INDEPENDENT SCHOOL DISTRICT #624

WORK-STUDY AGENDA

May 23, 2016

Independent School District No. 624

MISSION STATEMENT

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

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

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

Approved by White Bear Lake Area School Board on June 13, 2011.

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: May 16, 2016

A work-study session of the White Bear Lake Area School Board will be held on **Monday, May 23, 2016**, at 5:30 p.m. in Community Room 112, District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order

2. Roll Call

B. DISCUSSION ITEMS

1. Update on School Board/Superintendent Goals 5:30 p.m.
   a) Update on Equity Plan, highlighting:
      1) Action Step VI.5 – Parent Institute for Quality Education; Progress During 2015-16.

      2) Action Step I-2 - Equal Opportunity Schools; progress during 2015-16 and plans for 2016-17

   b) Goal 4(c) – Progress Report on Review of District Programs and Services Supporting Students with Mental Health and Chemical Dependency Needs 6:10 p.m.

   c) Goal 2 – Preliminary Presentation of Budget for 2016-17 6:40 p.m.
   In addition to the budget discussion, the administration will review other background information or financial matters which require Board action, including projects funded by the Alternative Facilities Levy and the transportation contract.

2. Negotiations Study Session* 7:45 p.m.

C. ADJOURNMENT 8:00 p.m.

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

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

School Board/Superintendent Goals for 2015-16
(Updated for the Work Study Session of May 23, 2016)

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
Action Step 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	1.1. Proficiency and Growth This step will be aligned to the District's World's Best Work Force Plan.	Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board. As part of a comprehensive review of student progress, the District has designed new strategies for literacy for 2016-17, including at the elementary level comprehensives PLC teams at each school and literacy coaches.	August 10 School Board Meeting: Proficiency and Growth data reported to School Board; August 24: School Board Work Study Session: Focus on Proficiency, Growth, and Gaps; September 14: Focus on Measures of College and Career Readiness October 26: World's Best Workforce Executive Summary November 23: First Quarter Update on Leading Indicators February 22: School Updates to School Board Liaisons March 21: Update on Elementary Literacy	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	

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			April 25: Further updates on Elementary Literacy.		
Action Step I. 2: All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.	I.2 College and Career Readiness This step will be aligned to the District's World's Best Work Force Plan. Implementing of the WBWF Plan will include deepening our work to use post-secondary plans to increase our collective understanding of each learner's needs and interests and needs.	The 2015-16 school year is the fourth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus. This is year 2 of the comparable guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.	September 14: Focus on Measures of College and Career Readiness November 23: Update-Leading Indicators of Student Engagement May 23, 2016: update to the School Board on work with Equal Opportunity Schools during 2015-16 and plans for 2016-17.	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	
Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.	I.4: IB and Other Rigorous Comprehensive Programs.	In January, 2015 Sunrise Park and Central Middle Schools received I.B. authorization. In addition to deepening implementation of IB ,programming, the Distinct will consider other options including but not limited to: Implementation of Career Pathways; Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programing, and other options for review.	.	Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	

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Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
Action Step II. 1: All students will expand their global perspective through the study of world language and culture at the elementary schools.	II.1 World Language K-5	Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2. Assessment data measuring student global understanding.	
Action Step II. 2: Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese is now offered 6-12; For Chinese and ASL, District has made application for college credit (CIS) status.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.	
Action Step II. 4: All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	Operational beginning in 2012-13. For the 2014-15 school year, we collected data in a common format through our partnership with Free the Children/We Act, an international organization supporting and monitoring service and leadership. During 2015-16, a comprehensive report will be made to the School Board.	Schedule comprehensive report for the work-study session of May 23, 2016.	Evaluation plan includes: 1.Participation trends in global service learning projects, including comprehensive report from We Act; 2.Survey data on student understanding of global issues related to service learning opportunities.	

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Strategy III: We will ensure our facilities support our district's mission and objectives.					
Action Step III. 1: The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces	The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. The results of this study were presented to the School Board on May 20, 2013. A community forum about Phase I projects was held on February 24, 2015. At the School Board meeting of April 13, 2015, the Board acted to approve priorities identified in Phase I, including artificial turf at the South Campus stadium and new stadium lighting. Additional Phase I projects were completed during the summer of 2015, and work will continue during the 2015-2016 school year as well. Other athletic facilities improvements will be considered through a comprehensive, long-term facilities planning process.	The School Board was updated at the July 13, 2015 work-study session. October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III) January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update. March 28: Further update on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.	Evaluation plan includes: 1. Completion of Phase I recommendations. 2. Incorporation of action step into comprehensive, long-term facilities planning process (Phase II of Facilities Study).	
Action Step III. 2: At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	The completion of construction at Matoska IB Elementary School created a separate nutrition services area and a new gymnasium area. The remodeling of Lakeaires and		Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	

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		Willow Lane elementary schools included the addition of a gymnasium which created separate spaces for the nutrition services program and the physical education/performing arts programs. With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces. Other elementary site improvements of significance will be considered of a comprehensive, as part long-term facilities planning process.			
Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage	Additional storage space was included as part of the 2014 Lakeaires addition. This additional space is currently being used for District storage. Other storage improvements of significance will be considered as part of a comprehensive, long-term facilities planning process.		Included in the strategic review of secondary sites and facilities.	
Action Step III. 4: The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.	III.4 Facility – Student Population Distribution	As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced. The conclusions of this study	At School Board meeting of April 28, was incorporated into presentation on Strategy III.11. October 26: Update on Comprehensive Facilities Plan. (Relates to all Action	Included in the strategic review of secondary sites and facilities.	

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		determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run. School start and dismissal time adjustments will be considered as part of this process. This goal will be incorporated into a comprehensive, long-term facilities planning process.	Steps under Strategy III) January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update. March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.		
Action Step III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.		Evidence that manuals are in place and that employees have been trained appropriately.	
Action Step III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	Before 2015-16, all elementary buildings with the exception of Otter Lake had HVAC system upgrades that include air conditioning. The School Board acted to accept the bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15. This work was done in the summer of 2015. Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the	Update to the School Board in July and August, 2015 October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)	Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

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		buildings air conditioned will require major funding; this is not part of our current budget. The School Board acted to accept bids for the Sunrise Park Middle School replacement HVAC systems project at the meeting of 1/11/16. The work will be done in the summer of 2016. This goal will be incorporated into Phase II of Facility Plan.			
Action Step III. 8: The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. With the completion of both Lakeaires and Willow Lane elementary schools projects, all elementary schools will have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.		Secure entrances at each site and appropriate protocols in place.	
Action Step III. 9: District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	III.9 Facility – Technology Access	See Strategy IV.11 During 2014-15, District begins pilots of space and classroom redesign to promote 21st Century skills. This goal will be incorporated into Phase II of Facility Plan.	October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)	Included in the strategic review of secondary sites and facilities, Strategy III.11	
Action Step III.10: The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires	October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)	Data on class size averages and ranges.	

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		careful study during 2015-16. Additionally, school start and end times will be considered for possible implementation in 2016-2017.	January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update. March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.		
Action Step III.11: Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.	III.11 Facility – Secondary Phase I recommendations Phase II recommendations	Secondary strategic program and facilities review begins in 2014-15. Action taken at April 13, 2015 Board meeting on Phase I improvements. Update to the School Board presented on July 13, 2015. Phase II of the secondary program and facilities review will expand to include preK-12 and senior facilities as part of a comprehensive, long-term facilities planning process.	October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III) January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update. March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal,	Strategy III.11, facilities study. Included in the strategic review of secondary sites and facilities.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
			including legislative testimony.		
Strategic Plan / Action Step	**Details**	**Status**	**Report to the School Board**	**Evaluation**	
Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
Action Step IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.		3-year implementation plan: 2015-16 - 7th-10th Grade 1:1 2016-17 - 6th-12th Grade 1:1 2017-18 - 1:1 classroom sets Grades 3-5 & 1:2 classroom sets in Grades K-2 Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the District replacement cycle.	November 9: Update on 1:1 Initiative in the Schools January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present) February 22, 2016 Study Session – technology Support Model (background and data) March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.	Evaluation plan includes: 1. Annual BrightBytes technology survey data; 2. Measures of student success; 3. Staff participation in 1:1 training, Summer Tech Camp, 4C's Mentors and Technology & Leadership Cohort.	
Action Step IV.12: The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan update presented to the board annually.	Recommend review of the website use and areas for improvement during 2015-16; develop and implement plan for Strategic updates and improvements.		Evaluation plan includes: TBD	

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Action Step IV.13: The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials. Skyward, our Student Information System (SIS), provides a record of attendance and completed grades as well as student data. Google Apps is playing an increasingly central role in the classroom communication model as well.		Evaluation plan includes: 1. Total number of courses; 2. Enrollment and student success in hybrid courses; 3. Usage statistics.	
Action Step IV.14: A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.	IV.14 Technology Policy	Mobile technologies use was included in the Electronic Technologies Acceptable Use policy.	The Electronic Technologies Acceptable Use policy revisions were approved by the Board on February 8, 2016.	Evaluation plan includes: 1. Teacher and student training on updated policy completed by June 2016.	
Action Step IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11 We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment. By 2016-2017 all secondary students will have a 1:1 device. We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community. The partnership with Ramsey County is highlighted at a White House Conference on January 18,	February 8: As part of the Presidential Connect Ed Library Card Initiative with Ramsey County, jointly presented to the School Board on the access Middle School students have to resources to school and Ramsey County Library resources via student library cards.	Evaluation plan includes: 1. Student device ratio; 2. Student home Internet access as measured by Brightbytes survey.	

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		to which the Superintendent, County Library Director, and County Commissioner are invited; and at a March 11 statewide school administration conference. Work continues with Ramsey County Library to increase family access.			
Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
Action Step V. 1: The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	V.1 Partnership – Process	School Board Policy 900 was approved by the School Board at the May 12, 2014 School Board meeting. It includes a vetting process of partnerships with the office of Superintendency having final approval. An update was provided to the School Board at the work-study session of April 27, 2015. As of August 15, 2015, all building level partnerships project that all district level partnerships will be in compliance by September 30, 2015.		Successful implementation of Policy 900, Partnerships, including the following: 1. Assure compliance with policy and protocols for all partnerships for the 2015-16 school year; 2. An evaluation of each partnership will be made by June 30, 2016 and annually thereafter consistent with policy.	
Action Step V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	An update was provided to the School Board at the work-study session of April 27, 2015.		Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2015-16 school year;	
Action Step V.3: The District will create a process which aligns a partner with a compelling need or	V.3 Partnership – Vision	An update was provided to the School Board at the work-study session of April 27, 2015.		Implementation of process consistent with Policy 900, Partnerships.	

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promising vision.					
Action Step V.5: The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	Communication regarding current partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media. By March 31, 2016, the District will design a section of the District's website that features information about District partnerships, and questions and answers about the policy and procedures.	An update will be given to the Board at the May 23, 2016 Work-Study meeting.	Communications plan implemented, including the following: 1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and answers about the policy and procedures	
Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.					
Action Step VI. 1: The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	VI.1 Bullying Policy and Program	New program implemented during 2012-13. During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014. During the 2014-15 school year, the administration developed protocols to assure ongoing compliance with our Bullying Prevention Policy, policies, and implementation of the curriculum currently in place. For 2015-16, all staff will receive training on compliance with state law and district policy.		The evaluation plan will include: 1. Reviewing data from the Minnesota Student Survey scheduled for spring, 2016; 2. An internal audit to assure that all schools are complying with expectations to provide the curriculum: 3. On-going review of other sources of data, including student discipline data. 4. Assurance that all staff receive the required training annually.	
Action Step VI. 2: The	VI.2 Faculty	Beginning during 2015-16, the		Employment metrics will be reported	

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District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.		human resources office will develop a set of metrics on recruitment, selection, and retention consistent with this action step.		annually to the School Board.	
Action Step VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	An update on the Equity Plan was presented at the work-study session of July 13, 2015. Consistent with the District's Equity Plan, during 2015-16 develop and implement strategies to assure equity in curriculum and instructional practices.		An evaluation plan will be developed consistent with the equity plan.	
Action Step VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	Transition plans are in place at each level, including: 1.Kindergarten Jumpstart for four year olds; 2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school. For 2015-16, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.		Evaluation plan will include: 1.Annual Board updates on transition programming; 2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming.	
Action Step VI. 5: The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community	VI.5 Equity in all Programming	An update on the Equity Plan was presented at the work-study session of July 13, 2015. For 2015-16, the District will participate in the following programming: 1. Marnita's Table, designed as intentional social interaction across race, socio-economic	Presentation to Board at work-study session of March 28th from students who planned and delivered first student lead "International Social Interaction" event in the Northeast Metro and first in the White Bear Lake	An evaluation plan consistent with the Equity plan, will include: 1.Minnesota Student survey data regarding students feeling connected and welcome at school; 2. Staff survey data regarding school climate; 3. Parent feedback on school climate.	

