

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
MEETING PACKET**

October 22, 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: October 15, 2018

A work-study session of the White Bear Lake Area School Board will be held on **Monday, October 22**, at 5:30 p.m. in 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. District Health Insurance | 5:30 p.m. |
| 2. Review of Secondary Course Proposals | 6:00 p.m. |
| 3. Update on Facility Planning | 6:30 p.m. |
| 4. Discussion on 2019-20 Calendar | 7:00 p.m. |

C. ADJOURNMENT

AGENDA ITEM: **District Health Insurance**

MEETING DATE: **October 22, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

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

Background:

Tim Wald will provide a review and update on the work of the District Insurance Committee. Pierre Guilfoile from National Insurance Services (NIS) will be on hand to present the proposals from the recent RFP for health insurance administrative services.

January 2019

"HITA" BID RESULTS
School Board Work-Study



Prepared for:
**White Bear Lake
Schools**




14852 Scenic Heights
Road
Eden Prairie, MN 55344


800.627.3660


info@NISBenefits.com
www.NISBenefits.com

October 2018

SELECTION CRITERIA

- Plan Adherence
 - Can a respondent administer the same or similar plan offering
- Network
 - Can a respondent provide a network with little or no disruption for the employees
 - National network offering for those traveling and/or dependents living out of the state
 - Provider discounts similar or equal to what is currently being experienced
- Risk
 - Is the respondent providing a risk proposal that is competitive and in line with listed provider discounts
 - How much risk is in the plan with a standard renewal calculation
- Customer Service
 - Can a respondent provide adequate customer service to the membership
 - Can a respondent provide adequate customer to the employer
 - Does the respondent provide electronic access for services

HEALTHPARTNERS RATES VS. PREFERREDONE RATES

HealthPartners Rates 2019		PreferredOne Rates 2019	
Administrative Fees	Proposed	Administrative Fees	Proposed
Employee	\$70.05	Employee	\$51.35
Family	\$70.05	Family	\$51.35
Stoploss Fees		Stoploss Fees	
Employee	\$12.25	Employee	\$15.67
Family	\$32.20	Family	\$37.44
Total Fees (current enrollment)		Total Fees (current enrollment)	
\$1,054,357.80		\$894,862.68	
Minimum Claims		Minimum Claims	
Expected	\$13.25M	Expected	\$12.17M
Maximum Claims		Maximum Claims	
Corridor Max	\$15.9M	Corridor Max	\$14.3M

Notable Comparisons

- HealthPartners claim rates are considerably higher than PreferredOne
- HealthPartners admin fees are higher than PreferredOne
- Admin fees include taxes, fiduciary and ACA related costs

RECOMMENDATION

The PreferredOne proposal is the most competitive proposal. PreferredOne can administer the in-force plans with little disruption to the provider network. The PreferredOne proposal has the lowest administrative fees with the most aggressive risk mitigation to the plan. The PreferredOne proposal is a response of a carrier that has built a risk profile based on their provider contracts that limits the risk of the plan.

- The Insurance Committee voted to accept the PreferredOne Proposal
 - Insurance Committee recommended a 2% increase in current rates
 - Rate increase was initially recommended by an employee member of the committee
- The plan could stay with HealthPartners, with the current rate position, and be subject to \$1.6M more in risk over the first year
 - The maximum liability with PreferredOne is an estimated \$15.4M
 - The maximum liability with HealthPartners is an estimated \$16.9M
 - Both proposals have 2 year rate guarantees and caps in place, the increase risk over two years would be an est. \$3.9M

The PreferredOne proposal is the most competitive proposal.

