

**INDEPENDENT SCHOOL
DISTRICT #624**



**SCHOOL BOARD
MEETING PACKET
and
WORK-STUDY PACKET**

September 24, 2018

MISSION STATEMENT

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

- **Students who design and create their own future**
- **Diversity of people and ideas**
- **Safe, nurturing and inspiring environments**
- **Exceptional staff and families committed to student success**
- **Abundant and engaged community partners**

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak
Superintendent of Schools

Date: September 18, 2017

A regular/special meeting of the White Bear Lake Area School Board will be held on **Monday, September 24, 2018**, at **5:30 p.m.** in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. OPERATIONAL ITEMS

1. Certification of 2018 Pay 2019 Proposed Property Tax Levy

C. ADJOURNMENT

AGENDA ITEM: **Certification for 2018 Payable 2019 Property Tax Levy**

MEETING DATE: **September 24, 2018**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for
Finance and Operations**

BACKGROUND:

The School Board is required to certify to the auditors of Anoka, Ramsey, and Washington counties the School District's preliminary 2018 Payable 2019 Property Tax Levy by September 30, 2018. Attached is a summary document with data taken from the latest version of the Levy Limitation and Certification report from the Minnesota Department of Education (MDE). Preliminary figures indicate that the School District portion of the property tax levy has increased by 11.97% from a year ago to \$43,205,116.27. The latest update from the MDE will be provided at the September 24, 2018 School Board meeting.

A majority of the increase can be attributed to the originally scheduled debt service structure for OPEB bonds which call for a scheduled increased payment in fiscal year 2020. Additionally, the amount attributed to the operating levy increased due to an increase in enrollment as well as a 2.24% inflationary adjustment (CPI).

The administration recommends that the School Board certify the maximum levy as provided by state law; certifying the preliminary levy in this manner allows for changes prior to the final levy certification in December. Changes could be made for a variety of reasons, such as changes to state aid and levy calculations made by the MDE, or changes made by the District such as previously unanticipated Long-Term Facilities Maintenance (LTFM) projects.

School districts are required to discuss the payable 2019 levy and the current year's budget (fiscal year 2018-19) at a regularly scheduled board meeting and allow the public to speak. This will occur at the December 11, 2018 board meeting at 7:00 p.m. The final levy certification will be approved at this same meeting.

RECOMMENDED ACTION: Move to approve the maximum for the 2018 Payable 2019 Proposed Property Tax Levy.

White Bear Lake Area Schools
2018 Payable 2019 Levy Analysis
Monday, September 24, 2018