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members, and parents.		groups, and age; First student lead ISI took place on January 28th at Willow Lane Elementary, approximately 140 participants (families, staff, and student leaders). Dinner and conversation centered around "We are all Bears" and "Closing the Achievement Gap" together. 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3.Training for District leaders in cooperation with EMID member school districts; 4. Other strategies consistent with Equity Plan	Area Schools. Presentation to the School Board on April 25, including overview of EMID from the Executive Director, and update on District's EMID programing. Presentation to the School Board on May 23 highlights work with PIQE and Equal Opportunity Schools.		
Action Step VI. 6: The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	An update on the Equity Plan was presented at the work-study session of July 13, 2015. During the 2015-16 school year, this action step will be aligned with the District's WBWF and Equity plan.		Evaluation plan will include: 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District's Plan; 3. Other measures consistent with the Plan.	
Goal 2 - Ongoing Financial Stewardship and Budget Management	**Details**	**Status**	**Report to the School Board**	**Evaluation**	
The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability.	For 2014-15, the District increased the frequency of financial reporting from semi-annually to quarterly. A quarterly budget update and preliminary budget for 2015-16 was presented on May 18, 2015 with Board approval on June 8,	November 23: Quarterly Financial Update and Report on Workers Compensation. March 28 work-study: Presentation on long range key dates in financial planning, including bond	Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit; 2. The audit report for FY 2014-15 is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board	

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	The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011, 2012, 2013 and 2015. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.	2015. In July the administration provided an update on the 2015-16 budget subsequent to the Legislative Special Session. An annual operating plan, to include information related to all major District funds, will be finalized during the 2015-2016 school year, with preliminary presentation on May 23 and budget action recommended on June 13, 2016.	refinancing and potential renewal referendum in the fall of 2017. March 22: Presentation on long range financial issues and planning. May 23: Presentation of preliminary budget for 2016-17, and information on financial matters which require Board action.	meeting in December; 3. The administration will continue the practice of quarterly reports to the School Board; 4. Will increase communication with the public by posting additional financial information on the District's website. 5. Review the role and membership of the finance advisory committee. 6. Present an annual operating plan in June 2016.	
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	**Details**	**Status**	**Report to the School Board**	**Evaluation**	
Goal 4: Operational Improvements	**Details**	**Status**	**Report to the School Board**	**Evaluation**	
a. Recognition Program, Phase III, will evaluate and expand recognition of community, partnerships, and volunteers.	Goal 4a Recognition Program	The staff recognition program will be reviewed based on the results of the School Culture Survey completed in Spring of 2015, and actual steps developed.		Evaluation plan will be developed which will include: 1.Annual School Culture results; 2. Other measures based on the specific goals of the program.	
b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School with two sections. During 2015-16, the District will develop metrics for all gifted and talented programing.	Report scheduled for the May 23 work-study session.	Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.	
c. Review of District programs and services supporting	Goal 4c Student support	Based on feedback from school staff during listening sessions at	October 26: Plan presented to the School Board.		

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students with Mental Health and Chemical Dependency Needs		District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.	Planning meeting with small group on January 5, January 21, and February 2, 2016. Large Group Launch (22 participants) on February 9, 2016 (2-4 pm). Included national, regional, and local data. Followed by survey of current practice per building, due March 10, 2016. Large Group meetings held on March 17, 2016, and May 5, 2016. May 23: Update to the School Board on the mental health and chemical dependency review.		
d. Follow-up on Program Review of Preschool and Early Childhood Programs	Goal 4d Follow-up on Preschool and Early Childhood Programs. During 2014-15, the District made a thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for	A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were made to the School Board at the May work-study session. For 2015-16, develop follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review. Preschool facilities planning will be incorporated into the district's facilities planning process as	October 26: Update on Comprehensive Facilities Plan. (Relates also to all Action Steps under Strategy III) November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center March 22: Update the School Board on planning	Evaluation plan will include: 1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review. 2. Comprehensive facilities plan for all preschool programming, with completed in conjunction with Phase II of the District facility planning process.	

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	potential next steps.	described in Goal 1, Strategy III.11. From November, 2015, through April, 2016, administration continues to work closely with the Legislature, Ramsey County, and other partners on obtaining funding and support.	for the Achievement Center.		
e. Comprehensive Review of Senior Services.	Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith communities and other agencies working with the senior population. The goal of this comprehensive review will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed	In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum. In September of 2015, the community members are invited to a follow-up meeting to work on the development of a survey in the fall of 2015 to our senior population. Work with the Community has continued through the fall of 2015. An update on the progress of the Community Forums was given to the School Board at the January 25, 2016 work-study session. A fourth Community Forum was held on February 10, 2016 with forty-four people in attendance. The community members formed		Evaluation plan will include: 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programing and the identification of priorities for action in a one to five year window. 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2015.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
	through the School District or in partnership with other entities.	action teams around five themes that came from the survey. They are: recreation, transportation, housing, healthcare, and services. A follow up meeting was held on April 6 with the next meeting scheduled for May 25, 2016.			

AGENDA ITEM:	**Parent Institute for Quality Education**
MEETING DATE:	**May 23, 2016**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Sara Paul, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

This evening's update is consistent with Strategic Plan Action Steps VI.5, which states "*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."*

White Bear Lake Area Schools believe that all families are an essential asset to a student's education. We seek to engage with families in a variety of ways to support and develop the unique talents, abilities, interests, cultural backgrounds, and social/emotional and academic needs of our students. As part of acting on our belief that all families are an essential asset to their students education, our overarching strategy is to better connect families, students and teachers/staff.

Last fall, we launched a new program called the Parent Institute for Quality Education (PIQE). PIQE creates partnerships between parents, students and educators to further students' academic success. This free, nine-week program educates parents on how to foster a positive educational environment for their children both at home and at school. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations; and more.

Creating a bridge between home and school is also emphasized. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their children.

Sara Paul will be joined by Malia Yang-Xiong.

AGENDA ITEM:	**Increasing Access to College Level Courses: Update regarding work with Equal Opportunity Schools**
MEETING DATE:	**May 23, 2016**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Sara Paul, Assistant Superintendent for Teaching and Learning**

BACKGROUND:

This evening's update is consistent with Strategic Plan Action Step I.2, which provides that *"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."*

In our mission statement, we state

> "*we will ensure our students develop a love for learning, excel academically, are inspired to realize their dreams, and become engaged citizens with a global perspective by challenging each student within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student."*

In our equity implementation plan, we identified ways to increase access to rigorous courses.

Tonight Sara Paul will be joined by Tim Wald, Don Bosch, James Barnett, Brian Morris, and High School counselors to give an update regarding our work with an organization called Equal Opportunity Schools.

In order to challenge each student, we need to know our students. We will be sharing a process that students and staff engaged in during the 2015-16 school year to increase access to college level courses. We will share examples of how we have gained a greater understanding of individual characteristics of students and ways we are putting supports in place to increase confidence of staff in our ability to prepare every student for college and career readiness.

Research identifies 12 credits of concurrent enrollment (3 classes) as being strongly correlated to post-secondary success. Key metrics to serve as college and career readiness benchmarks include academic participation and success in concurrent enrollment courses, school attendance, student engagement, academic self-efficacy, and self-perception.

Increasing Access to College-Level Coursework: Update regarding work with Equal Opportunity Schools

James Barnett, Program Director of Achievement & Integration
Don Bosch, North Campus Principal
Brian Morris, Assessment Coordinator
Sara Paul, Assistant Superintendent
Tim Wald, South Campus Principal

White Bear Lake Area Schools

5-23-2016

College Level Coursework, 2015-16

2

World's Best Workforce goals…

- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.

3

Parallel Programs to Support Post Secondary Readiness

University Credit
Advanced Placement
College in the Schools
- U of M (17)
- Mankato (2)

Project Lead the Way

Century Concurrent
Critical Reading 1000
Reading 095
Math 070 (Alg 3)
IT Explorations

Career Pathways
Manufacturing
Information Technology

4

33 College Level Courses

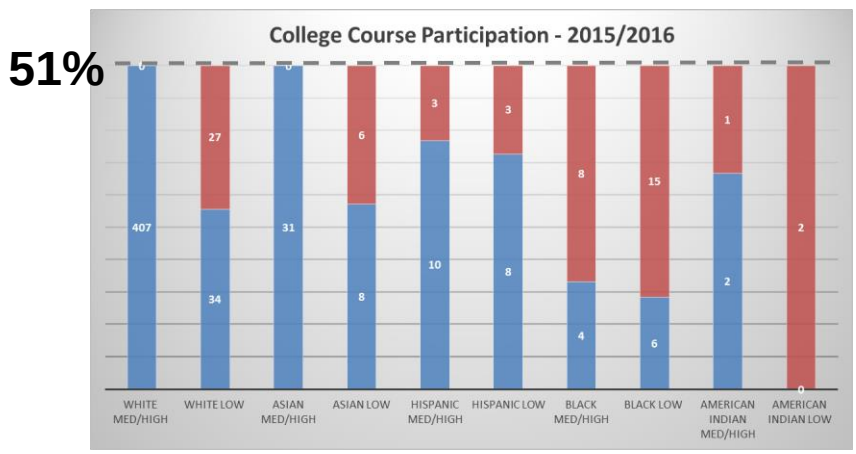
Who is currently accessing college level courses?

How do we identify students that are ready for college level course but not yet accessing the opportunities?

What steps do we take to increase participation and support success?

5

Who is currently accessing college level courses?



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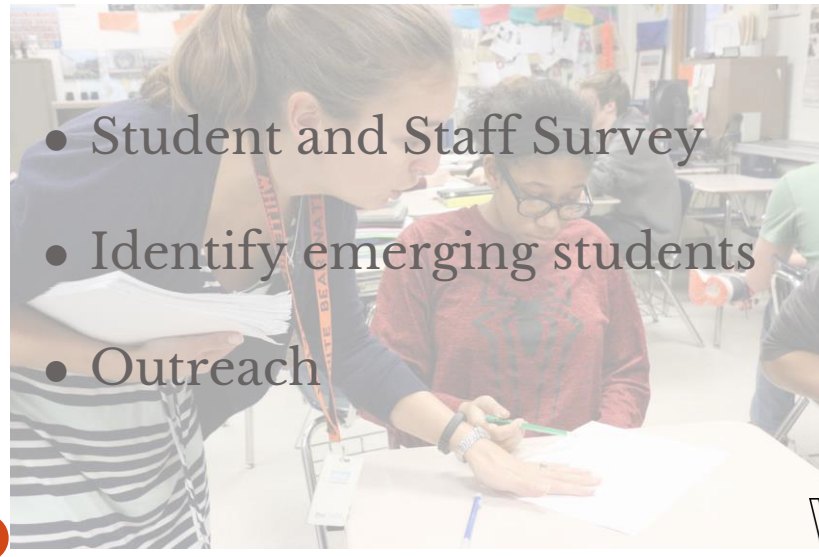
How do we identify students that are ready for college level course but not yet accessing the opportunities?



- Student and Staff Survey
- Identify emerging students
- Outreach

7

How do we identify students that are ready for college level course but not yet accessing the opportunities?

Identification of emerging students

STUDENT INSIGHT CARD 2015-2016

Chloe Adamson

10th Grader
(On Outreach List)

Chloe's Educational Goal Four-year college degree

Career Interest Elementary teacher

Trusted Adults at Medrona High School (MHS) Darrin Weismann, Matthew Purkiss, Michelle Campbell

Study Skills Support at Medrona High School (MHS) Jane Olson, Michelle Campbell

Staff advocating for Chloe to take AP 👍👍👍

Subject Interest Social Studies (History, Government, etc.)

GPA 2.67

Indicators of AP Readiness

Would consider taking AP

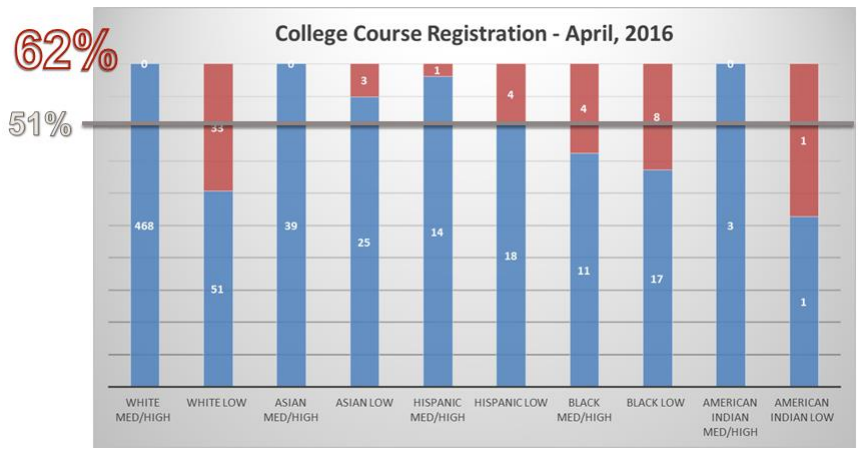
Demonstrated Learning Mindsets & Skills:
- Academic Strategies
- Community Leadership
- Grit

AP Access Barriers

No adult encouragement
Needs more info from staff to enroll in AP
Feels classes are not adequate preparation for college
Courses aren't challenging

8

Current Registration Data for 2016-17



9

What steps do we take to increase participation and support success?

Student Sustainability

- Build sense of belonging
- Develop growth mindsets and study supports
- Link each college course to purpose and value

10

What steps do we take to increase participation and support success?

Staff Sustainability

- Build instructional capacity
- Provide intervention support
- Provide structures for holistic understanding of each learner
- Create structures to work in partnership with parents

11

AGENDA ITEM: **Update on Mental and Chemical Health Review School Board/Superintendent Goal 4C**

MEETING DATE: **May 23, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Kathleen Daniels: Director of Student Support Services**
Avis Fink, District Placement Coordinator and Homeless Liaison: LICSW

BACKGROUND:

Tonight we will be updating the School Board on the current review of the District's Chemical and Mental Health Services and partnerships. This review is consistent with this year's School Board/Superintendent Goal 4c, "*Review of District programs and services supporting students with Mental Health and Chemical Dependency Needs.*"

Two guests will be presenting with us from the Suburban Ramsey Family Collaborative: Mary Sue Hanson and Peggy Huot- Hansen, who are both working with us to complete the review along with former White Bear Lake employee Lyle Helke (who could not be with us tonight).

The discussion will focus on the review of materials and the initial trends for potential recommendations to be presented in the Fall of 2016.