Renewal Display

White Bear Lake Schools 2019 Renewal \$500k With PreferredOne Costs			
	period 1		period 2
Claims	\$13,055,318.46		\$12,162,781.18
Claims above stoploss	\$ -		\$ -
Claims w/stoploss	\$13,055,318.46		\$12,162,781.18
Trend	5.30%		9.75%
Trended claims	\$13,747,250.34		\$13,348,652.35
Rebates	\$201,630.39		\$266,676.00
Renewal claims	\$13,545,619.95		\$13,081,976.35
Member months	28485		28069
PMPM	\$475.54		\$466.06
Weight	70%		30%
Weighted claims	\$332.87		\$139.82
Manual Factor	\$346.19		\$145.41
Cumulative total		\$472.69	
Current members		2,358	
Experience projection PMPM		\$1,114,612.72	
Experience Projection Annually (EPA)		\$13,375,352.58	
Manual Factor/ EPA		1.040	Adjusted to Age Risk
Fixed Charges		\$31.63	
Annual Fixed Charges		\$894,862.68	6%
Fixed Charges from Formula		\$1,877,899.50	14%
Projected Annual Claims	\$13,910,366.69	Est. Claim Risk	\$93,491.88
Current Income		\$14,914,320.00	
Total Calculated Need		\$14,805,229.37	-0.7%

AGENDA ITEM: **Secondary Course Proposals**

MEETING DATE: **October 22, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

The Teaching and Learning Department, coordinated by Secondary Teaching and Learning Coordinator Jen Babiash, works closely with our secondary principals regarding proposed changes to academic programming for the following year. This process involves careful evaluation of our current course offerings and includes proposals for new course offerings, changes to existing courses such as title changes, content realignment and expansion of concurrent enrollment opportunities. The attached chart outlines the new course proposals and changes for the 2019-20 school year. Ms. Babiash will also share an After Action Report of the 2018-19 course changes, which will include an analysis of student access to rigorous course work.

Secondary Course Proposals

*After Action Report
2018-2019*

Course Proposal Process for

2019-2020

College and Career Readiness

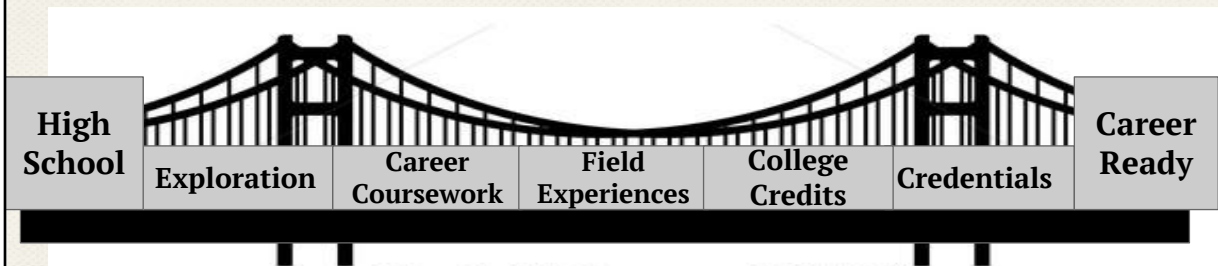
World's Best Workforce goal:

All students college and career ready by graduation

- College & career readiness anchor standards
- Employment trends
- Perspectives from employers, postsecondary institutions, former and current students, etc.
- Equitable access

Career Pathways

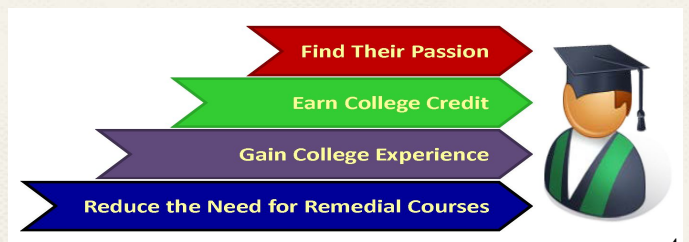
*Building a Bridge to Accelerate
Students Journey from High School to
College & Careers Exploration*



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College Credit Opportunities at WBLAHS

- Advanced Placement (AP)
- Project Lead the Way (PLTW)
- Concurrent Enrollment
 - College in the Schools (CIS)
 - Century College
 - St. Paul College



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WBLAHS Career Pathways

Manufacturing

IT

Construction

Healthcare

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Course Proposals

Other key considerations

- Student interest and enrollment trends
- School's capacity to implement new courses, including implications for:
 - Staffing
 - Scheduling
 - Facilities

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After Action Report Regarding New Courses for 2018-2019