Levy Item	2018 Payable 2019	2017 Payable 2018	Dollar Change	Percentage Change
2018-19 Adjusted PU Est.	9,510.04	9,320.74	189.30	
Referendum Amount	1,538.38	1,538.38		
Local Option	424.00	424.00		
Total Referendum Amount per PU	1,962.38	1,962.38		
Referendum Market Value	7,484,891,300.00	6,904,085,300.00	580,806,000.00	8.41%
Adjusted Net Tax Capacity	89,167,304.00	81,434,916.00	7,732,388.00	9.50%
General Fund				
General Fund - Referendum				
Referendum - Voter Approved	\$ 15,134,456.45	\$ 13,614,477.28	\$ 1,519,979.17	11.16%
Referendum - Voter Other	\$ 5,375,332.98	\$ 4,969,472.13	\$ 405,860.85	8.17%
Referendum Capital Projects	\$ 1,866,380.49	\$ 1,704,570.08	\$ 161,810.41	9.49%
Total Referendum	\$ 22,376,169.92	\$ 20,288,519.49	\$ 2,087,650.43	10.29%
Other General Fund - Categoricals				
Student Achievement			\$ -	#DIV/0!
Operating Capital	\$ 909,083.99	\$ 783,217.60	\$ 125,866.39	16.07%
Integration	\$ 248,259.91	\$ 246,323.81	\$ 1,936.10	0.79%
Re-employment Ins	\$ 65,000.00	\$ 50,000.00	\$ 15,000.00	30.00%
Safe Schools	\$ 343,627.20	\$ 329,738.40	\$ 13,888.80	4.21%
Safe Schools Intermediate	\$ 143,178.00	\$ 137,391.00	\$ 5,787.00	4.21%
Ice Arena	\$ 37,221.76	\$ 29,460.00	\$ 7,761.76	26.35%
Career and Technical	\$ 287,356.08	\$ 287,356.08	\$ -	0.00%
LT Facilities	\$ 37,551.38	\$ 2,096,871.40	\$ (2,059,320.02)	-98.21%
Bldg and Land Leases	\$ 1,881,058.03	\$ 1,927,950.58	\$ (46,892.55)	-2.43%
Econ Dev Abatement	\$ 501,873.50	\$ 501,873.50	\$ -	0.00%
Total General Categoricals	\$ 4,454,209.85	\$ 6,390,182.37	\$ (1,935,972.52)	-30.30%
Levy Adjustments				
FY 19 Operating Capital	\$ 1,516.36	\$ -	\$ 1,516.36	#DIV/0!
FY 18 Operating Capital	\$ -	\$ (22,954.98)	\$ 22,954.98	-100.00%
FY 17 Operating Capital	\$ 1,946.54	\$ -	\$ 1,946.54	#DIV/0!
FY 16 Operating Capital	\$ -	\$ 1,573.14	\$ (1,573.14)	-100.00%
FY 19 Integration	\$ (24,849.14)	\$ -	\$ (24,849.14)	#DIV/0!
FY 18 Integration	\$ -	\$ 11,730.37	\$ (11,730.37)	-100.00%
FY 17 Integration	\$ -	\$ (9,696.25)	\$ 9,696.25	-100.00%
FY 16 Integration	\$ (1,217.82)	\$ -	\$ (1,217.82)	#DIV/0!
FY 17 Re-employment	\$ 23,501.06	\$ -	\$ 23,501.06	#DIV/0!
FY 16 Re-employment	\$ -	\$ (773.17)	\$ 773.17	-100.00%
FY 17 Safe Schools	\$ 4,901.40	\$ -	\$ 4,901.40	#DIV/0!
FY 16 Safe Schools	\$ -	\$ 4,350.24	\$ (4,350.24)	-100.00%
FY 17 Safe Schools Intermediate	\$ 1,769.95	\$ -	\$ 1,769.95	#DIV/0!
FY 16 Safe Schools Intermediate	\$ -	\$ 1,510.50	\$ (1,510.50)	-100.00%
FY 16 Career and Technical	\$ -	\$ (42,096.28)	\$ 42,096.28	-100.00%
FY 19 LTFM	\$ (1,997.13)	\$ -	\$ (1,997.13)	#DIV/0!
FY 18 LTFM	\$ 66,259.45	\$ 3,986.82	\$ 62,272.63	1561.96%
FY 17 LTFM	\$ (7,996.90)	\$ (1,439.51)	\$ (6,557.39)	455.53%
FY 16 Health and Safety	\$ -	\$ (78,648.69)	\$ 78,648.69	-100.00%
Pay 15 Lease Adjust	\$ -	\$ (20,605.40)	\$ 20,605.40	-100.00%
Pay 16 Lease Adjust	\$ (31,885.87)	\$ -	\$ (31,885.87)	#DIV/0!
Other General Adjust	\$ (18,194.88)	\$ (70,170.86)	\$ 51,975.98	-74.07%
Abatement Adjustment	\$ 195,738.58	\$ 127,226.97	\$ 68,511.61	53.85%
Advance Abatement Adjustment	\$ (6,948.86)	\$ (79,913.51)	\$ 72,964.65	-91.30%
Total Adjustments	\$ 202,542.74	\$ (175,920.61)	\$ 378,463.35	-215.13%
Total General	\$ 27,032,922.51	\$ 26,502,781.25	\$ 530,141.26	2.00%
Community Service Fund				
Basic Community Education	\$ 450,353.20	\$ 450,353.20	\$ -	0.00%
Early Childhood Family Education	\$ 260,028.80	\$ 254,091.60	\$ 5,937.20	2.34%
Home Visiting	\$ 5,759.29	\$ 5,342.25	\$ 417.04	7.81%
Adults w/Disabilities	\$ 6,353.00	\$ 6,353.00	\$ -	0.00%
School Age Care	\$ 325,000.00	\$ 300,000.00	\$ 25,000.00	8.33%
FY 19 ECFE Adjustment	\$ (456.99)	\$ -	\$ (456.99)	#DIV/0!
FY 18 ECFE Adjustment	\$ -	\$ (228.89)	\$ 228.89	-100.00%
FY 17 School Age Care Adjustment	\$ 43,440.08	\$ -	\$ 43,440.08	#DIV/0!
FY 16 School Age Care Adjustment	\$ -	\$ 6,243.71	\$ (6,243.71)	-100.00%
Abatement Adjustment	\$ 7,285.12	\$ 5,019.20	\$ 2,265.92	45.15%
Advance Abatement Adjustment	\$ (393.96)	\$ (3,571.49)	\$ 3,177.53	-88.97%
Total Community Service Fund	\$ 1,097,368.54	\$ 1,023,602.58	\$ 73,765.96	7.21%
Debt Service Fund				
Debt Service-Aid Eligible	\$ 930,510.00	\$ 3,224,550.00	\$ (2,294,040.00)	-71.14%
Debt service- LT Facilities	\$ 4,417,925.95	\$ 1,313,903.39	\$ 3,104,022.56	236.24%
Debt Service Excess	\$ (314,738.80)	\$ (188,557.95)	\$ (126,180.85)	66.92%
Abatement Adjustment	\$ 43,019.73	\$ 31,600.80	\$ 11,418.93	36.13%
Advance Abatement Adjustment	\$ (2,214.16)	\$ (15,279.73)	\$ 13,065.57	-85.51%
FY 19 LTFM DS Adjustment	\$ (1.37)	\$ -	\$ (1.37)	#DIV/0!
FY 17 LTFM DS Adjustment	\$ -	\$ -	\$ -	#DIV/0!
FY 18 LTFM DS Adjustment	\$ -	\$ (1.33)	\$ 1.33	-100.00%
Total Debt Service	\$ 5,074,501.35	\$ 4,366,215.18	\$ 708,286.17	16.22%
OPER Debt Service				
OPER DS Levy	\$ 10,109,663.00	\$ 6,901,165.00	\$ 3,208,498.00	46.49%
Debt Service Excess	\$ (163,037.42)	\$ (223,376.54)	\$ 60,339.12	-27.01%
Abatement Adjustment	\$ 55,130.31	\$ 34,937.15	\$ 20,193.16	57.80%
Advance Abatement Adjustment	\$ (1,432.02)	\$ (18,015.60)	\$ 16,583.58	-92.05%
Total OPER Debt Service	\$ 10,000,323.87	\$ 6,694,710.01	\$ 3,305,613.86	49.38%
Total Levy All Funds	\$ 43,205,116.27	\$ 38,587,309.02	\$ 4,617,807.25	11.97%