School Board and Superintendent Goal 4C: Review of District Programs and Services Supporting Students with Mental Health and Chemical Health Needs

School Board Work Study Meeting of May 23rd, 2016- Update and Review to Date

The planning committee initially began with small group of stakeholders within the district, eventually partnering with :

- **Lyle Helke**, former White Bear Lake health teacher and chemical health coordinator. Lyle was also the coordinator for the Safe Schools Healthy Students Grant and was actively involved in developing the student assistance teams process and protocol.
- **Mary Sue Hansen** (Director) and **Peggy Huot-Hansen** (Project Coordinator) of the **S**uburban **R**amsey **F**amily **C**ollaborative. **SRFC** has been instrumental in supporting White Bear Lake Area Schools to connect school linked mental health partners and community social services partners, developing informal support partners and are key to breaking down barriers to accessing services. Mary Sue and Peggy work closely with the four suburban districts (Roseville, North St Paul/Maplewood, Mounds View and White Bear Lake) they are able to identify emerging needs and trends. Their research and support around best practices related to health, safety, security and learning for our suburban youth has been invaluable to our district.

The selection of large group participants to assist with the review, includes representation from a wide range of staff to secure input regarding the needs of our students and families. Staff include counselors, nurse, admin., teacher, paraprofessional, school psychologist, social worker, chemical health specialists and cultural liaisons that represent pre-K- through 12 +.

The large group has been reviewing materials related to what is available currently in the district (both internal (LINK #1) and vetted partners (LINK #2) , MN Student Survey (2013 and 2016, results coming end of May), Individual building survey results (questions in this survey were developed based on best practices and recommendations for student assistance teams), parent and student survey results (developed from SAMHSA (Substance Abuse and Mental Health Services Administration) and from a local expert who is certified to facilitate inter-generational focus groups (LINK #3) in addition to best practice readings and discussions.

While the group has not completed final recommendations at this time, (additional meeting in June (large group) and August (small group), a number of emerging trends have been noted. Our goal is to have final recommendations to the School Board by fall of 2016.

MENTAL / CHEMICAL HEALTH STUDY GROUP SCHOOL YEAR 2015-2016

STUDY GROUP CHARGE:

Review School District partnerships and services supporting students with mental and chemical health concerns and identify recommendations for improvement and prevention strategies.

CHEMICAL/MENTAL HEALTH REVIEW

SMALL GROUP PLANNING TEAM

Kathleen Daniels, Director of Student Support Services

Avis Fink, District-Wide Placement Coordinator and Homeless Liaison, MSW

Lyle Helke, Former Chemical Health Coordinator

Mary Sue Hanson, Suburban Ramsey Family Collaborative, Partner

Peggy Huot-Hanson, Suburban Ramsey Family Collaborative, Partner

Small initial design group on to examine WBL's current MH/CH programs and identify appropriate interventions and support.

LARGE GROUP PARTICIPANTS

Large Group Participants Comprise Representatives From The Following:

- **Administration**: Gretchen Harriman, Principal, ALC and Insight, Angie Nelson, Associate Principal, North Campus, Sara Paul, Assistant Superintendent, Chris Streiff, Principal, Willow Lane Elementary, Sara Svir, Principal, Vadnais Heights Elementary
- **Chemical Health Specialists**: Beth Samuelson, Insight and Jennifer Funk, Secondary Schools
- **Guidance Counselors**: Greg Burke, High School, Calli Moreau, Middle School, Janeen Kuemmel MSW, Middle School
- **Cultural Liaisons**: Graciela Hammeken, District-Wide, Amy Ottaviani, Normandy Park
- **Health Teacher**: Rita Leonard, High School
- **Paraprofessiona**l: Becky Wallin, High School
- **Professional Development Coordinator**: Ann Malwitz
- **Psychologists**: Erika Kelly Kennedy, Elementary, Stephanie Tollison, Secondary
- **School Nurse**: Molly Miller, District Lead Nurse

Large Group meets to review/discuss what resources are available and accessed in WBL, examine best practices, feedback on what is working well and identify gaps.

TIMELINE – 2015-2016

June - September Discussions on Initial Design	October - January Planning/ Development	February – June Collecting and Processing Information
Kathleen Daniels Avis Fink Lyle Helke Dr. Michael Lovett Don Bosch Sara Paul Beth Samuelson Ann Malwitz	**October** – Board Work Study Presentation **November/December** – Small Group Meetings **January** – Agenda Building and Review of Literature	Large Group Meetings ● **February**- Charge Related to Listening Sessions,Review District Services /Partnerships ● **March** - Review MH/CH Gap Assessment Survey,Interview Students/ Parents ● **May** – Review Survey, Analyze Interviews, Readings ● **June:** New MSS Data, Preliminary ID of recommendations

August 2016 - Prepare Final Recommendations from Large Group

MATERIALS/DISCUSSIONS

District Wide Available Services
Minnesota Student Survey- 2013 and 2016 (end of May)
Individual Building Surveys
Parent and Student Interviews
Cultural Considerations
What's Working
What's Missing
Best Practice Literature
Building Connection/Relationships/All staff/All Students
Identifying Barriers to Education
Partnering with agencies and counties

Continuing to sift through responses , identifying trends /gaps, reviewing literature, prioritizing recommendations.

PRELIMINARY TRENDS

- **Strategies to establish stronger staff and student connections. How do we ensure that every student has a "go to" person in the building?**
- **Building capacity around prevention.**
- **Strategies for promoting anti-bullying and bullying prevention and implementation of Second Steps and Steps to Respect with fidelity.**
- **Professional Development around MH/CH and classroom management strategies.**
- **Identification of students needing help/at risk (screening tools), problem solving, on-going monitoring, and follow-up, some SW services outside of special education.**
- **Training and support for staff regarding trauma and social, emotional learning supports.**
- **Navigator/Coordinator for staff who oversee initiatives MH/CH.**
- **Building awareness throughout our community on Mental Health / Chemical Health resources available to families.**
- **Better Coordination of available resources and teaming to include nursing services.**

The above statements are common responses to the Mental Health/Chemical Health Gap Assessment Survey. All schools, across our district, were surveyed...to be continued..

Link #1

DISTRICT WIDE STUDENT SUPPORT SERVICES 2015-2016

Special Services

Position	Name	Building	FTE
Social Worker	Avis Fink	District Wide	1.0
Social Worker	Amy Johnson	ALC	1.0
Social Worker	TBD	Sunrise Park MS	.4
		Vadnais Heights	.2
Social Worker	Tom White	North Campus	.4
		South Campus	.6
Social Worker	Evelyn Swenson	Central MS	.6
Social Worker	Kelly Neff	TEC	.6
		AWARE	.4
Social Worker	Kelly Womersley	Matoska	.4
		Willow	.2
		Lakeaires	.4
Psychologist	Portia Andrews	Otter	1.0
Psychologist	Karen Voss	Oneka	1.0
Psychologist	Cara Cardoso	Hugo	.8
		Hugo ECSE	.2
Psychologist	Danielle Perrier	Lincoln	1.0
Psychologist	Erika Kelly-Kennedy	Birch Lake	.6
		Otter	.4
Psychologist	Staci Docken	Vadnais Heights	1.0
Psychologist	Heather Musich	Lakeaires	1.0
Psychologist	Kathy Moore	Willow	1.0
Psychologist	Mary Manders	Matoska	1.0
Psychologist	Amy Galyon	Central MS	.6
Psychologist	Stephanie Tollison	Sunrise Park MS	.8
Psychologist	Evan Singleton	North Campus	1.0
Psychologist	Marissa McGlynn	South Campus	.5
Psychologist	Robin Villwock	TEC	.5
Psychologist	Robin Villwock	ALC	.5
Psychologist	Aleta Schulte	Normandy Park	1.0
Psychologist	Amy O'Neill– NE Metro	Willow	.20
School Nurse	Molly Miller, Lead	Lakeaires, Willow, Vadnais	1.0
School Nurse	Debbie Givot	Otter Lake, Central MS, TEC	1.0

DISTRICT WIDE STUDENT SUPPORT SERVICES 2015-2016

School Nurse	Ruth DesJardins	Birch Lake,North Campus	1.0
School Nurse	Cathy Foster	Matoska,Normandy Park	1.0
School Nurse	Mary Hermans	Sunrise Park MN, Lincoln	1.0
School Nurse	Monica Kubow	South Campus, ALC	.6
School Nurse	Diane Uecker-Flink	Oneka,Hugo	.8

Additional District Supports-General Educatio

Position	Building	FTE
Chemical Health Counselor: Jennifer Estes	North Campus South Campus Central MS Sunrise Park MS	12 hrs/week 12 hrs/week 8 hrs/week 8 hrs/week
Chemical Health Counselor: Beth Samuelson	ALC/Insight	1.0
Counselors: J Kuemmel, S Furhman, E Heitner	Sunrise Park MS	2.5
Counselors: J Shandro, K Schmitz, C Moreau	Central MS	3
Counselors: B Merhar, J Kirschling, M Coe, L Tues	North Campus	4
Counselors: G Burke, J Johnson, R Vavricka, L Horowicki, J Robinson	South Campus	4.4
Counselor: K Benjamin-Beck	ALC	1.0
Cultural Liaison: Hispanic/Latino: Graciela Hammekin	District Wide	1.0
Cultural Liaison: Hmong: Malia Xiong	District Wide	1.0
Cultural Liaison: Hispanic/Latino: Amy Ottaviani	Normandy Park/Hugo ECFE	25 hrs/week
Cultural Liaison: Hmong: Mee Yang	Normandy Park/Pre School at Vadnais Heights, Hugo and Tamarack	14-20 hrs/week
Student Success Coordinator: James Barnett	District Wide	1.0
Behavior Specialist: Brandon Johnson	Willow Lane	1.0

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DISTRICT WIDE STUDENT SUPPORT SERVICES 2015-2016

Community Collaborative Partners

School Linked Mental Health -Suburban Ramsey Family Collaborative/DHS Grant

Agency	Name	School	Time	
NEYF	Vicki Blair-Holman	Birch lake	3 hrs/week	District Contribution:$35,000 annually
		Willow	3 hrs/week	
		lakeaires	3 hrs/week	
	Chris Vendal	North Campus	4 hrs/week	
		Central MS	5 hrs/week	
		AIC	3 hrs/week	
	Carly Gershone	South Campus	6 hrs/week	
		Sunrise Park MS	6 hrs/week	
Keystone Community Services	Richard Grinstead	District Wide	18 families	
Natalis	Hlee lee	Vadnais Heights/NC	4 hrs/bldg/week	
Su Familia	Jennifer Nix	SPMS/Lakeaires	4 hrs/bldg/week	

Diagnostic Evaluation Center

Agency	Name	School	Time	
DEC : Diagnostic Evaluation Center for Crisis Assessment	Mindy Dombrovski/Jenny Coburn 763-210-4690	Any/All Schools	Per crisis	Purchased 10 slots through NE Metro 916 Collaboration

DISTRICT WIDE STUDENT SUPPORT SERVICES 2015-2016

Project Enhance - Ramsey County Case Management/Children's Mental Health

Agency	Name	School	Time	
Ramsey County	Nina Hernandez	District Wide	Up to 15 Referrals	District Contribution: $30,000 Annually (presently serving 45 families)
	Mari Utala	District Wide	Up to 15 Referrals	
	Sima Seaver	District Wide	Up to 15 Referrals	

White Bear Lake School Resource Officers

Agency	Name	School	
WBL Police Dept	Officer John Saumweber	South Campus, SPMS, ALC	District Supported
	Officer Isaac Tuma	North Campus, Central MS	

LINK #2
WHITE BEAR LAKE AREA SCHOOLS #624

INTERNAL VETTED PROVIDERS

These agencies have completed our internal vetting process of conducting background checks and providing proof of current licensure and liability coverage. Services are funded by insurance only.

Associated Clinic of Psychology:
John Ostby

Angelo Scherer

Family Innovations:

Christina Allen-Walker, Kellie Arend, William Beeves, Timothy Berndt, Rebecca Blaede, Julie Bosacker, Cynthia Burgess, Angela Fahey, Bethany Glines, Celeste Gorman, Jennie Haviland, Lisa Helgeson, Jared Hibma, Julie Hormann, Brittany Kiel, Dan Madsen, Katherine Mattson, Valcia McGann, Karen McKenzie, Alethia Panyia Moua, Chelsea Nackers, Jessica Nadeau, Kathleen Nakata, Christin Oien, Jenna Palemo, Nastassia Pavlov, Rachel Peterson, Janine Schultz, Lindsey Schultz, Michelle Sluciak (Brown), Carin Snell, Alex Spreigl, Taren Sundeen, Christine Tamez, Chris Thole, Fred Toenniges, David Tokkesdal, Neko Vanevenhoven, Jennah Zinnecker, Erica Reina, Beth Nyehuis, Mary Emmeck

Counseling Solutions:

Debra Nelson, MA LMFT

Behavioral Dimensions:
Tamara Kowles, Michaela Gehring, Naly Vang , Michelle Robin

Powers of Progress:
Kyle Cloutier

Tree House:
Heidi Wermedal, Sally Mixon , Paul Maloney, Adrienne Lindahl,Zachary Schornack

Independent Therapist:

Rebecca Hammett, Psy. D LP

Minnesota Alliance with Youth (Americorps):

Binh Nguyen

Emma's Place Promise Fellow:

Chris Moua

Nystrom and Associates:

Marie Connor, LGSW Jennifer Kortgard,LGSW, Ashley Schutt,KImberly Navarre, Megan Week

Independent Therapist:

Tara Hjelmberg

Guild:

Dr Godfrey, Richard Podvin, Susan Matzke, Kirstin Rotter, Sara Gable , Amelia Fink, Michael Hoyt, Nathan Honken

Canvas:

Amber Williams

Young Life:

Corey Jones and Alexander Atkinson

Eagle Brook Church:

Will Kronenbaum

U of M: M Power:
Andria Botzet, Robyn Birkeland, Christine Dittel, Bradley Campbell

AGENCY VETTED PROVIDERS

These providers are contracted agencies that have been vetted via agency agreement with SRFC. These services are all funded from SRFC funds/grants but families insurance will be billed.