- Unified PE
- AP Psychology
- CIS: Exploring the Teaching Profession II
- Introduction to Healthcare Careers

(See After Action Report)

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Timeline and Process

February - March	Curriculum leaders and departments receive information about the process
March - May	Analyze current courses, explain opportunities Develop proposals Obtain support of the curriculum leader, principal(s), and teaching & learning coordinator
August - September	Review and finalize proposals Refine concurrent enrollment opportunities
October	School board work study discussion - 2019-20 proposals Receive feedback from WBWF
November	School board meeting - Recommendations for action for 2019-20 proposals
December	Course registration guide printed and placed online
January	Registration process begins

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Types of Proposals

- New courses
- Name changes
- Term changes
- Realignment

New Course

Earth Science (ESCI 1020)

Department: Science, meets MN State standards

Term: semester

Grades: 11th or 12th

Prerequisites: none

Description: This course is a survey of the earth sciences as a broad and nonquantitative introduction to topics in geology, oceanography, meteorology, and astronomy. It views solid earth, the liquid hydrosphere, and the gaseous atmosphere in terms of continuous interactions as air comes in contact with rock, rock with water, and water with air. Laboratory investigations and hands-on experiences provide the framework for the semester's study.

Rationale: This course provides an opportunity for students interested in Earth Science topics or careers to take this advanced course. It is a semester course so students would still have the opportunity to take other elective courses. This course is aligned with the Century Earth Science course 1020 and a concurrent enrollment agreement will enable students to earn college credit through Century College.

Middle School Name Changes

Department	Current	Change
Science	Enriched Science 7 Science 7 Enriched Science 8 Science 8	Science 7 Science 8
World Language (Spanish, German, French, Chinese)	World Language Beginning Intermediate Advanced	World Language A World Language B World Language C

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High School Name Changes

Department	Current	Change
Family and Consumer Science	Culinary Arts	Culinary Essentials
Language Arts	World Literature: Heroes and Journeys	World Literature
Language Arts	Modern Literature: Media and Film	Modern Literature: Film Studies

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Concurrent Enrollment Name Changes

Department	Current	Change
Art	Photojournalism	Introduction to Professional Photography (VCT 1071)

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Term Changes

Department	Current	Change
Middle Schools	AVID 6 Connect (semester)	AVID 6 (year)
High School	AP Biology 11-12 Prerequisites: Honors Biology and Honors or AP Chemistry	AP Biology 10 New Prerequisites: Honors Physical Science 9 or Physical Science teacher recommendation (same prerequisite as Honors Biology)
Language Arts	Modern Literature: Media and Film	Modern Literature: Film Studies

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Realignment

Department	Current	Change
Language Arts	Forced Pairing: eCIS: Writing Studio 1201/CIS and University Writing 1301 (full year)	Two Separate Courses: - eCIS: Writing Studio 1201 (semester) - CIS: University Writing 1301 (semester)

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Realignment

Department	Current	Change
Art	Separate Courses: Movie Production 1 & Multimedia Art and Design	Merged into one course: Media Arts and Design
Art	Movie Production 2	Movie Production

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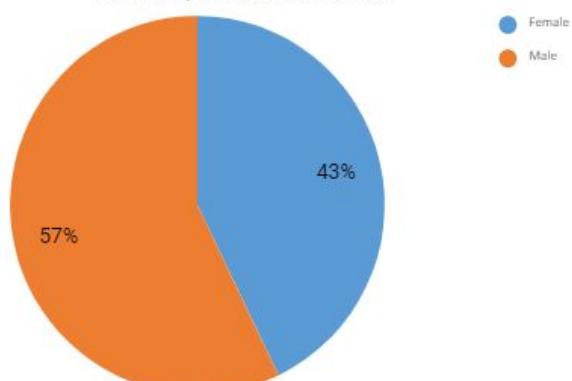
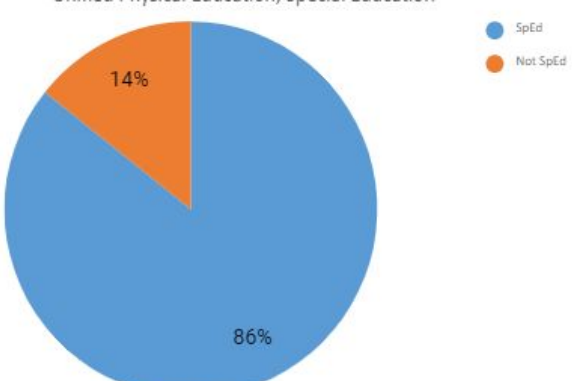
Realignment