I. COMPUTATION OF 2018 PAYABLE 2019 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TAC/MAX EFF ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	14,246,788.77	887,667.68	N/A	N/A		15,134,456.45
GEN-RMV OTHER-EXEMP	5,106,777.45	268,555.53	N/A			5,375,332.98
GEN-NTC VOTER-EXEMP	1,866,380.49	N/A	N/A			1,866,380.49
GEN-NTC OTHER-GENED	N/A	N/A		N/A	N/A	N/A
GEN-NTC OTHER-EXEMP	4,454,209.85	13,753.02	188,789.72			4,656,752.59
TOTAL GENERAL	25,674,156.56	1,169,976.23	188,789.72			27,032,922.51
COM SERV-EXEMP	1,047,494.29	42,983.09	6,891.16			1,097,368.54
DEBT-VOTER-NONEXEMP	930,510.00	53,830.48-	40,805.57			917,485.09
DEBT-OTHER-NONEXEMP	4,417,925.95	260,909.69-				4,157,016.26
TOTAL DEBT SERV	5,348,435.95	314,740.17-	40,805.57			5,074,501.35
OPEB-VOTER-NONEXEMP						
OPEB-OTHER-NONEXEMP	10,109,663.00	163,037.42-	53,698.29			10,000,323.87
TOTAL OPEB/PENSION	10,109,663.00	163,037.42-	53,698.29			10,000,323.87
TOTAL	42,179,749.80	735,181.73	290,184.74			43,205,116.27