Communidades Latinas Unidas En Servicio (CLUES):
Manuela Gonzalez– Community Social Worker

Keystone Community Services:
Kathy Albrecht (contact), Richard Grinsted – Community Social Worker

Su Familia (180 degrees/African American Family Services (AAFS):
Amanda Borde – Supervisor,
Mary Ward (therapist)

Northeast Youth and Family Services:
Rachel Cain – Contact
Laurel Walsh (therapist)
Chris Vendal (therapist)
Vicki Blair Holmen (therapist)

Natalis:
Kue Yang Thao-Contact
Hlee Lee (therapist)

OTHER VETTED AGENCIES

McPhail Music
YMCA

VETTED COUNTY SERVICES

RAMSEY COUNTY			
ACE/PROBATION	● Rena McManus, Tom Brandt- Public Health ● Megan Mohs- Human Services ● Michelle Fingard- Corrections ● Choi County Attorney's Office	PROBATION	● Tom Atkins - Director
Project ASSIST	● Carolyn Larson – Contact		
ENHANCE	● Kim Young – Contact ● Mari Uutala – Primary ENHANCE Worker ● Nina Hernandez – Secondary ENHANCE Worker ● ● Probation – Michael Belton – Director		
CHILD PROTECTION	Kim Clemenson – Manager Womazetta Jones-Director	CHILD PROTECTION	● Megan Mohs - Director
CHILDREN'S MENTAL HEALTH CASE MANAGEMENT	● Linda Hall – Director	CHILDREN'S MENTAL HEALTH CASE MANAGEMENT	● Megan Mohs - Director
EDUCATIONAL NEGLECT & TRUANCY	● Womazetta Jones- Director	EDUCATIONAL NEGLECT & TRUANCY	● Dan Papin – Director
MOBILE CRISIS TEAM	● New Hire- Contact		

VETTED COUNTY SERVICES

WASHINGTON COUNTY		**ANOKA COUNTY**	
PROBATION		PROBATION	
CHILD PROTECTION	●	CHILD PROTECTION	●
CHILDREN'S MENTAL HEALTH CASE MANAGEMENT		CHILDRENS MENTAL HEALTH CASE MANAGEMENT	●
EDUCATIONAL NEGLECT & TRUANCY	●	EDUCATIONAL NEGLECT & TRUANCY	●
MOBILE CRISIS TEAM	● Washington County contracts with Canvas Health to provide crisis response 651-251-5076		

LINK #3
Student Interviews

Interview Question 1:

What are friends most likely to do when they are worried about someone their age?

- They would talk to the other person they are worried about-see if they are ok. They might tell/talk to their school counselor that they are worried about another student (8th grade, Caucasian, male).

- Talk with my friend about their problem. Depending on how bad it is, I may need to slap him around. Otherwise I would tell him, “If you want to die, go ahead and do what you are doing” Otherwise I’d tell them to man up or get over it. If it is really bad, I might call the cops (12 grade, black/Italian, male)

- Call their parent. If it is too bad call the police (12th grade, Caucasian, female)

- Talk with other friends; talk with people their age, not normally adults.(12th grade, Caucasian, female)

- They will talk to them. Give them support. She stated that to not stop reaching out to them even if they don’t respond at first. Let them know they can trust you and that you want to help them (8th grade, Hispanic, female)

- Ask the teacher (3rd grader, Caucasian, male)

- Not talk about it (10th grade, Caucasian, male)

- Tell someone who can actually do something about it. Tell [redacted] (teacher) or [redacted] (LADC). If weekend, tell parents and call 911 (12th grade, Native American/Caucasian,female)

- Ask the friend if something is wrong, sometimes wait for the friend to bring up their worries, ask other friends if they know what’s wrong with that person, maybe utilize support staff, feel heartbroken that something is wrong with my friend, worry, helpless, tense up, antsy, angry, cry and can’t focus in school and avoid going to school (group of students from transition education center)

- Talk to them 1:1 about their concerns;something dangerous talk to authorities;depends on the situation;talk to parents, teachers, or counselors; tell parents (focus group of 30 students from health class)

- Ask the friend what is wrong (4th grade, Caucasian, male)
- Talk to them or text them (12th grade, Caucasian, female)
- Talk to them and see what's up if they are friends (12th grade, Caucasian, female)
- Text them, ask them if you can help (10th grade, African American, female)
- Try and help them, influence them to do something else, be there for them (10th grade, Hispanic/Asian/White, female)
- Tell an adult or talk to them about it (8th grade, Caucasian, female)
- Ask the friend more about it and then offer advice (8th grade, African American/Latina, Female)
- Talk to [redacted] (school psych) or [redacted], about the problem (5th grade, Bi-racial {Caucasian, African American} Female)
- I would talk to my teacher or my mom (2nd grade, African American, Female)
- Principal, teachers, maybe parents (yours or the other kid's) (5th grade, African American, male)
- Nurse, principal (4th grade, white/Hispanic, female)
- Turn to a friend; worry about what friends would think if went to a counselor or teacher;. maybe I would go to a counselor after school; talk to each other if we have problems; what do we talk to the counselor about? ; talk to a family member; it is more comforting to talk to someone you know rather than an adult; felt awkward to talk about family issues, not embarrassed to talk to a friend (middle school, superintendent advisory group)
- Dreamline, teachers, counselors, [redacted] (south campus).....some teachers are more open than others to talk to, it takes a lot of courage to ask for help, was told "don't come to me with your drama (high school superintendent advisory group)

Interview Question 2

To whom are young people most likely to get information about how to help a friend or classmate with a serious or personal problem?

- Teenagers are too scared to tell adults, so they keep their problems to themselves. They do not really talk to adults about their problems unless someone else (a friend) finds out or knows about their problem (example: cutting, or self-harm) and that person goes and tells an adult because they are worried about their friends...a lot of students have things going on (bullied, drugs, self harm) and they are scared to tell anyone and even keep that information from their closest friends. (8th grade, Caucasian , male)

- Kids go to their friends for help. They are too scared to tell their parents about their problems. They may go to some teachers, but most won't talk to adults (12th grade, Caucasian, female)

- Peers or someone in the group of friends. Everyone has each other's back. (12 grade, black/Italian, male)

- Teachers and counselors (not parents).(12th grade, Caucasian, female)

- Sometimes when they are very depressed, they don't tell anyone. They can't speak or tell anyone because of their sadness. Also, if you do not have many friends or hangout with people than you definitely don't tell other people about your problems. Someone might tell a close friend or adult they trust. It would be someone that they hang out with a lot and have shared personal things with as their friendship has been built (8th grade, Hispanic, female)

- I would tell [redacted] because he is family, I could also talk to the teacher, principal and support staff (3rd grade, Caucasian, male)

- Closest friends (10th grade, Caucasian, male)

- Other people their age. A lot of kids are afraid to talk to authority or adults (12th grade, Native American/Caucasian, female)

- Adult=parent, teacher, close friends, support staff at school (if they're not busy) (group of students from the transition education center)

- Friends;parents, family, someone they trust, teachers, counselors (focus group of 30 students from health class)

- My mom, grandma and grandpa (4th grade, Caucasian, male)

- Friends, parents (12th grade, Caucasian, female)

- A closest friend (12th grade, Caucasian, female)

- The person they are most comfortable with….either a kid or grown up (10th grade, African American, female)

- Friend before an adult (10th grade, Hispanic/Asian/White, female)

- Parents, school counselor, teacher (8th grade, Caucasian, female)

- Friends they are close to (8th grade, African American/Latina, Female)

- [redacted] (principal) and [redacted] (school psych), or [redacted] because they fix it or help with the problem (5th grade, Bi-racial {Caucasian, African American} Female)

- Their teacher, [redacted] (principal), “one of the people like [redacted] ([redacted] is one of our special ed teachers she is the tier 2 teachers) (2nd grade, African American, female)

- Counselor (social worker), nurse, health aide, principal (4th grade, White/Hispanic, female)

- Parents, maybe teachers (5th grade, African American, male)

- Feel pressured to give really good advice, will go to family or close friends; a lot people don’t know where to go, don’t know who you can trust- one day they are your friend, the next day they are your enemy; it takes a long time to talk to people/trust; kids will talk when they want to talk; want to solve on own but if it gets bad enough they will find someone; youth leaders at church (middle school superintendent advisory group)

Interview Question #3

Where are young people most likely to get information about how to help a friend or classmate with a serious or personal problem?

- They gather information about how to help others from social media (snapchat, instagram) and websites they find from "googling" things…mentioned that he did not believe these sources to be reliable, but are often where young people go to get information (8th grade,Caucasian , male)

- I know there are hotlines, but I've never used one. I don't know anyone who has. If I have a friend in trouble, I will pick them up myself and keep them safe. Friends take care of friends (12th grade, Caucasian, female)

- Mostly peers. Maybe google/the internet. Definitely not a parent-maybe a cool aunt or uncle. Parents need to listen to their kids more and actually be parents (12th grade, black/Italian, male)

- On-line or maybe a drug counselor at school (12th grade, Caucasian, female)

- It is important to put yourself in their shoes and think about the issue from their perspective in order to help gather information about how they are feeling or what's happening. This student will get information/advice from her mom on how to help her friends and not necessarily by asking her mom for the advice, but modeling how her mom responds and helps her in situations and then doing the same for her friends. She stated that if a student doesn't have a parent to help them or show them appropriate ways to respond in situations. For example if a parent never hugs or cares for their child when they are upset that child won't know how to respond or help a friend that is crying. Young people with supportive parents are better off and can help a friend more (8th grade, Hispanic, female)

- I don't know (3rd grader, Caucasian, male)

- A trusted adult (10th grade, caucasian, male)

- If in treatment, there, but if just a person not in treatment wouldn't know where to go…. (12th grade, Native American/Caucasian, female) Ask [redacted] what the words on are on this one

- School support staff or other school staff, internet for resources, parents or family members (group of students from transition education center)

- Health class, previous experiences, internet, a wise elder with lots of knowledge (focus group of 30 students)

- My teacher (4th grade, Caucasian, male)

- Online (12th grade, Caucasian, female)

- Google or a trusted adult (12th grade, Caucasian, female)

- Parents (10th grade, African American, female)

- Counselor (10th grade, Hispanic/Asian/White, female)

- Teachers talk to you or your parents talk to you (8th grade, Caucasian, female)

- Personal experiences (8th grade, African American/Latina, female)

- [redacted]) because she knows everything, or [redacted]. If they don't have an answer I like, I'll look on-line (google search) (5th grade, Bi-racial {Caucasian, African American} Female)

- If the problem was urgent I would ask whoever is nearby to help or try and help myself. Otherwise my teacher or [redacted] for info. (Asked if she would ever look online for information) Maybe online, but not really.(2nd grade, African American, Female)

- Look online -google search for 'helpful worksheets" (4th grade, White/Hispanic, female)

- From other friends, teachers, or online (5th grade, African American,male)

- Not going to go to friends with serious personal issues, want the expertise of the counseling department; Like that counselors rotate with them now, having the right person is there when you need them, it doesn't have to be a counselor could be a teacher but have to have a relationship/connection (high school superintendent advisory group)

Interview Question 4

Do you think your cultural background influences how you think about mental health? If so how?

- His culture believes that relying on mental health resources (counselors, therapists) is helpful. If someone needs to talk, they need to find a source that they can trust in order to get healthy. He believes his cultural influences him to know that it is okay for people to get stuff out instead of holding it in and that helps someone feel less depressed or stressed (12th grade, Caucasian, male).

- I have no idea (12th grade, Caucasian, female)

- Shit happens. Move on, because you can't change anything (12 grade, black/italian, male)

- Yes. They are considered normal problems and not taken seriously. You just need to deal with it (12th grade, Caucasian, female)

- In her Mexican culture, faith and family are very important parts of her life and culture. She believes that her culture responds to others in need in a way that is caring and supportive. Her culture believes that family/friends are important and a person's response should be to help them, not hide the problems going on (8th grade, Hispanic, female)

- No (10th grade, Caucasian, male)

- Think I am more positive about it due to my native american culture (12th grade, Native American/Caucasian, female)

- Yes minimize the seriousness, people with mental health disorders are unstable, can't be trusted, lower IQ=not capable, medications =scary, might not work, addiction, worse side effects (group of students at the transition education center)

- No; yes your history and background could influence; yes it may be frowned upon in some cultures; sort of depends on your religion; wealthy vs poor and access to medical

care; age counts more than culture; many deny that it exist (focus group of 30 students from health class)

- Yes, I think depending on how you were raised you look at mental illness like a disease or a choice. Different people think it is more /less severe (12th grade, Caucasian, female)
- I think how you were raised could affect how you think about mental illness (12th grade, Caucasian, female)

- No doesn't matter (8th grade, Caucasian, female)

- Maybe….different people can react differently to different things (10th grade, African American, female)

- No (10th grade, Hispanic/Asian/White, female)

- No, not really (8th grade, African American/Latina, female)

Interview Question #5

In your experience, how are mental health issues in the community intertwined with issues of substance abuse? How are they intertwined with physical health or with school performance?