Department	Current	Change
Language Arts	Century College RDNG950 embedded in Language Arts 12 course	Century College RDNG950 embedded in Language Arts 12 course and Language Arts 10 course

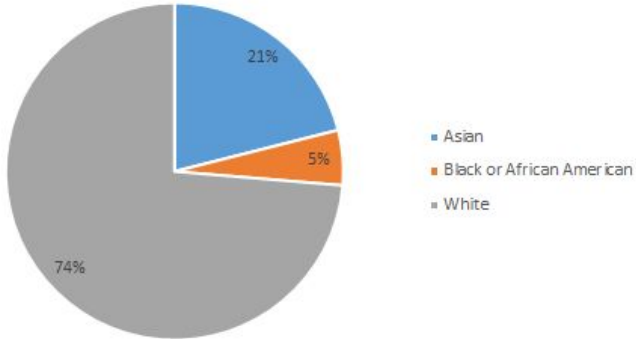
After Action Report - New Secondary Courses Approved for 2018-19

The chart below outlines the new courses that were approved last year and provides a review of the rationale for the courses as well as follow-up information regarding current enrollment for the 2018-2019 school year.

Summary: Six new courses were approved for the 2018-19 school year and four of those courses are running this year: Unified PE, AP Psychology, CIS Exploring the Teaching Profession II, and Certified Nursing Assistant. The two courses that had insufficient enrollment to run were Heritage Spanish and Orientation to Interpreting.