II. COMPARISON OF 2017 PAYABLE 2018 LEVY LIMITATION WITH 2018 PAYABLE 2019 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2017 PAY 2018 LIMITATION	2018 PAY 2019 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	26,502,781.25	27,032,922.51	530,141.26	2.00
COMMUNITY SERVICE	1,023,602.58	1,097,368.54	73,765.96	7.21
GENERAL DEBT SERVICE	4,366,215.18	5,074,501.35	708,286.17	16.22
OPEB DEBT SERVICE	6,694,710.01	10,000,323.87	3,305,613.86	49.38
TOTAL	38,587,309.02	43,205,116.27	4,617,807.25	11.97

III. COMPARISON OF 2017 PAYABLE 2018 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH
2018 PAYABLE 2019 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2017 PAY 2018 CERTIFIED LEVY + ADJUSTMENTS	2018 PAY 2019 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	26,502,781.25			
COMMUNITY SERVICE	1,023,602.58			
GENERAL DEBT SERVICE	4,366,215.18			
OPEB DEBT SERVICE	6,694,710.01			
TOTAL AFTER ADJUSTMENTS	38,587,309.02			

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak
Superintendent of Schools

Date: September 11, 2018

A work-study session of the White Bear Lake Area School Board will be held on **Monday, September 24**, at 5:45 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call to Order
2. Roll Call

B. DISCUSSION ITEMS

- | | |
|---|-----------|
| 1. Cultural Liaison Introductions | 5:45 p.m. |
| 2. World's Best Workforce Annual Report | 6:00 p.m. |
| 3. Safety and Security Update | 6:30 p.m. |
| 4. Closed Session for Negotiations* | 7:00 p.m. |

C. ADJOURNMENT

*This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes 13D.03.

AGENDA ITEM: **Cultural Liaison Introductions**

MEETING DATE: **September 24, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for**
Teaching and Learning

BACKGROUND:

White Bear Lake Area Schools has six cultural liaisons who will be working with students, families, and staff with the goal of increasing student and parent engagement through various programs and activities. Tonight, Sara Paul will introduce our liaisons and provide a brief overview of our engagement priorities for this year.



Michael Jett Sr.
African American Cultural Liaison
651-407-7685
michael.jett@isd624.org

Hello! My name is Michael Jett and this is my first year in my role as a cultural Liaison. My goal in my first year is to build relationships with our African American Families. I am super excited to get this year kicked off and begin a new and rewarding journey. Before joining WBLAS, I served as a Paraprofessional and a High school Football & Basketball coach. I am a father of four boys and one girl and they are my world. A new beginning creates new footsteps that lead to a path of opportunities. Go Bears!



Amy Ottaviani
Early Childhood Cultural Liaison
651-653-3157
amy.ottaviani@isd624.org

“Saludos! My name is Amy Ottaviani and this is my 6th year working as a Cultural Liaison with WBLAS Early Childhood Programs serving our youngest learners and their families. I primarily work as an advocate for Latino students and families, but I also work as a School Readiness Teacher with preschoolers and parents from many cultures in our Family Literacy/Adult ESL class at Normandy Park. In these roles, I will continue to help families understand and navigate the school system and encourage family involvement, connect them with resources as needed, and be a resource for staff. Before coming to work in WBL, I spent 15 years teaching 1st and 2nd grades in Mexico City, Minneapolis and at Adams Spanish Immersion School in St. Paul. I live in WBL with my husband and my three sons. I love the outdoors, eating spicy food and spending time with family and friends! I look forward to continuing this important equity work with students, families and school staff.”