- Yes he feels there is a connections between mental health and chemical use in young people. Students might think that using substances are cool. Students who are sad or depressed use chemicals in order to fade away and escape their life/reality for even a short time. Students believe that using substances can help them feel less pain for awhile, so they will turn to drugs instead of talking to someone about their feelings. He believes that mental health, substance abuse, and school performance are connected. Students who struggle in these areas are antisocial, not really engaged with others, don't pay attention to what's going on around them. Their focus is often on the drugs, substance and how to get more…..their life gets taken over by the substance, If students have mental health issues, such as being depressed, they do not want to do anything, put forth no effort at school, not social with others, do less activities and even get into trouble more at school (suspended) (8th grade, Caucasian, male)

- It depends on how the big the problem is (12th grade, Caucasian, female)

- I started using in 7th grade, Using actually helped me because it helped with my ADHD and took the edge off my anger.(12 grade, black/Italian, male)

- Most people with chemical health issues also have mental health issues. Poor school performance is a result of the issues (12th grade, Caucasian, female)

- Yes these things are connected. For example, if a student is depressed, they are more likely to turn to drugs or drinking. Or a student might be sad and end up cutting and hurting themselves. People who are happy are less likely to use substances, unless influenced by their friends and that usually means they don't actually feel great about themselves to begin with (wanting to fit in). These things are also connected to their school-learning, friends (social) and interactions with teachers. Students with issues in

mental or chemical health are not going to care about anything, act out in class, not care about school and ignore their friends (8th grade, Hispanic, female)

- I don't need help (3rd grader, caucasian, male) *Questioned was phrased to fit the developmental stage of child.*

- Feed off of each other with both mental health and chemical health. It interferes with school and physical health by not caring as much (10th grade, caucasian, male)

- Self medication to my mental health, chemical health and mental health affected school greatly, didn't take care of physical health at all (12th grade, Native American/Caucasian, female)

- Mental health and medication = "may cause addiction. Can't be successful /make progress academically. Less energy. Isolated at school. Negative effects on relationships. Limits your motivation and ambition to participate in school activities. Involved with discipline or the law(group of students from the transition education center)

- Some mental health issues can decline the physical activity; if you have a mental health issues, people often turn to substance abuse. They also stop caring and often times school performance is decreased; not everyone that uses substances have mental issues. Also, everyone with mental health issues don't always use substances; Substances: some use to cope, some use in general. School performances:usually negative (group of 30 students from health class)

- I need more help in math and science because I really like the classes and they are hard for me (4th grade, Caucasian, male)

- I think the harder and rougher your upbringing is the more likely substance abuse. Substance abuse damages your health and your performance (12th grade, Caucasian, female)

- If people are suffering from mental health issues, I think for some it may lead to substance abuse which could result in a lower school performance (12th grade, Caucasian, female)

- Yes, they might need help in a way they can't handle so they take things to help. Physical health...no answer. School performance: no focus and they won't do homework...too much on their mind (10th grade, African American, female)

- Yes intertwined to help make the pain go away, physical health, not focused, become addicted, careless school performance: distracted all you can think about is the drug...makes effort “go low” (10th grade, Hispanic/Asian/White, female)

- Yes kids do worse in school and have less friends-older people use alcohol. Kids and adults more likely to use drugs and alcohol (8th grade, Caucasian, female)

- She has not seen issues with chemical health, she has seen how depression has impacted school because it makes you want to give up, feels like too much to do (8th grade, African American/Latina, female

Other Comments:

- Need a guy counselor, 2 guys and 2 girls (middle school superintendent group)
- Connect and not lecture when counselors come in (middle school superintendent group)
- WEB, wish I would have bonded with counselor earlier instead of waiting until 8th grade (middle school superintendent group)
- Need more diverse staff (high school superintendent advisory group)
- In school therapist was very helpful when I was going through a tough time (high school superintendent advisory group)
- There is a generational gap-don’t ask, don’t tell, bridge the generational gap and be more open with us/forthcoming (high school superintendent advisory group)

Parent Interviews

Interview Question #1

If a person is worried about someone else's child, where or from whom would they seek out information about how to be of help to that child? Who, in the school, might they talk to, to get support or resources?

- I would talk to the child's parents, if I knew what school they went to I could call and talk to the teacher or school psychologist. Call CPS.(adult, Caucasian, female)

- I think that reaching out to the school counselors is a good way to go. They can reach out to the child or the parents or if you know the child or their parents, reach out to them directly (adult, no other identifying info)

- Not known, have no idea (Latina, female)

- Not sure(Indian, female)

- I would say speak to the counselor and office staff. That is the best place to start off with if you know the school or if not then just call the county child protection unit you live in (Hmong, female)

- No response (male, Caucasian)

- If I know the parents I would talk to them. If not, I would talk to the principal or school psychologist at the school they attend. I could call the cops too (Caucasian, female)

- Seek out the school principal regarding another student; In my personal experience, I sought out help from the police and county offices. I researched on the internet to try to identify available resources, but had difficulty locating supports. School resources- principal, counselor, nurse (Caucasian, female)

- School psychologist or social worker (Caucasian, male)

- They can talk to guidance office and principal. County websites have lots of resources. However school will not be able to give person any information about someone else's child. (Caucasian, female)

- From my standpoint, I would contact the school and start with the counseling office to give them general information and have me directed to the appropriate person. If i needed an immediate response, I may also feel compelled to contact the school's resource officer or dial the White Bear Lake Police Department, non-emergency number and get directed to the proper people (Caucasian, female)

- A county program , like human/child services or CPS. In school, the school psych (Caucasian, female)

- Look online for information, in school talk to principal or student's teacher (African American, female)

- Get help from parents or teacher (African American, female)

- School social worker or counselor (Caucasian, male)

- To express concern or to get support and resources regarding someone else's child, I would start with the counseling office at the school the child attends (no identifying info)

- More than likely the school the child attends...the teacher, principal, school counselor or psychologist (female)

- Depends on the issue. If it appears serious it may be the police that should be contacted (God forbid) Otherwise, the school office and/or principal should be contacted (assuming the child attends the same school) (male)

Interview Question 2
What prevents neighbors or community members from getting involved when they know a child who appears to be unhappy or unhealthy?

- Adults don't because of their own selfishness, they don't think it is any of their business.(adult, Caucasian, female)

- They just don't want to get involved, or they feel it is none of their business. Maybe they will think it will make things worse? (adult, no other identifying info)

- To not get involved in their problems (Latina, female)

- Not interfering in their personal lives (Indian, female)

- They may be scared of what may happen if they do tell, like retaliation. Can be hard if the family you told on knows it is you and they don't feel the same way you do (Hmong, female)

- The bystander effect, fear of being wrong, fear of confrontation, the belief that it's none of their business (male, Caucasian)

- Adults have to weigh their options and decide what to do, there is fear of retaliation from others especially if you live in an apartment building (Caucasian , female)

- People don't know what to do, or who to contact. There isn't enough education for families about mental and chemical health, There is a lack of resources. As a parent, I always felt like I was being reactionary and responding to a crisis wondering "where do I go' and what do I do? " (Caucasian, female)

- Neighbors or community members may be blamed for provoking issues or told to "mind their own business" with the child (Caucasian, male)

- Confidentiality laws, don't know where to find resources, tough subject to talk about (some people feel that way)

- I feel that mental health and chemical health issues are SO MESSY that people feel they should not get involved and that if they do they feel they cannot remain anonymous in reporting and will get repercussions from the family. I also feel there is so much on every household's plate, and everyone feels so overtaxed and overwhelmed that they don't want to get involved. A final theory would be that people just do not understand that THEY CAN do something about a situation (no educated on this subject)-they don't know the resources that are available or simply have not thought about the fact that they can act upon helping a child. For a long time, this was the issue with suicides. Until they enacted a huge campaign to educate people statewide and nationally (I think of that huge TV ad campaign that was a push in the 70's or 80's that had the giant suicide prevention number displayed across the TV) Awareness! (Caucasian, female)

- Fear of reaction/tension from the child's parent, not wanting to overstep boundaries (Caucasian, female)

- You don't know what's going on in the family so you shouldn't overstep boundaries (African American, female)

- Fear of the unknown, keep things private (African American, female)

- Fear of being wrong (Caucasian, male)

- People are hesitant to get involved in personal family situations. There is still a perception that families take care of their own business. People may be afraid of the ramifications to the family and the child(ren) if they "speak up" (no identifying info)

- I think it could be a variety of things. ONe maybe they just aren't sure it's worth reporting. Two, it seems everyone has extremely busy lives. Perhaps they don't want to get in the middle of a time consuming ordeal. Three, it can be really uncomfortable to talk about or bring up. Four, we live in a society where sometimes people believe it is better just to ignore or not talk about certain issues. Five, perhaps they just don't know who to talk to about it. (female)

- Again for me it depends on the severity of the issue. If a child is consistently negatively affecting another child due to their unhappy disposition, it would be best if the parent would seek out the child's parents but I think a lot of folks don't want to intervene into other people's lives or possibly be perceived as a "busy body" (male)

Interview Question 3
In your experiences, how are mental health or chemical health issues affecting young people and the schools?

- It hurts him because he gets pulled out of class so much for intervention and he would like to be in the classroom...but it is needed.(adult, caucasian, female)

- I think that this is a huge issue right now. I think it is more mental health than chemical health (with my experience anyway). I think that bullying is so common in schools and is not taken as serious as it should be. I think that everyone thinks their hands are tied due to privacy issues. I feel that what children are exposed to and what they seek out online is making everything worse. I think that school should intervene way more than they do. Put on school assemblies about what is happening, have small group talks about what is happening. Get the kids involved to stand up for each other. I don't see this happening at all. I think it also affects relationships with friends. Some kids get involved and want to see their friend get better/healthy but on the flip side, they don't want to be involved with someone like that or they become labeled at school. Parents don't want to their kid associating with "that" child. I don't' think that anyone thinks how the child with the mental health issues really feels (adult, no other identifying info)

- Not aware of them at sunrise/north (Latina, female)

- Not seen (Indian, female)

- I feel that this is a huge concern because without help our children lose focus on education and family and no longer have a positive feel about school and home (Hmong, female)

- I believe we are living in an age where we base our sense of self and well- being off of our internet presence (social media) this is detrimental to young people …mental health issues are rarely addressed holistically so often we focus on one aspect (biology, sociology, environment, homelife etc) that we miss the whole person (Caucasian, Male)

- It is hard to deal with the pressure to medicate but also the stigma that being on medication has too. I wish there were more options but, I have seen the positive

difference being on medication has had on my daughter when she is not refusing to take (Caucasian, female)

- Huge. Mental and chemical health issues have a huge impact. So many students with CH/MH concerns are not identified by their potential, but by their behaviors. The students with behaviors that have a basis in CH/MH concerns are frequently just seen as “bad kids.” Some staff members have looked at my child and seen a student affected by underlying mental health concerns, while other staff members have looked at her and seen her behaviors. I often wonder if her issues had been identified earlier on, whether that would have changed her trajectory. She actually had a teacher tell her, “you are never going to make it.” (Caucasian, female)

- It is the number 1 issue in our school today. Schools are the first line of defense with mental health and chemical health issues. More resources must be moved to this area before we lose anymore teachers or administrators to “burn out” (Caucasian, male)
- Chemical use is greater and the chemicals they choose to use are more dangerous. Mental health is also more significant, but it is difficult for students to qualify for services (Caucasian, female)

- I have seen an increase in chemical use and have a large awareness of a rise in mental health issues-especially anxiety. I really feel that our youth are growing up in a very, very complex world and social media and the instant contact that kids have with one another can create an incredibly scary environment. What used to take a rumor at least a day or two to get around school is now sent school wide via social media in a matter of seconds. That is an incredible amount of pressure in a teenage world that is already filled with peer pressure and academic pressure.

- I see more adults struggling to cope with life and turning to alcohol and other ways “to relieve” stress. Youth pick up on this so easily and I see and hear more and more where the issues a “family” issue and not necessarily one that is learned just from peer pressure. I feel that the new e-cigs have exacerbated the situation-kids feel that they are no big deal and there are no health concerns like cigarettes. The enticing candy flavors and other “juices” lead rapidly to experimentation with marijuana and more.

- It’s a big deal, needs have increased greatly, things need to be taught in the school so kids are aware, greatly affects the education/teaching aspect (Caucasian, female)

- Drugs get in the way of kids learning and a lot of kids are on drugs (African American, female)

- Huge issue with teens and social media plays a big role so much that have had to deal with effects at work (African American, female)

- They are the number one neglected issues….takes resources we currently don't have to do something about it (Caucasian, male)

- I have seen and experienced incredible increases in mental health issues among our kids. There is incredible pressure on kids to be good citizens, take difficult classes, push themselves, volunteer, be active in extracurricular and job activities. There is only so much time in the day, and kids are trying to accomplish the impossible. Throw in single parent families, families who are challenged economically, families who are homeless, drug and alcohol abuse. The list goes on, I believe alcohol and other drugs abuse goes hand in hand with mental health issues. Kids medicate themselves to feel better about their life situations (no identifying info)

- There is a sharp increase in the mental health issues in young people and schools. I think it affects their behavior,social interactions, and learning significantly. It saddens me to see how big of a struggle the routine of a school day is to some children. I see uncontrollable anger both verbal and physical, frustration, lack of motivation, exhaustion, and the ignoring of staff who are trying to help (female)

- Mental health and chemical health issues directly affect young people in schools in primarily an adverse way. The peer pressure and bullying just compounds the issues for a lot of kids and makes it much harder for them to deal with it (male)

Interview Question 4
Do you think that your cultural background influences how you think about mental health about mental health? If so, how?