NEW COURSES for 2018-2019														
Course Information	Rationale	Follow-up												
Unified Physical Education Dept: PE & Adapted PE Term: Semester Grades 9-10 Prerequisite: None	Not all students thrive in a traditional physical education course, whether they have disabilities or not. Some students with disabilities may have the physical aptitude to participate in a PE course with mainstream peers but can become frustrated when the games move too quickly and their peers lack empathy. On the other hand, there are students without disabilities who enjoy the opportunity to develop leadership skills and other essential skills such as compassion and communication as they learn how to meaningfully engage with peers who have differences. Sponsored by Special Olympics, the Unified Strategy has played a key role in creating a more inclusive climate in schools where it has been implemented and evaluated. Course Description: Unified PE is a physical education class which provides a unique environment for students with and without disabilities to come together through educational and physical activities. Through fitness, sports, leadership, and wellness activities, Unified PE helps students with varying ability levels to foster important social relationships while building and maintaining fitness levels.	• We currently have 14 students in 9th and 10th grade enrolled in the Unified PE course at North Campus. • The percentage of females in the class is 43% and the percentage of males is 57%. • Year one offering revealed scheduling challenges to be addressed in year two implementation. Unified Physical Education, Gender <table><thead><tr><th>Gender</th><th>Percentage</th></tr></thead><tbody><tr><td>Female</td><td>43%</td></tr><tr><td>Male</td><td>57%</td></tr></tbody></table> Unified Physical Education, Special Education <table><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>SpEd</td><td>14%</td></tr><tr><td>Not SpEd</td><td>86%</td></tr></tbody></table>	Gender	Percentage	Female	43%	Male	57%	Category	Percentage	SpEd	14%	Not SpEd	86%
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Course Information	Rationale	Follow-up																		
AP Psychology Dept: Social Studies Term: Full year Grades: 10-12 Prerequisite: None	This course is offered as part of our equitable enrollment strategy. In many schools around the country, AP Psychology is the first AP course a student will take. AP Psychology continues to have one of the highest pass rates of all AP courses offered in the United States. Students will develop critical thinking skills, writing skills, and practice higher-order thinking in this course. Course Description: The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Major subject areas of this course include history, theoretical approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development, personality, testing and individual differences, abnormal behavior, treatment of psychological disorders, and social behavior. Upon completion of this course, students are eligible to take the AP College Board exam and students scoring well may be eligible to earn college credit.	• There are 66 students currently enrolled in the AP Psychology course. • There are 33 students at North Campus in 10th grade and 33 students at South Campus in 11th and 12th grade. • Approximately two-thirds of the students taking the course are female and one-third are male. AP Psychology, Race and Ethnicity <table><thead><tr><th>Race and Ethnicity</th><th>Percentage</th></tr></thead><tbody><tr><td>White</td><td>79%</td></tr><tr><td>Asian</td><td>11%</td></tr><tr><td>Two or More Races</td><td>5%</td></tr><tr><td>Hispanic</td><td>3%</td></tr><tr><td>Black or African American</td><td>3%</td></tr></tbody></table> AP Psychology, Gender <table><thead><tr><th>Gender</th><th>Percentage</th></tr></thead><tbody><tr><td>Female</td><td>67%</td></tr><tr><td>Male</td><td>33%</td></tr></tbody></table>	Race and Ethnicity	Percentage	White	79%	Asian	11%	Two or More Races	5%	Hispanic	3%	Black or African American	3%	Gender	Percentage	Female	67%	Male	33%
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Course Information	Rationale	Follow-up								
CIS: Exploring the Teaching Profession II Dept: FACS Term: Semester Grades:11-12 Prerequisite: CIS: Exploring the Teaching Profession I; University of Minnesota College in the Schools (concurrent enrollment) credit	This course provides an opportunity for students to explore teaching as a profession, to develop an understanding of multiculturalism, diversity, and the sociocultural/political realities of public schooling and teaching. This course is part of the University of Minnesota’s Entry Point Project and one of its aim is to open access to college-level courses to underserved populations such as multilingual/EL students, members of under-represented racial or ethnic groups, first generation college-bound students and/or students whose families are experiencing economic hardship. Course Description: This course is designed for students interested in the field of K-12 education. Exploring the Teaching Profession is a service-learning based course. Students will spend several days per week assisting a classroom teacher. The central themes of this course are: (1) increasing cultural competence; (2) parent and community engagement; and (3) personal reflection and professional development. Students will focus on reflective teaching and the reciprocity of service learning. Students are eligible to earn college credit for this course through the University of Minnesota.	• CIS: Exploring the Teaching Profession II has 19 students enrolled at South Campus. • We are excited to see a significant number of students interested in the teaching profession. CIS: Experience Teaching 2, Race and Ethnicity <table><thead><tr><th>Race and Ethnicity</th><th>Percentage</th></tr></thead><tbody><tr><td>White</td><td>74%</td></tr><tr><td>Asian</td><td>21%</td></tr><tr><td>Black or African American</td><td>5%</td></tr></tbody></table>	Race and Ethnicity	Percentage	White	74%	Asian	21%	Black or African American	5%
