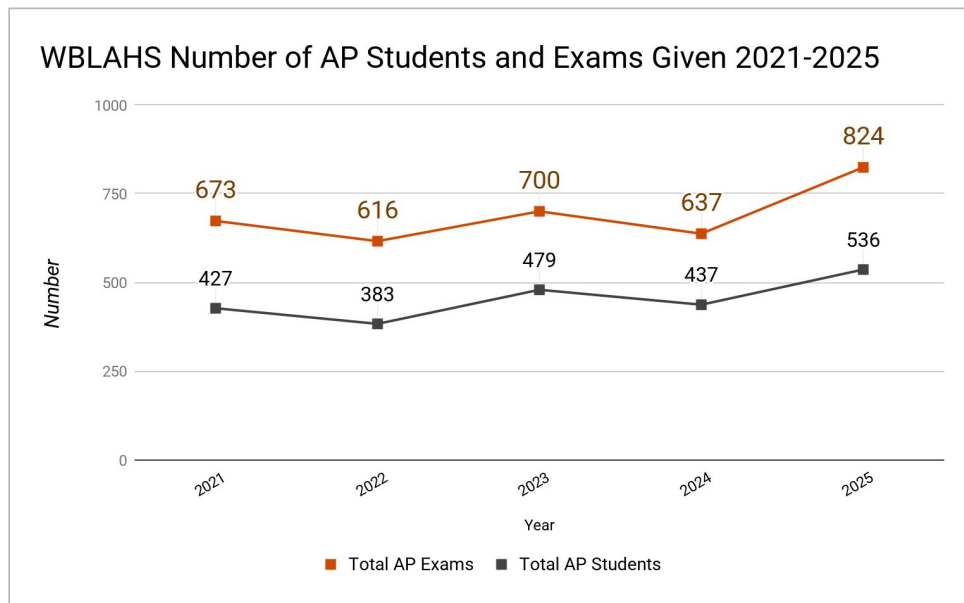
GO BEARS

ACT Composite Score Average



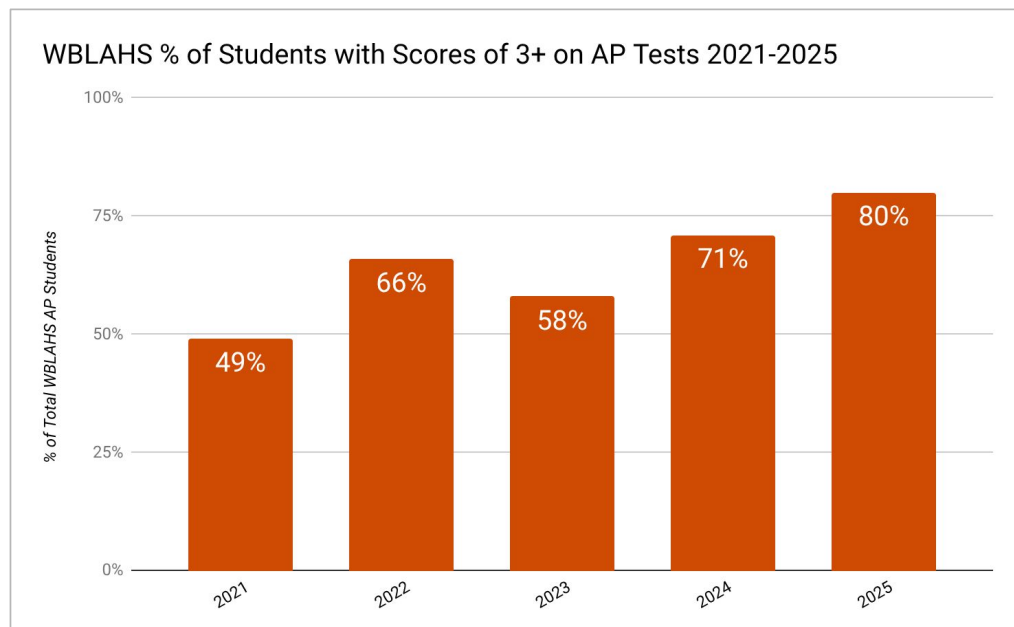
GO BEARS

AP Data: HS Enrollment



GO BEARS

AP Data: College Credit Earned



GO BEARS

2024 - 25 AP Data: College Credit Earned

- WBLAHS students earned **1.35 million dollars** in UMN Twin Cities tuition, based on qualifying AP scores
- This equates to over \$3,000 in tuition credits per AP student

GO BEARS 

Questions?

GO BEARS 

C. NEGOTIATIONS

AGENDA ITEM: **Labor Negotiations***

MEETING DATE: **August 25, 2025**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Matt Mons, Director of Human Resources,
General Counsel**

BACKGROUND:

Matt Mons, Director of Human Resources, will provide information on labor negotiations.

This portion of the meeting will be closed as permitted by Minnesota statutes.

**This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minn. Stat. 179A.01 to 179A.25.*