- No, "if it does people need to get real" (adult, caucasian, female)

- I am just a believer in protecting our children and doing what is best for them in any situation (adult, no other identifying info)

- Yes and yes, all intertwined (Latina, female)

- Related but haven't seen it at the lowest level at school (Indian, female)

- It all ties together if not found early and not helped…mental health issues can lead to substance abuse and with drugs involved it affects their physical health which leads to no motivation for school, so poor education (Hmong, female)

- Self-medication is huge in high school students, they should be educated not only about negative consequences but avenues for seeking help (Caucasian, male)

- I don't know the correlation between mental health and substance abuse. I think mental health makes it hard for the kids to express information and is frustrating for the kids (Caucasian, female)

- No influence for me personally, but I do see asking for help as a huge stigma for some. As a society, we are afraid to have real conversations about MH/CH. I think there may be less of a stigma for CH since as a culture we are starting to see it as more treatable, as opposed to mental health. The fact that we don't talk openly about these concerns is cultural. (Caucasian, female)

- Yes how many adults have gone undiagnosed with mental illness in this country and now those adults are having children and don't know where to go or what to do. We have to take mental illness more seriously in this country and build the resources to help these families (Caucasian, male)

- Possibly, many people do not like to talk about mental health. It is viewed as taboo (Caucasian, female)

- I do feel that my cultural background influences how I think about mental health. I also feel, even more so, that my education influences how I think and react to students and adults with mental health. In some cultures,and even my own caucasian background, mental health is still a taboo topic. There is fear of retribution and the negative stigma associated with mental health that prevents people from talking about it (which prevents people from understanding more about it). " No one will be friends with or want to be with my child if they know they have trouble with depression or high anxiety" I won't get that job I really want if my boss and co-workers know I struggle with my mental health" and more. I feel the more educated we are on the subject, the more that people can work to help others cope with mental health issues in a safe environment (without fear of retribution or being negatively labeled by others) (Caucasian, female)

- No (Caucasian, female)

- Yes, a little bit- our community doesn't like doctors or getting labeled so some people avoid them but that makes problems worse (African American, female)

- For some it is off limits the victims of family and cultural influences if you get help or not (African American, female)

- I think anyone's cultural background affects how they think about mental health, including mine. I think my background gave me a pretty good idea of the many various issues in society today and help me identify TS in our child and to get proper assistance, I understand kids today are influenced by many things, including unlimited and unsupervised social media and internet content, but also have one of many disorders

that left untreated or diagnosed makes life really hard for them. Combine the 2 and that sets up a recipe for serious problems down the road (male)

- No I don't think so. I view mental health as a medical condition similar to that of cancer. It requires treatment but it can be maintained and hopefully ultimately cured. (female)

- I think teachers and mental health professionals have an incredibly difficult job. Teachers are put in untenable positions. They no longer "just teach", they counsel and hold things together. Counselors are faced with helping the "worst , most dire" situations, rather than being able to provide services to kids who may not blatantly be calling out for help. There's just too much out there for our resources to stretch to everyone who needs help. I think there is dialogue with students, however, which is a great. In almost every culture, there is a philosophy that asking for help means you've failed somehow. Families take care of their own business, and to ask for help isn't acceptable. I think this is universal across the board, however, when you throw in socioeconomic disparity, you have a whole other ball game. Families with financial resources have access to mental health and drug services that people who are in the lower socioeconomic bracket simply don't. (female)

Interview Question 5
In your experience, how are mental health issues in the community intertwined with issues of substance abuse? How are they intertwined with physical health or with school performance?

- There is a high correlation between mental health and substance abuse, we have so many mental health providers because so many people have substance abuse issues, if kids are not feeling well then is makes school harder. (adult, caucasian, female)

- I haven't dealt with substance abuse and hope I never have to but I can say that mental health plays a factor in everything! I have noticed that when a child is not being treated properly for their mental health it makes them perform poorly in school. They don't really seem to care and not try at all. Same with activities they are involved in. They have the "I don't care attitude." (adult, no other identifying info)

- Yes and yes, all intertwined (Latina, female)

- Related but haven't seen it at the lowest level at school (Indian, female)

- It all ties together if not found early and not helped…mental health issues can lead to substance abuse and with drugs involved it affects their physical health which leads to no motivation for school, so poor education (Hmong, female)

- Self-medication is huge in high school students, they should be educated not only about negative consequences but avenues for seeking help (Caucasian, male)

- I don't know the correlation between mental health and substance abuse. I think mental health makes it hard for the kids to express information and is frustrating for the kids (Caucasian, female)

- The issues are very intertwined. Mental health concerns can lead to chemical abuse, and chemical abuse can lead to mental health concerns. At school, the problems

become more intertwined. Behaviors that are symptoms of MH/CH result in students burning bridges and losing support (Caucasian, female)

- Mental health and substance abuse go hand and hand and the longer they go the further problems they will have with physical health and school performance.(male, Caucasian)

- I think that people with mental health issues often turn to chemicals to help ease the pain, or to regulate themselves, to feel more normal. I believe user might have a higher rate of physical health issues due to the lack of personal care and damage done to the body while they try to self-medicate. Often times the symptoms they feel may be a result of the body trying to get a foreign substance (drug) out of the body. (female, caucasian)

- I think chemical health and mental health are intertwined (not always, but i can cite many examples of people like my co-workers, friends, relatives, and community members, that have struggled with addiction and mental health issues). When working with homeless shelters with my church, I got a better understanding of why people are currently at the shelter. There are many reasons of course, but chemical abuse is high on the list. neighbors and friends who I never thought had a problem with alcohol or chemicals, are starting to show outward signs of their “secret” that they have tried to hide from others. I have been surprised by my children and their friends at school and the fact that they reported to their teachers when they had a concern about a friend (which I think is AMAZING since the teachers instantly responded in a positive way). I watched as some of these friends started to see a drop in their grades, would stay up outrageously late because they were on medications that were still trying to be adjusted-and therefore would be exhausted. These friends were not particularly social-they avoided social group situations and preferred one to one time with my kids at home. I watched an incredibly unhealthy relationship unfold with one of my daughter’s friends and another boy who BOTH high anxiety and depression and when one tried to break up with the other they threatened suicide to make each other stay together. Both of them struggled in school for a while and had quite an issue recovering from their break up. Neither has dated since (and that was 4 years ago). I think working with students and families like this takes an immense amount of time and resources, and as the problem seems to be escalating, I fear that there is not enough people and resources to go around. It is a problem that will not go away any time soon and i feel there is an obligation for ALL of us to help those that need us the most. I am proud to be a parent in White Bear and to see how we seem to stay a tiny bit ahead by realizing there are things we need to address to help our kids and families feel healthy and safe in school and the community. We were one step ahead on the bullying issues and hopefully we can make a dent in the mental/chemical health issues as well (Caucasian, female)

- Substance abuse and mental health issues go hand in hand-they affect how you think and alters the brain, causing mental health issues. Both mental health and chemical

health issues greatly negatively impact physical health and can harm school performance (Caucasian, female)

- Drugs and mental problems always go together and they both are bad for education and obviously someone's health (African American, female)

- If students are stressed about school they maybe are more open to self medicate (African American, female)

- Mental health issues ignored lead to people turning to drugs to self medicate these issues (Caucasian, male)

- They are all intertwined. You don't have one without the other. (female)

- I am aware that many young folks with slight to moderate health issues and without strong supportive and encouraging parents will very likely end up with the wrong crowd and unfortunately end up experimenting with alcohol or substances. Once this happens and it turns into a bad habit the physical health and school performance of the child i believe usually ends up doing very poorly (male)

- I think people with mental health issues may be looking to fill a need inside themselves which at at times leads to drugs and alcohol. Due to their illness, they are not able to always make the most sound decisions. When you have a mental illness, it may be difficult to get enough quality rest which leaves you tired. You may feel blue and not be motivated to care for yourself by eating healthy, exercising etc when you don't feel your best or take care of yourself, your performance will certainly suffer (female)

Other Comments from Parents/adults:

- A huge barrier in obtaining help has to do with finances. I earn too much to qualify for financial assistance, but don't make enough to pay for treatment. I'm not alone in this

.

- It is very difficult to find information for parents regarding MH/CH support. A guidebook for parents would be very helpful to identify warning signs, find resources for support etc.

- Offer informational sessions for support related to these areas and be sure information regarding MH/CH is prominent on the district website. When one was offered, I found the information too late and had been looking.

- Making services available to all continues to challenge me. Access to health insurance to cover needed services is a big issue. I have an extensive extended family history of alcohol and other drug abuse, as well as mental health issues. Have you ever tried to get a family member an appt. with a mental health counselor? And I'm an educated, white, middle class mom who had to make several calls to get a family member the

services she needed without waiting for 3 months. A person with limited resources would most likely not keep pushing. Whether it's because they are working full-time and don't have access to staying on hold for a period of time, don't understand their benefits, or can't get a person on the phone to explain them, don't know the emergency resources. It's all about access, which is a huge issue right now. (female)

- These were some tough questions! Certainly thought provoking.

REFLECTION QUESTIONS

Question 1:
What new insights did you gain from this discussion?

- Students shared inaccurate knowledge and limited understanding on how to access appropriate support services and resources in their school and community. However the students were engaged and eager to discuss and learn about mental health and chemical health. The students shared that the schools should provide more support services and open discussion to help decrease the effects from stigma and lack of adequate resources

- Teachers were not often the first people that students would talk to. Some felt that teachers don't care about kids, and should get to know them better. Need to create a caring culture in the classroom.

- Based on what the students expressed about how young people often don't tell anyone (friend, adult, etc) how they are feeling if they are struggling with an issue that there are SO many more students in our buildings that are hurting in some way than we ever know about.

- The importance of understanding a student/families cultural background and how this impacts or influences their beliefs and attitudes about mental health issues

- Students had a hard time identifying places/people they'd seek out to get information on how to help a friend. Social media and the internet were the only sources identified. They might also model how they respond to situations based on what their parents do.

- The support most at-risk students get is only as good as what they get from their peer group. Adults are a last resort, and school staff and the police are seen as a resource before their own parents.

- Both kids had little insight into what could help them and though things were going great. But, if you talked to both parents they would not agree.

- It was interesting that this student did not mention involving adults as we talked she did say that she would involve adults if the problem involved suicide.

- There is varying degrees of awareness when it comes to mental/chemical health and resources.

- Everyone agrees that this is a really big issue. Both students and adults would like to see more done to help with these issues.

- I was surprised that she didn't mention any classroom teachers and that she was far more likely to ask an adult than to look online for answers.

- I was surprised that she wasn't really sure of who she could go to other than teacher or principal for help. It made me think that it would be good to get the psychs and social workers and nurses into the classrooms (especially the younger ones) so the kids are familiar with them and know they can ask for help.

- Strong emphasis on teaching awareness to parents and how they can/should handle things on their own was a new take I haven't heard in awhile. This parent strongly felt parents needs to be more responsible and mentioned it often.

- Bigger focus on drugs, has a child in secondary school as well and mentioned it is a big issue there and in the neighborhood.

- It was harder for him to expand on answers , he wasn't as open as the female student interviewed although he is very social typically
- Happy to hear that she said health aide and nurse were people to go to, I also liked that she was thinking about finding helpful worksheets for friends.

Question 2:
What themes kept occurring throughout your discussion?

- Students shared their frustration and lack of knowledge and resources to help with mental and chemical health

- Friends are most frequently the first line of assistance for help. Drug use and mental health challenges may occur simultaneously or separately.

- The first theme that stood out to me was the feeling of being scared or fear around sharing, telling, or talking to someone about issues going on with a young person. Both the parent and the student interviews echoed this idea of being scared to share and instead kept the issue to themselves because they aren't either sure who to tell or worried what will happen if they do share.

- Students may not even share their problems with their friends or have many friends to share with-I sensed the idea/theme of feeling alone and isolated in their problems.

- Students want to feel a sense of trust with whoever they are sharing-friend or adult.

- Both parents and students interviewed believe that mental health, substance abuse, physical health and school performance are intertwined and connected. They identified similar outcomes of what happens to young people when they are dealing with these type of issues including disengagement in school, withdrawn from their peers/family and loss of motivation.

- CH/MH concerns are normal, so you just have to deal with it. (student perspective)

- People at schools are looked at as a support person for parents and students.

- How important their friends are to them

- The desire to want to help

- Pressure from social media, school, home, relationships and peer pressure was discussed with the youth. They felt these things had a lot to do with chemical abuse. Kids not able to handle all the pressures in their life turn to drugs and alcohol.

- Not sure where to go to get help and where to find resources when you don't want others to know what they are trying to deal with.

- Anxiety and depression also is something that we talked about and how many kids feel they have no way to talk about it with their family. If they tell their friends the friends just try to give them their pills. Kids who do not have prescription for certain meds are getting them from the friends that do and not taking them themselves.

- Common theme was how much she trusts and respects the school psychologist, behavior interventionist, and the principal. She didn't hesitate to say that those are the people that she would turn to if she needed help.

- Asking the teacher for help was a big theme with this student, but outside of that she was a little hesitant about who she could ask.

- Themes included : parents need to be more responsible-schools can't fix everything, schools spend a lot of time dealing with mental health and it takes away from time spent on education (parent recognized importance of schools dealing with mental health but still was frustrated that education is so impacted)

- Parent education-what can the school do to help parents?

- Themes were drugs and their popularity/dangers

- There was some hesitancy about talking to teachers, but he did always name them as people who could help
- The nurse, health aide and principal being helpful and caring people she could to was a strong theme

Question 3:

What do we still need to talk about - what areas do we want to be sure to cover in our discussion?

- Provide adequate proactive programming in the schools and community for prevention to increase healthy lifestyles. Increase adequate access to school mental health support services and increase students, families and staff's knowledge and understanding about mental/chemical health.

- The role of the chemical health in this district. What are the expectations of the LADC's?

- How do we educate staff regarding chemical use? I am very concerned about this topic.

- Connecting with kids should be a priority and setting the classroom culture at the beginning of the school year. More focus needed on this than some of the other initiatives that we have as a district. Be more intentional. Where do students go for a crisis. Need help immediately sometimes. How does staff handle these situations? Ask the questions directly. Provide tools for staff to be successful.

- How do we help break the fear of sharing/telling others when there is an issues or concern with a young person?

- How can we engage our entire school staff in building trust/support with students, so that they can feel connected, safe, cared for in hopes to increase their chances to share if there is a problem issue with themselves or a friend?

- How do we provide relevant and accessible parent education regarding warning signs, ways to help, resources in the community regarding mental health/chemical health?