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Course Information	Rationale	Follow-up								
Introduction to Healthcare Careers (grades 9-12) and Certified Nursing Assistant Course Dept: Health Term: Semester Grades: 11-12 Prerequisite: Students must be 16 years of age or older.	The Healthcare industry sees the Certified Nursing Assistants (CNAs) certification as a stepping stone to more advanced training and higher wage opportunities such as LPN, RN, physicians' assistants, physicians, community health experts, dental professionals, etc. This certification is part of our Healthcare Career pathway. Course Description: The Certified Nursing Assistant course introduces concepts of basic human needs, health/illness continuum, and basic nursing skills in long-term care, acute care, and/or home care environments. Skills are taught in a simulated laboratory setting utilizing demonstration and role-playing. Pending approval students will be eligible to earn college credit through Century College. This course meets the state and federal requirements as detailed for educating the nursing assistant. CNA Certification Description: Upon successful completion of classroom studies, students will participate in a minimum of 16 hours of supervised clinical experience in a long-term care facility. Students will be eligible to take the examination at no cost for placement on the Minnesota Department of Health Nursing Assistant Registry. Course Description: The Introduction to Healthcare Careers course is designed for students in grades 9-12 who are interested in exploring various careers in the healthcare industry. The skills and knowledge that a healthcare professional must possess, such as working with others, professionalism, communication, cultural awareness, etc. is taught in this course. The curriculum will include: anatomy, physiology, medical terminology and pathophysiology of the human body. This course is part of our Healthcare Career pathway. Students are eligible to earn college credit for this course.	- There are 53 students enrolled at North Campus (Fall and Spring class) and 39 students enrolled at South Campus for a total of 92 students enrolled in the Introduction to Healthcare Careers course. - The Certified Nursing Assistant course has 71 students enrolled at South Campus and will run in the Spring. - We are grateful for our partnerships with Cerenity and Century College to provide this opportunity for our students. Certified Nursing Assistant, Race and Ethnicity <table><thead><tr><th>Race and Ethnicity</th><th>Percentage</th></tr></thead><tbody><tr><td>White</td><td>68%</td></tr><tr><td>Asian</td><td>15%</td></tr><tr><td>Black or African American</td><td>6%</td></tr></tbody></table>	Race and Ethnicity	Percentage	White	68%	Asian	15%	Black or African American	6%
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Course Information	Rationale	Follow-up
Orientation to Interpreting Dept: World Language Term: Semester Grades: 11-12 Prerequisite: Advanced proficiency in English and another language.	Interpreters work in a variety of settings such as clinics, hospitals, schools, social services, courtrooms, and businesses. Employment of interpreters and translators is projected to grow 29% from 2014 to 2024, much faster than the average for all occupations. Job prospects are especially strong for those who have professional certification, which is offered through Century College. This course is the first in the series of courses required for a certificate. In addition, this course will complement career preparation for students pursuing our career pathways, especially in the area of healthcare. Course Description: This course introduces students to interpreter codes of ethics and standards of practice. It also introduces basic concepts of interpreting and translating, interpreting modes and settings, and interpreting skills. Coursework includes an initial self-assessment, which helps students evaluate their readiness for pursuing further study in interpreting. Students are eligible to earn college credit through Century College.	There was insufficient enrollment to run the course.
Course Information	Rationale	Follow-up
Heritage Spanish Semester Grades 9-12 Prerequisite: Native or near-native Spanish language skills, or instructor's approval.	There is an increase in the population of native speakers of Spanish/Heritage Spanish speakers in our school district. Heritage learners may be ahead of traditional students in speaking and vocabulary skills but behind in grammar, reading or writing skills. The traditional Spanish class for English speakers does not typically meet the needs of native-speaking students. Research has shown that support of students' heritage language supports their language development in English, which would increase students' success across all content areas. Course Description: Heritage Spanish is designed for students who use the Spanish language at home and who wish to improve reading and writing skills in Spanish (a Spanish Language Arts class). This class will be taught in Spanish. Students will connect with their rich and diverse cultural heritage and those of other Spanish speaking countries. In addition, they will read authentic literature and use it for learning language, building academic communication and critical thinking skills. Students will also explore the benefits of bilingualism in the professional world. Eligible students will be able to take a proficiency exam in Spanish and may earn a Seal of Biliteracy, which a student may earn college credit in Spanish at Minnesota State Colleges and Universities.	There was insufficient enrollment to run this course. However, we continue to offer the Seal of Biliteracy opportunity for our students to earn college credit. We anticipate the enrollment to increase because of this opportunity.