Briana Santoscoy
Latino Cultural Liaison
651-407-7625
briana.santoscoy@isd624.org

“Saludos a todos- my name is Briana Santoscoy and I am happy to have the opportunity to collaborate with all of you here in White Bear Lake! In my role as district-wide Cultural Liaison, I will be focusing on creating equitable access to information for Latino families, supporting Latino students, and building staff capacity and sustainable systems for working with the Latino community. This will be my second year here in WBL, after more than a decade working with Latino families, students, and staff in Minneapolis Public Schools. My husband, our three children, and I live in Minneapolis. I am excited to begin another year of collaboration between community and school with you!”



Mee Yang
Early Childhood Hmong Cultural Liaison
651-653-3157
mee.yang@isd624.org

“Nyob Zoo! My name is Mee Xiong Yang. I am a mother of five children, three sons and two daughters. I am currently living in Woodbury, MN. My position in White Bear Lake Area Schools is Cultural Liaison for the Early Childhood Family Education (ECFE) Program. My job allows me to connect with families who need additional support and understanding school culture and navigating the school system. I also support the staff about Hmong culture and language, building relationships, and making sure that families’ needs are met to ensure students success. I have been working for District 624 for 5 years now. I have a passion for early learning and believe that early education is important. Prior to working as as cultural liaison, I was a child care provider for 8 years in my home. I enjoyed caring, teaching, guiding and allowing children to explore their potentials. I also taught in the ECFE Program in St.Paul Public Schools for 13 years. Beside my work, I host a Hmong conference chat group that connects within the Hmong communities across the United States. I enjoy camping, community gatherings/events, and traveling locally and internationally.”



Jordan Zickermann

**Native American Cultural Liaison - Indian Education Program
Contact**

651-407-7647

jordan.zickermann@isd624.org

"Boozhoo (Greetings) - My name is Jordan Zickermann and I am proud to be part of White Bear Lake Area Schools as a Cultural Liaison. My role in the district is to serve as a liaison and resource for all Native American and Native Hawaiian students and families. Apart from liaisoning, I also serve as the point contact person for our growing Indian Education Program. You can find more information on this program by clicking [here](#).

Prior to White Bear, I served as a Youth Support Specialist for the YMCA's Youth Intervention Services. This was a great opportunity to work with underserved youth - which was my goal following graduation from the University of Minnesota Morris. While at UMM, I majored in Psychology and Native American studies while playing Women's Basketball. I'm grateful that these experiences have lead me here - to be a bear! Actually now that I mention it, one fun fact about me is that I'm Native American and my family, culturally, belongs to the Bear Clan. Further, my Native American name is Ajidamoo - meaning squirrel. You can call me that if you wish! I look forward working with you during 2018-2019 school year!"

**Hmong and Asian American Cultural Liaison
Open Position**

AGENDA ITEM: **World's Best Workforce Annual Report**

MEETING DATE: **September 24, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for**
Teaching and Learning

BACKGROUND:

Tonight, Sara Paul will be joined by Assessment Coordinator Brian Morris to discuss the 2017-18 World's Best Workforce academic goals and results. The data will be included in the World's Best Workforce Summary that will be submitted to the Minnesota Department of Education.

In accordance with Minnesota Statutes, section 120B.11, the school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. The World's Best Workforce Summary will be presented at the School Board Meeting on October 8.

2017-18 World's Best Workforce Report Discussion:

Goals, Results and Trend Analysis

All Students Ready for School

Goal	Results	Trends and Future Actions
In 2017-18, the number of children age 3 – 5 participating in early childhood screening will increase by at least 3% over the number of children screened in 2016-17.	In 2017-18, 625 children between the ages of 3 - 5 participated in early childhood screening. This is a 9 percentage point decrease from the 667 students who participated in screening in 2016-17.	While there was a one-year dip in screening rates, the trend has been an increase from 596 in 2015 to 625 in 2018, an increase of 4.9% over three years. Early childhood screening happens through multiple providers, not just our school district. We want all children to participate in early childhood screening whether through the district or elsewhere. This year we will be introducing new t-shirts as part of an awareness building strategy of the importance of early childhood screening.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Results						Trends and Future Actions																		
The percentage of grade 3 students proficient on the MCA-III Reading assessment will increase by at least 3 percentage points, from 64.6% in 2017 to above 66.5% in 2018.	<table><tr><td>MCA Reading, Gr3</td><td>White Bear</td><td colspan="4">MN</td></tr><tr><td>2017</td><td>64.6%</td><td colspan="4">57.0%</td></tr><tr><td>2018</td><td>65.1%</td><td colspan="4">56.2%</td></tr></table>						MCA Reading, Gr3	White Bear	MN				2017	64.6%	57.0%				2018	65.1%	56.2%				A cohort view of reading proficiency for our 2017 third graders shows that 80% had medium to high growth as fourth grader in 2018, leading to a 3% increase by 4th graders over their 3rd grade proficiency level.
	MCA Reading, Gr3	White Bear	MN																						
	2017	64.6%	57.0%																						
	2018	65.1%	56.2%																						
	<table><tr><td>Grade 3 MCA Reading Proficiency</td><td>Asian</td><td>Hispanic</td><td>Black</td><td>Two or more races</td><td>White</td></tr><tr><td>2018</td><td>46.7%</td><td>58.0%</td><td>41.4%</td><td>55.0%</td><td>70.7%</td></tr><tr><td>Number of Students</td><td>60</td><td>50</td><td>29</td><td>60</td><td>488</td></tr></table>						Grade 3 MCA Reading Proficiency	Asian	Hispanic	Black	Two or more races	White	2018	46.7%	58.0%	41.4%	55.0%	70.7%	Number of Students	60	50	29	60	488	Phonemic Awareness metrics show that we need to address challenges primary-grade learners are having with Letter Sounds and Decodable Words. Our Kindergarten summer preschool assessments have been refined to include more assessments that measure phonemic awareness.
	Grade 3 MCA Reading Proficiency	Asian	Hispanic	Black	Two or more races	White																			
	2018	46.7%	58.0%	41.4%	55.0%	70.7%																			
	Number of Students	60	50	29	60	488																			
							Interventions are in place to support students to read at proficient levels. 63% of Asian and Hispanic 2018 third grade students that did not reach proficiency will continue to receive additional supports via EL services. All of our students who have not reached proficiency will receive tier 2 and tier 3 reading interventions in addition to core classroom literacy instruction.																		
	<table><tr><td>Grade 3 MCA Reading Proficiency</td><td>EL</td><td>SpEd</td><td colspan="3">FRL</td></tr><tr><td>2018</td><td>17.1%</td><td>50.0%</td><td colspan="3">45.2%</td></tr><tr><td>Number of Students</td><td>41</td><td>100</td><td colspan="3">217</td></tr></table>						Grade 3 MCA Reading Proficiency	EL	SpEd	FRL			2018	17.1%	50.0%	45.2%			Number of Students	41	100	217			In 2018/19 we will fully implement our Common Interim Assessments, which provide consistent checkpoints and feedback aligned to state literacy standards
Grade 3 MCA Reading Proficiency	EL	SpEd	FRL																						
2018	17.1%	50.0%	45.2%																						
Number of Students	41	100	217																						
We did not meet our goal of a 3 percentage point increase in grade 3 proficiency for 2018. Across the MCA tested grades, we had a 2.3 percentage point increase in proficiency consisting of a 0.5 point increase in third grade, a 3.8 point increase in 4th grade, and a 2.0 point increase in 5th grade.																									

Close the Achievement Gap(s) Among All Groups

Goal	Results	Trends and Future Actions
One of our strategic priorities is to ensure that all rigorous program offerings have participation that mirrors the demographics of the district. Our 2017-18 goal was to increase participation in concurrent enrollment courses for all racial/ethnic and socio-economic groups. Our goal participation rate was raised from 51% in 2016 to 61% in 2018.	Participation increased from 51% in 2016 to 61% in 2018. Participation gaps were effectively narrowed across nine racial/ethnic and economic groups. In 2018, participation equity was achieved by Asian students. Participation increased across all demographic groups 77% of our 2018 graduates participated in at least one college level class. 32% of 2018 10th graders have participated in at least one college level class.	Participation equity for other groups is on track to be achieved by 2019. Registration of 11th and 12th graders in college level courses for the 2018-19 school year is at 66%. Participation equity has been reached at the 66% percent rate among students who are Asian, Black or African American, and Multiracial who are from families with Medium or High income. In 2018/19, we will begin our fourth year of applying equitable enrollment strategies which identify students who have not registered but have data indicating readiness for college level coursework. Providing ongoing support for students and professional development for staff has been critical to our success.