- We need to be sure all adults (school staff and parents) have resources ready. If a student talks to you, don't take it lightly. Kids are pretty desperate, and you may be the only person they will talk to. We need to find ways to find "ins" through teen culture. They look for answers online or through peers. MH/CH resources are difficult for parents to find and access. We need to be sure .resources are easy to find, and not let stigma get in the way.

- Because schools are looked at as a resource (which is great) we need to make sure everyone is informed of mental health service or who to direct parents to.
- How do we support family systems...if the system is dysfunctional and doesn't have the tools to respond appropriately to mental health/chemical health issues, how do we expect the young person to respond /react in a healthy way?

- How to spread awareness and help to educate/provide resources for students and their families

- I would really like to try and get resources available to the kids as they seem to want help but do not want to talk to parents or counselors. Maybe have listings of resources in the health office where they can call themselves. Or maybe handouts...something on the back of planners….

- Not sure how to broach mental health or cultural influences with younger kids. I'm sure there's a kid friendly way but the questions were worded for older students and it didn't feel appropriate to ask her. I also think it's important to look into why classroom teacher wasn't on the list of people to talk to (is it a bad relationships between the two, is there a perception that the teacher doesn't have time?, etc)

- How do we introduce students to all the people who can help them? Teachers can't always be the go to and sometimes they don't know who can provide certain resources (ex: a teacher had the school psych help a student get eyeglasses rather than the school nurse)

- We should talk about the cultural impacts of certain communities and how to address these concerns when we are not a part of the community.

- How do we build a better relationship between student and teacher as well as other staff?

- How do we let people (kids, especially) know how to judge a website's reliability?

AGENDA ITEM:	**Preliminary FY17 Budget and Projected FY18-FY20 Budgets**
MEETING DATE:	**May 23, 2016**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Dr. Wayne A. Kazmierczak, Assistant Superintendent for Finance & Operations**

BACKGROUND:

This evening's update is consistent with School Board/Superintendent Goal 2, *Ongoing Financial Stewardship and Budget Management.*

Attached please find a *draft* preliminary budget for fiscal year 2017 and projected budgets for fiscal years 2018 through 2020. Note that the data contained within the attachments are subject to change as revenue and expenditure assumptions will be refined leading up to the School Board work-study meeting on May 23, 2016 at which time revised documents will be provided.

Variables used to develop the budget will be discussed at the May 23, 2016 work-study meeting. Additionally, it is important to note that Minnesota's 2016 legislative session will be concluding on the same day. The end of the session may impact the final assumptions that are used to develop the budget that will be presented to the School Board for approval in June.

Other items with significant financial ramifications will also be discussed as part of this agenda item on May 23. An update on the District's transportation contact procurement process will be provided, and additional information about a proposed press box at South Campus will be available.

White Bear Lake Area Schools
Preliminary FY17 and Projected FY18, FY19 & FY20 Budgets
General, Nutritional Services, and Community Services Funds--Revenues and Expenditures Summary

	Actual 2014	Actual 2015	Revised 2016	Preliminary 2017	Projected 2018	Projected 2019	Projected 2020
General Fund							
Revenue							
Local sources							
Property taxes	$ 12,956,296	$ 23,587,670	$ 23,772,000	$ 23,656,597	$ 23,893,163	$ 24,132,095	$ 24,373,416
Investment earnings	20,131	49,506	50,000	76,000	80,000	85,000	90,000
Other	1,601,805	1,309,465	3,291,845	1,660,682	1,700,000	1,700,000	1,700,000
State sources	63,533,412	55,952,733	60,118,609	61,022,425	61,937,761	63,021,672	63,966,997
Special Education	9,066,468	10,437,669	11,055,000	11,276,100	11,501,622	11,731,654	11,966,288
Federal sources	2,844,272	2,725,971	2,698,078	2,784,791	2,784,791	2,784,791	2,784,790
Total revenue	90,022,384	94,063,014	100,985,532	100,476,595	101,897,337	103,455,212	104,881,491
Expenditures							
Current							
Administration	4,360,452	4,368,076	4,602,104	4,762,993	4,855,889	4,951,280	5,048,735
District support services	1,642,913	1,662,845	1,880,134	1,932,873	1,961,331	1,990,401	2,020,101
Elementary and secondary regular instruction	41,901,372	41,958,720	45,843,632	46,303,343	47,061,976	47,977,055	48,911,824
Vocational education instruction	827,110	951,749	1,004,140	959,050	1,026,156	1,038,832	1,051,775
Special education instruction	18,603,528	18,802,623	19,872,893	20,345,243	20,678,783	21,073,694	21,477,178
Instructional support services	5,682,729	7,784,273	7,665,794	7,280,347	7,481,809	7,604,260	7,721,068
Pupil support services	2,867,753	3,891,907	4,161,823	4,255,797	4,349,933	4,435,584	4,523,070
Transportation	4,937,462	4,987,958	5,400,052	5,506,304	5,610,615	5,676,197	5,791,938
Sites and buildings	16,559,644	9,129,257	9,406,084	8,946,492	9,039,024	8,632,529	8,727,772
Fiscal and other fixed cost programs	383,556	181,837	200,000	320,000	320,000	320,000	320,000
Debt service							
Principal	293,817	499,918	734,130	664,080	690,180	717,120	745,270
Interest and fiscal charges	142,506	483,178	435,090	406,880	381,000	353,840	325,780
Total expenditures	98,202,842	94,702,341	101,205,876	101,683,402	103,456,696	104,770,792	106,664,511
Excess (deficiency) of revenue over expenditures	(8,180,458)	(639,327)	(220,344)	(1,206,807)	(1,559,359)	(1,315,580)	(1,783,020)
Other financing sources (uses)							
District Reserves							
Assigned for Secondary Facilities			1,000,000	500,000	500,000	–	–
Assigned for Construction & Capital Improvements			197,595	250,000	250,000	250,000	250,000
Assigned for Carryovers			500,000	250,000	125,000	125,000	125,000
Assigned for Strategic Priorities			250,000	250,000	50,000	50,000	50,000
Capital lease issued	8,000,000						
Proceeds from sale of assets	630	13,129					
Prior Period Adjustment	10,405,920						
Transfer to Community Service Fund	(388,000)	(250,000)	(75,000)	–	–	–	–
Total other financing sources (uses)	18,018,550	(236,871)	1,872,595	1,250,000	925,000	425,000	425,000
Net change in fund balances	9,838,092	(876,198)	1,652,251	43,193	(634,359)	(890,580)	(1,358,020)
Fund balances							
Beginning of year	18,529,448	28,367,540	27,491,342	29,143,593	29,186,786	28,552,428	27,661,848
Ending Fund Balance (Assigned and Unassigned)	$ 28,367,540	$ 27,491,342	$ 29,143,593	$ 29,186,786	$ 28,552,428	$ 27,661,848	$ 26,303,828
Ending Fund Balance (Unassigned)	$ 12,888,284	$ 14,670,122	$ 16,322,373	$ 16,365,566	$ 15,731,207	$ 14,840,628	$ 13,482,608
Ending Fund Balance (Unassigned as % of expenditures)	13.1%	15.5%	16.1%	16.1%	15.2%	14.2%	12.6%
Nutritional Services							
Revenues	4,204,291	4,208,560	4,424,632	4,434,266	4,479,619	4,524,415	4,569,659
Expenditures	4,205,461	4,245,505	4,339,028	4,425,682	4,553,176	4,684,239	4,817,924
Excess (deficiency) of revenue over expenditures	(1,170)	(36,945)	85,604	8,584	(73,557)	(159,824)	(248,265)
Ending Fund Balance	270,097	233,152	318,756	327,340	253,783	93,959	(154,306)
Ending Fund Balance (as % of expenditures)	6.4%	5.5%	7.3%	7.4%	5.6%	2.0%	-3.2%
Community Services							
Revenues	4,621,755	4,772,075	4,921,313	5,342,008	5,448,848	5,557,825	5,668,982
General Fund Transfer	388,000	250,000	75,000	–	–		
Expenditures	4,445,004	4,515,800	4,885,215	5,342,008	5,448,848	5,557,825	5,668,982
Excess (deficiency) of revenue over expenditures	564,751	506,275	111,098	–	–	–	–
Ending Fund Balance	$ 871,690	$ 1,377,965	$ 1,489,063	$ 1,489,063	$ 1,489,063	$ 1,489,063	$ 1,489,063
Ending Fund Balance (as % of expenditures)	19.6%	30.5%	30.5%	27.9%	27.3%	26.8%	26.3%

White Bear Lake Area Schools
Preliminary FY17 and Projected FY18, FY19 & FY20 Budgets
General Fund--Detailed Revenues and Expenditures

		Actual 2014	Actual 2015	Revised 2016	Preliminary 2017	Projected 2018	Projected 2019	Projected 2020
1	Revenue							
2	Local sources							
3	Property taxes	$ 12,956,296	$ 23,587,670	$ 23,772,000	$ 23,656,597	$ 23,893,163	$ 24,132,095	$ 24,373,416
4	Investment earnings	20,131	49,506	50,000	76,000	80,000	85,000	90,000
5	Other	1,601,805	1,309,465	3,291,845	1,660,682	1,700,000	1,700,000	1,700,000
6	State sources	63,533,412	55,952,733	60,118,609	61,022,425	61,937,761	63,021,672	63,966,997
7	Special Education	9,066,468	10,437,669	11,055,000	11,276,100	11,501,622	11,731,654	11,966,288
8	Federal sources	2,844,272	2,725,971	2,698,078	2,784,791	2,784,791	2,784,791	2,784,790
9	Total revenue	90,022,384	94,063,014	100,985,532	100,476,595	101,897,337	103,455,212	104,881,491
10								
11	Expenditures							
12	Current							
13	Administration							
14	Salaries	3,098,410	3,082,025	3,168,159	3,231,522	3,296,155	3,362,076	3,429,320
15	Employee benefits	1,001,674	1,014,640	1,124,797	1,150,159	1,178,922	1,208,392	1,238,603
16	Purchased services	175,651	178,745	200,438	271,278	270,778	270,778	270,778
17	Supplies and materials	28,676	35,654	42,500	42,500	42,500	42,500	42,500
18	Other expenditures	56,041	57,012	66,210	67,534	67,534	67,534	67,534
19	Total administration	4,360,452	4,368,076	4,602,104	4,762,993	4,855,889	4,951,280	5,048,735
20								
21	District support services							
22	Salaries	795,562	821,313	882,686	956,340	975,467	994,976	1,014,875
23	Employee benefits	289,785	294,012	339,550	373,138	382,469	392,030	401,831
24	Purchased services	466,211	489,417	571,068	491,068	491,068	491,068	491,068
25	Supplies and materials	59,936	45,423	62,000	87,000	87,000	87,000	87,000
26	Capital expenditures	5,250	–	–	–	–	–	–
27	Other expenditures	26,169	12,680	24,830	25,327	25,327	25,327	25,327
28	Total district support services	1,642,913	1,662,845	1,880,134	1,932,873	1,961,331	1,990,401	2,020,101
29								
30	Elementary and secondary regular							
31	instruction							
32	Salaries	28,505,825	29,354,377	30,765,429	31,872,211	32,418,378	33,051,690	33,697,663
33	Employee benefits	9,880,518	10,232,305	10,909,045	11,217,720	11,495,611	11,777,378	12,066,174
34	Purchased services	2,235,811	1,172,408	1,332,734	1,269,952	1,271,952	1,271,952	1,271,952
35	Supplies and materials	1,087,560	834,607	1,760,246	1,527,085	1,459,838	1,459,838	1,459,838
36	Capital expenditures	171,693	188,815	510,681	231,178	231,000	231,000	231,000
37	Other expenditures	19,965	176,208	565,497	185,197	185,197	185,197	185,197
38	Total elementary and secondary							
39	regular instruction	41,901,372	41,958,720	45,843,632	46,303,343	47,061,976	47,977,055	48,911,824
40								
41	Vocational education instruction							
42	Salaries	326,692	367,893	392,669	408,701	420,872	429,289	437,873
43	Employee benefits	136,542	151,726	161,925	165,271	170,206	174,465	178,824
44	Purchased services	340,954	393,557	409,900	359,900	409,900	409,900	409,900
45	Supplies and materials	22,922	38,573	39,646	25,178	25,178	25,178	25,178
46	Capital expenditures		–					
47	Other expenditures		–					
48	Total vocational education							
49	instruction	827,110	951,749	1,004,140	959,050	1,026,156	1,038,832	1,051,775
50								
51	Special education instruction							
52	Salaries	12,518,354	12,948,975	13,530,404	13,858,678	14,118,361	14,382,239	14,651,403
53	Employee benefits	5,156,238	5,126,142	5,601,742	5,752,966	5,881,043	6,012,076	6,146,396
54	Purchased services	641,929	491,506	509,969	503,029	448,809	448,809	448,809
55	Supplies and materials	203,240	176,980	165,278	159,500	159,500	159,500	159,500
56	Capital expenditures	81,677	28,020	35,000	40,000	40,000	40,000	40,000
57	Other expenditures	2,090	31,000	30,500	31,070	31,070	31,070	31,070
58	Total special education instruction	18,603,528	18,802,623	19,872,893	20,345,243	20,678,783	21,073,694	21,477,178
59				–				
60	Instructional support services							
61	Salaries	3,381,605	3,738,896	3,833,872	3,969,949	4,057,094	4,138,237	4,221,003
62	Employee benefits	1,126,055	1,271,418	1,393,310	1,450,892	1,488,454	1,525,662	1,563,804
63	Purchased services	246,372	255,599	398,540	319,740	398,540	398,540	398,540
64	Supplies and materials	64,922	65,697	82,452	69,697	69,697	73,797	69,697
65	Capital expenditures	863,585	2,452,663	1,437,420	939,465	937,420	937,420	937,420
66	Other expenditures	190	–	520,200	530,604	530,604	530,604	530,604
67	Total instructional support services	5,682,729	7,784,273	7,665,794	7,280,347	7,481,809	7,604,260	7,721,068
68								
69	Pupil support services							
70	Salaries	2,048,982	2,572,490	2,817,482	2,821,356	2,936,253	2,994,982	3,054,882
71	Employee benefits	801,332	957,646	1,026,093	1,052,467	1,076,153	1,103,075	1,130,661
72	Purchased services	–	77,348	198,406	242,853	198,406	198,406	198,406
73	Supplies and materials	17,439	40,013	40,167	29,610	29,610	29,610	29,610
74	Capital expenditures	–	–		–		–	–