AGENDA ITEM: **Update on Facility Planning**

MEETING DATE: **October 22, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

Tim Wald will provide an update on the continuing work of the Facility Planning Committee. The Planning Committee is preparing to present their findings to the Board at the January 28, 2019 work session.

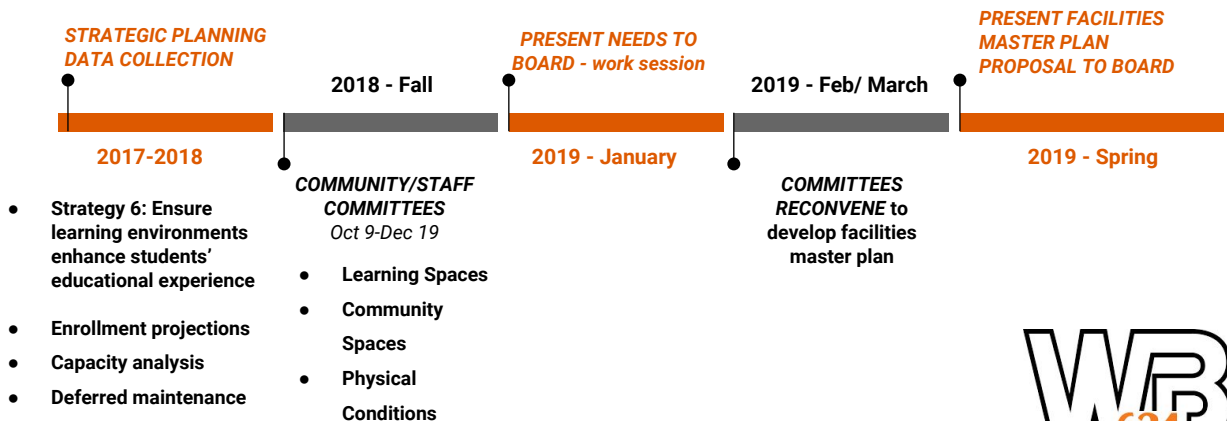


White Bear Lake
Area Schools

District Facility Planning School Board Work Session

October 22, 2018

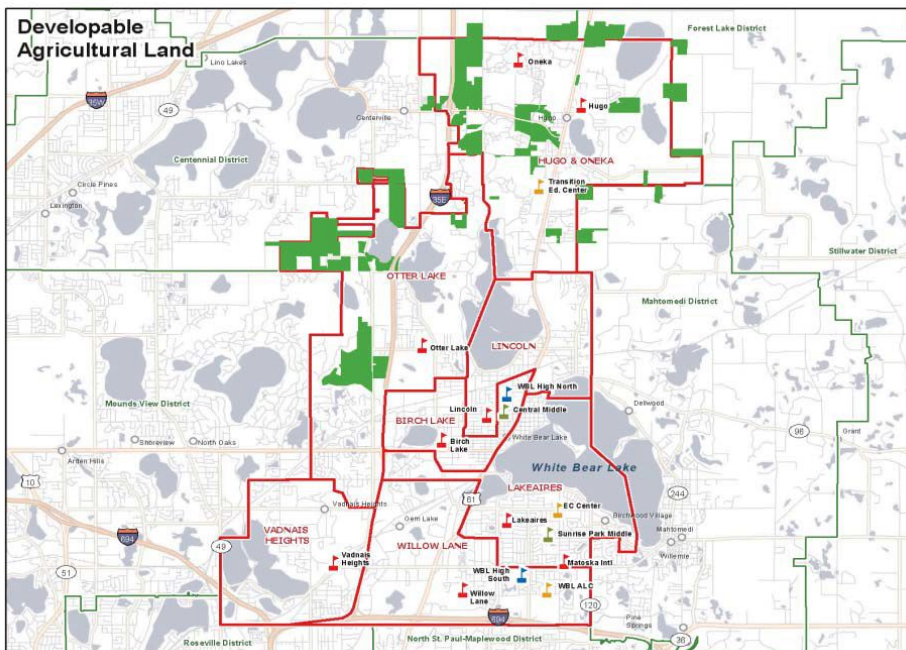
Comprehensive Facilities Process - Timeline



Comprehensive Facilities Process - Oct 9

Meeting #1 Agenda

- Facility Planning Committee Charge Statement and Operations
- District Strategic Plan
- Facilities Information
- Enrollment Projections
- Capacity vs. Enrollment
- Review of Upcoming Meetings and Subcommittee Progress