All Students Career- and College-Ready by Graduation

Goal	Results	Trends and Future Actions
By 2018, the percentage of WBLAHS graduates who are enrolled in developmental coursework during their first two years of post-secondary education will decrease from 24% to 15%. By the 2018 school year, the percentage of WBLAHS and ALC students registered in at least one career pathway course will increase by three percentage points, from 9% in 2017 to 12% in 2018.	We are making significant progress towards this goal. The most recent class for which we have complete data is the class of 2016. 19% of the class of 2016 enrolled in developmental coursework during the first or second year of college. We have exceeded the second goal for 2018. 406 students participated in at least one Career Pathways course in 2018.	The percent of White Bear graduates needing developmental coursework in college has steadily decreased from 35% of 2012 graduates to 19% of 2016 graduates. This means that less students need to take non-credit bearing courses when they go to Century. We are on track to reach our goal of decreasing the number of students needing developmental coursework to 15% for the class of 2018. The class of 2018 developmental coursework data will be available in 2020. 406 students represent 16% of all White Bear students in grades 9 through 12 in 2018. These 406 students took Career Pathways courses in Manufacturing, Construction, Healthcare, and Information Technology. We expect that participation rate to continue to increase. Courses within career pathways are being offered at all high school campuses and, during the 2018-19 school year, 502 students are registered for at least one pathway course. In addition to the instruction and guidance of classroom teachers, our Career Pathway program is supported by a Career Navigator and a College and Career Counselor.

All Students Graduate

Goal	Results	Trends and Future Actions
The percentage of students graduating within four years will increase by one percentage point, from 91% in 2015/16 to 92% in 2016/17.	The four-year graduation rate for the class of 2017 was 88.7%. 6.9% of the class of 2017 are still in progress to complete their graduation requirements. 3% dropped out and 1.4% had unknown status. Our 7-year graduation rate, which includes students at our Transition Education Center and students who continued beyond four years at the Area Learning Center, was 94%.	Over the past five years, the range of 4-year graduation rate was 88% to 92%. Official school district graduation rates for 2018 will be released by Minnesota Department of Education in February, 2019. The White Bear ALC was recognized for having a 7-year graduation rate among the top 5% of ALCs in the state.

2017-18 World's Best Workforce Committee Members

WBWF Committee Member	Role in District
James Barnett	Support Staff
Christy Bartlett	Parent
Deb Beloyed	Community Resident/Parent
Jan Chamberlin	Parent
Kim Chapman	Community Resident/Parent
Marisol Chiclana-Ayala	Parent
Lyn Haselmann	Parent
Angie Jones	Parent
Victoria Leoni	Parent
Dr. Wayne Kazmierczak	Superintendent
Ann Malwitz	Teaching and Learning Coordinator
Myron Medcalf	Parent
Brian Morris	Assessment Coordinator
Don Mullin	Community Resident/Parent
Sara Paul	Assistant Superintendent
Jill Pearson	Teaching & Learning Coordinator
Jan Peterson	Parent
Cami Raeburn	Parent

	Briana Santoscoy	Support Staff	
	Dan Schmidt	Principal	

➤ Continued

WBWF Committee Member	Role in District
Tim Schochenmaier	Principal
Leslie Sieleni	Parent
Nancy Thom	Teacher/Parent
Malia Yang-Xiong	Support Staff
Jordan Zickerman	Support Staff
Ashley Rensted	Student
Elias Marquez Guterrez	Student
Makena Pratt	Student

➤ Continued

WBWF Committee Member	Role in District
Tim Schochenmaier	Principal
Leslie Sieleni	Parent
Nancy Thom	Teacher/Parent
Malia Yang-Xiong	Support Staff
Jordan Zickerman	Support Staff
Ashley Rensted	Student
Elias Marquez Guterrez	Student
Makena Pratt	Student

2017-18 Measures of Academic Success

A circular orange button with a white border and a gradient effect, containing the text "WBWF Statute" in white.A circular orange button with a white border and a gradient effect, containing the text "Review Progress" in white.A circular orange button with a white border and a gradient effect, containing the text "Discussion" in white.A circular orange button with a white border and a gradient effect, containing the text "Next Steps" in white.