		Actual 2014	Actual 2015	Revised 2016	Preliminary 2017	Projected 2018	Projected 2019	Projected 2020
75	Other expenditures	–	244,410	79,675	109,511	109,511	109,511	109,511
76	Total pupil support services	2,867,753	3,891,907	4,161,823	4,255,797	4,349,933	4,435,584	4,523,070
77								
78	Transportation							
79	Salaries	1,192,175	1,198,716	1,547,750	1,578,705	1,610,280	1,642,486	1,675,336
80	Employee benefits	345,160	342,090	415,951	424,271	432,757	443,576	454,666
81	Purchased services	2,747,879	3,048,663	2,615,351	2,871,908	2,925,734	2,937,658	2,996,410
82	Supplies and materials	651,845	398,489	510,000	520,200	530,604	541,216	552,040
83	Capital expenditures	403	–	310,000	110,200	110,200	110,200	112,404
84	Other expenditures		–	1,000	1,020	1,040	1,061	1,082
85	Total transportation	4,937,462	4,987,958	5,400,052	5,506,304	5,610,615	5,676,197	5,791,938
86								
87	Sites and buildings							
88	Salaries	2,941,905	2,921,098	2,961,230	3,020,452	3,081,833	3,143,472	3,206,339
89	Employee benefits	1,078,001	1,101,109	1,199,775	1,237,728	1,268,879	1,300,605	1,333,121
90	Purchased services	2,955,188	2,881,480	2,978,984	2,869,544	2,869,544	2,869,544	2,869,544
91	Supplies and materials	824,198	941,062	929,900	929,900	929,900	929,900	929,900
92	Capital expenditures	8,758,167	1,273,510	1,322,795	875,200	875,200	375,340	375,200
93	Other expenditures	2,185	10,998	13,400	13,668	13,668	13,668	13,668
94	Total sites and buildings	16,559,644	9,129,257	9,406,084	8,946,492	9,039,024	8,632,529	8,727,772
95								
96	Fiscal and other fixed cost programs							
97	Purchased services	383,556	181,837	200,000	320,000	320,000	320,000	320,000
98								
99	Debt service							
100	Principal	293,817	499,918	734,130	664,080	690,180	717,120	745,270
101	Interest and fiscal charges	142,506	483,178	435,090	406,880	381,000	353,840	325,780
102	Total debt service	436,323	983,096	1,169,220	1,070,960	1,071,180	1,070,960	1,071,050
103								
104	Total expenditures	98,202,842	94,702,341	101,205,876	101,683,402	103,456,696	104,770,792	106,664,511
105								
106	Excess (deficiency) of revenue over							
107	expenditures	(8,180,458)	(639,327)	(220,344)	(1,206,807)	(1,559,359)	(1,315,580)	(1,783,020)
108							1,477,259	1,009,819
109	Other financing sources (uses)							
110	District Reserves							
111	Assigned for Secondary Facilities			1,000,000	500,000	500,000		
112	Assigned for Construction			197,595	250,000	250,000	250,000	250,000
113	Assigned for Carryovers			500,000	250,000	125,000	125,000	125,000
114	Assigned for Strategic Priorities			250,000	250,000	50,000	50,000	50,000
115	Capital lease issued	8,000,000						
119	Proceeds from sale of assets	630	13,129					
120	Transfers (out)	(388,000)	(250,000)	(75,000)	–	–	–	–
121	Total other financing sources (uses)	7,612,630	(236,871)	1,872,595	1,250,000	925,000	425,000	425,000
122								
123	Net change in fund balances	(567,828)	(876,198)	1,652,251	43,193	(634,359)	(890,580)	(1,358,020)
124								
125	Fund balances							
126	Beginning of year	18,529,448	28,367,540	27,491,342	29,143,593	29,186,787	28,552,428	27,661,848
127	*Prior period adjustment*	10,405,920						
128	End of year	$ 28,367,540	$ 27,491,342	$ 29,143,593	$ 29,186,787	$ 28,552,428	$ 27,661,848	$ 26,303,828

White Bear Lake Area Schools
Preliminary FY17 and Projected FY18, FY19 & FY20 Budgets
Nutritional Services Fund--Detailed Revenues and Expenditures

		Actual 2014	Actual 2015	Revised 2016	Preliminary 2017	Projected 2018	Projected 2019	Projected 2020
1	Revenue							
2	Local sources							
3	Investment earnings	99	65	100	100	100	100	100
4	Other - primarily meal sales	2,389,877	2,270,735	2,548,650	2,405,675	2,430,743	2,455,050	2,479,602
5	State sources	150,656	203,990	156,000	265,835	268,493	271,179	273,891
6	Federal sources	1,663,659	1,733,770	1,719,882	1,762,656	1,780,283	1,798,085	1,816,066
7	Total revenue	4,204,291	4,208,560	4,424,632	4,434,266	4,479,619	4,524,415	4,569,659
8								
9	Expenditures							
10	Current							
11	Salaries	1,305,797	1,333,924	1,497,822	1,545,689	1,576,603	1,608,135	1,640,298
12	Employee benefits	369,666	378,813	446,825	444,337	453,224	462,288	471,534
13	Purchased services	440,787	424,737	325,361	358,975	366,155	373,478	380,947
14	Supplies and materials	2,009,007	2,046,457	1,940,157	1,988,281	2,028,047	2,068,608	2,109,980
15	Other expenditures	4,138	9,297	7,137	77,300	78,846	80,423	82,031
16	Capital Outlay	76,066	52,277	121,726	11,100	50,302	91,308	133,134
17	Total expenditures	4,205,461	4,245,505	4,339,028	4,425,682	4,553,176	4,684,239	4,817,924
18								
19	Excess (deficiency) of revenue over							
20	expenditures	(1,170)	(36,945)	85,604	8,584	(73,557)	(159,824)	(248,265)
21								
22	Fund balances							
23	Beginning of year	271,267	270,097	233,152	318,756	327,340	253,783	93,959
24								
25	End of year	$ 270,097	$ 233,152	$ 318,756	$ 327,340	$ 253,783	$ 93,959	$ (154,306)

DRAFT--FOR DISCUSSION PURPOSES

White Bear Lake Area Schools
Preliminary FY17 and Projected FY18, FY19 & FY20 Budgets
Community Services Fund--Detailed Revenues and Expenditures

		Actual 2014	Actual 2015	Revised 2016	Preliminary 2017	Projected 2018	Projected 2019	Projected 2020
1	Revenue							
2	Local sources							
3	Property Taxes	559,095	1,080,555	1,050,963	999,957	1,019,956	1,040,355	1,061,162
4	Investment earnings	74	275	–	500	510	520	531
5	Other - primarily tuition and fees	3,124,923	3,194,068	3,340,800	3,787,352	3,863,099	3,940,361	4,019,168
6	State sources	937,663	497,177	529,550	554,199	565,283	576,589	588,120
7	Total revenue	4,621,755	4,772,075	4,921,313	5,342,008	5,448,848	5,557,825	5,668,982
8								
9	Expenditures							
10	Current							
11	Salaries	2,637,645	2,689,589	2,892,750	3,233,702	3,298,376	3,364,344	3,431,630
12	Employee benefits	760,455	749,090	841,412	995,636	1,015,549	1,035,860	1,056,577
13	Purchased services	699,876	759,371	803,604	822,820	839,276	856,062	873,183
14	Supplies and materials	313,938	295,339	314,089	259,200	264,384	269,672	275,065
15	Other expenditures	6,603	6,103	14,860	6,650	6,783	6,919	7,057
16	Capital Outlay	26,487	16,308	18,500	24,000	24,480	24,970	25,469
17	Total expenditures	4,445,004	4,515,800	4,885,215	5,342,008	5,448,848	5,557,825	5,668,981
18								
19	Other financing sources (uses)							
20	Transfers In	388,000	250,000	75,000	–	–	–	–
21								
22	Excess (deficiency) of revenue over							
23	expenditures	564,751	506,275	111,098	–	–	–	–
24								
25	Fund balances							
26	Beginning of year	306,939	871,690	1,377,965	1,489,063	1,489,063	1,489,063	1,489,063
27								
28	End of year	$ 871,690	$ 1,377,965	$ 1,489,063	$ 1,489,063	$ 1,489,063	$ 1,489,063	$ 1,489,063

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Fiscal Year 2017 Preliminary Budget

School Board Work-Study Meeting
May 23, 2016

WHITE BEAR LAKE AREA SCHOOLS

Revenue Adjustments

General Education Revenue

- Formula Allowance
  - Increases by 2.0% in FY17 (up $119 to $6,067)
  - Established during 2015 legislative session
- Other Categories
  - Revenue categories impacted by the 2016 legislative session will be considered for the mid-year budget adjustment.

General Fund Budget (Fund 1, 3, 5)

Preliminary FY17

- Revenues: $101.73 million total ($100.48 million General Education revenue plus $1.25 million Other Sources)
- Expenses: $101.68 million total
- Revenues projected to exceed expenses by approximately $43,000
  - Any adjustments made prior to the June 13, 2016 School Board meeting will be noted accordingly

General Fund Budget (Fund 1, 3, 5)

Projected FY18

- Revenues: $102.82 million total ($101.90 million General Education revenues plus $925,000 Other Sources)
- Expenses: $103.42 million total
- Expenses projected to exceed revenues by approximately ($634,000)

Projected FY19

- Revenues: $103.88 million total ($103.46 million General Education revenues plus $425,000 Other Sources)
- Expenses: $104.77 million total
- Expenses projected to exceed revenues by approximately ($890,000)

Food Services Budget (Fund 2)

Preliminary FY17

- Revenues: $4.434 million
- Expenses: $4.425 million
- Revenues projected to exceed expenses by approximately $8,500

Notes:

- Meal price increase proposed for 2016-2017
  - Increase due to Federal requirement for weighted-average price in 2016-17
  - Elementary breakfast $1.70 (.05 increase), adult breakfast $1.90 (.05), elementary lunch $2.60 (.05), secondary lunch $2.95 (.05), adult lunch $4.00 (.10)
- Cost of food projected to increase annually by 3-5%
- Continued planning for equipment upgrades

Community Services Budget (Fund 4)

Preliminary FY17

- Revenues: $5.34 million
- Expenses: $5.34 million
- Preliminary budget indicates that revenues will equal expenses

Notes:

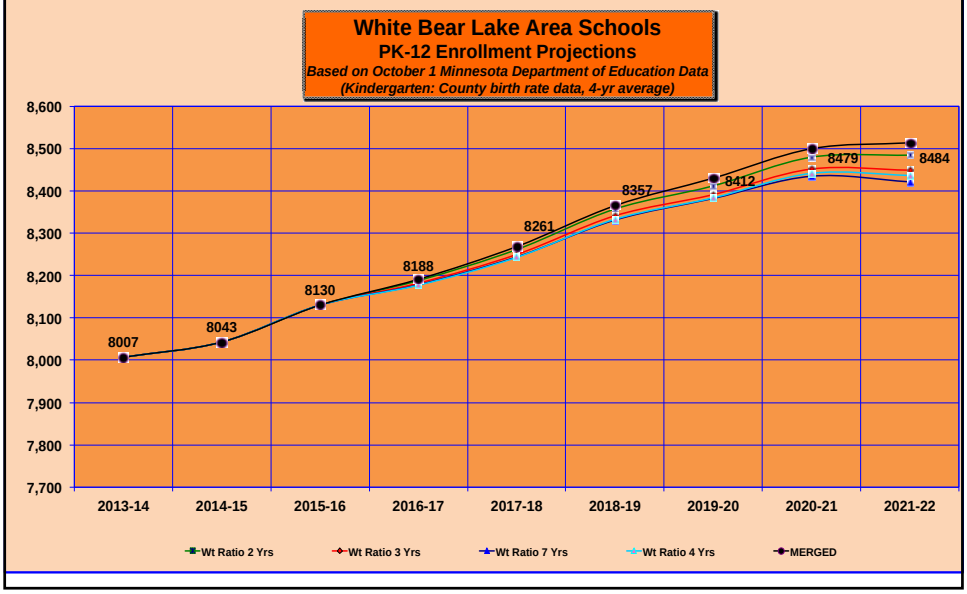
- General Fund transfer phased out effective with FY17

Budget Planning

Key Milestones in 2016-2017 (FY17)

- Preliminary levy approval in September 2016
- Auditor presentation of FY16 audit in November or December 2016
- Final levy certification in December 2016
- Health insurance renewal January 1, 2017
- Revised FY17 budget presented mid-year (January/February 2017)
- Projected FY18 & FY19 budgets refined and presented in January/February 2017

Enrollment Outlook



Board Action

June 13, 2016: Board action will be recommended on budget

Updates

Transportation contract procurement

South Campus press box

AGENDA ITEM:	**Negotiations Study Session**
MEETING DATE:	**May 23, 2016**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Linda Goers, Director of Human Resources** **Dr. Wayne Kazmierczak, Assistant Superintendent of Finance and Operations**

Background:

Linda Goers and Dr. Kazmierczak will provide an update on progress for the group still in negotiations for the 2015-17 period.