School Board Work Study | September 23, 2018

Striving for the World's Best Workforce

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

A circular orange button with a white border and a gradient effect, containing the text "WBWF Statute" in white.

(School Board Policy Reference: 616)

I am a competition with no one.
I run my own race. I have no
desire to play the game of
being better than anyone,
in anyway, shape, or form. I just
aim to improve to be better
than I was before. That's
me and I'm free!

**All children are
ready to start
Kindergarten**

Review
Progress



All third graders can read at grade level



Review
Progress

All achievement and opportunity gaps between students are closed

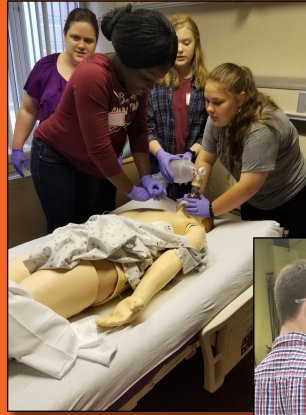


Review
Progress



**All students are
ready for career
and/or
post-secondary
education**

Review
Progress



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

Review
Progress



AGENDA ITEM: **Safety and Security Update**

MEETING DATE: **September 24, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for**
Finance and Operations

BACKGROUND:

During the summer of 2018 the District created a new position titled Safety and Emergency Supervisor. The responsibilities of the position are to monitor and supervise safety, security, and emergency response protocols. Mr. Klecker was hired in July, and started in his new role on August 6.

Tonight, Mr. Klecker will provide an update of efforts related to security.



SAFETY AND SECURITY UPDATE

Icons made by Freepik from www.flaticon.com

Introduction

Kevin Klecker

Safety and Emergency Supervisor

- ◆ Started on August 6th
- ◆ New role within the district
 - Supervising Safety, Security, and Emergency Response Protocols
- ◆ Reporting to Dan Roeser

Background

- ❖ **Public Sector (Pre K-12)**
 - Emergency Management
 - Safety & Security
 - Operational & Security Services
- ❖ **Private Sector**
 - Roles and Responsibilities
 - Assets Protection,
 - Safety and Security
 - Logistics & Operations

Start of School Priorities

Learning the district

Visited every site before school starting

Connecting with key leaders and departments

Reviewed existing protocols and process

Supporting Schools

Met with each principal individually

Supported schools during arrival/dismissal

Participated and supported multiple schools during drills

Building Partnerships

Met with White Bear Lake Police Department

Meeting Scheduled with Washington County

Meeting Scheduled with Ramsey County

School Safety Grant Applications

Identified needs

Worked with principals and leaders to determine what the individual needs of buildings were.

Selected Priorities

Utilized the Department of Education's guidelines to determine which needs fell within the high priority project list.

Submitted Applications

Submitted an application for each school, with a standard list of projects for each building.

Total Grant Request: **\$924k**

Project Range: **\$29-85k/site**

Exception of **\$319k** for an office reconfiguration at Sunrise

School Safety Grant Projects



Visitor Sign In System



Additional Card Readers



Reinforced Entryways



Visual Notification System



Lockdown Button



Emergency Notification App



Video Intercom System



Secure Office Configuration

Priorities/Focus

- ❖ Building Emergency Response Teams (BERTs)
- ❖ Safety and emergency response training
- ❖ Building Emergency Response Plan Updates



Priorities/Focus

- ❖ Assessment program
- ❖ Equitable security standards
- ❖ Building relationships with key partners
 - Local/County emergency responders
 - School Safety Center





Questions/Comments



Thank you!

AGENDA ITEM: **Negotiations Study Session**

MEETING DATE: **September 24, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for
Finance and Operations; and Mitch Cooper,
Director of Human Resources**

BACKGROUND:

Director of Human Resources Mitch Cooper and Assistant Superintendent for Finance and Operations Tim Wald will provide an update on the status of negotiations.

*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.