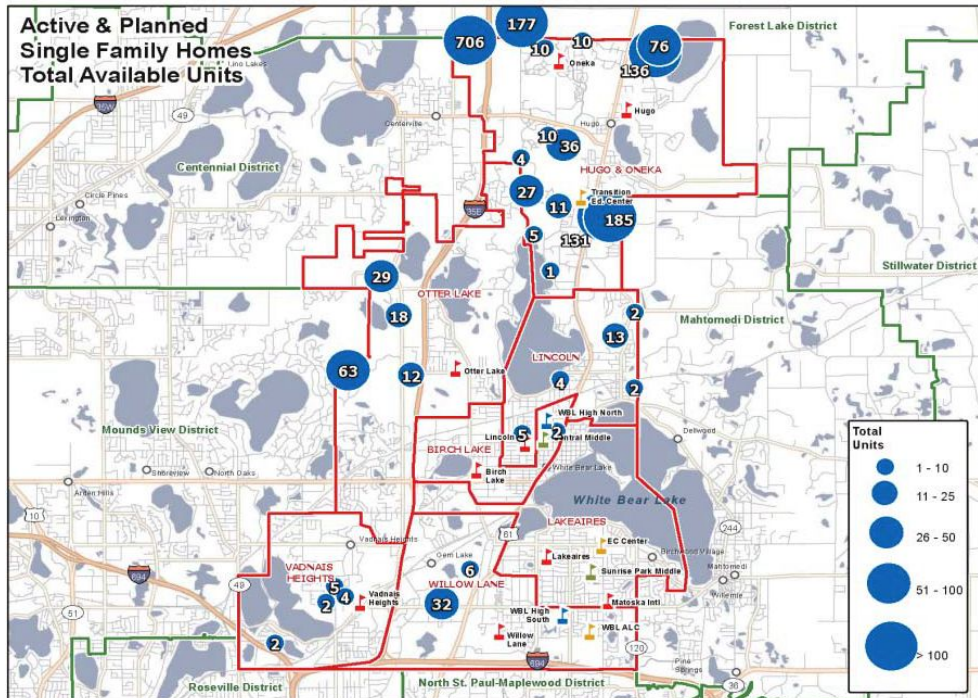
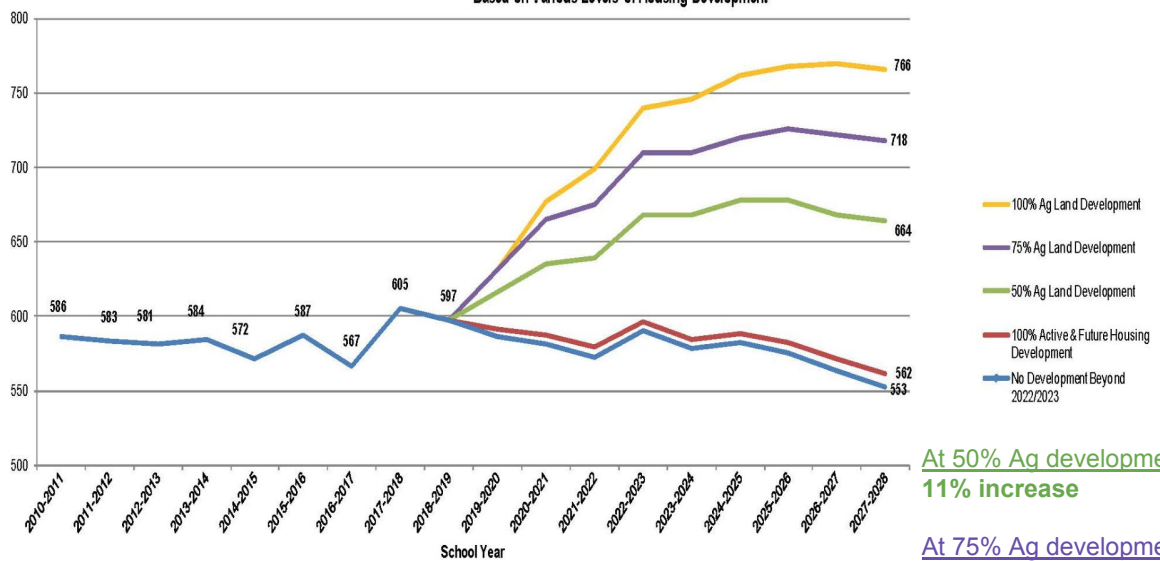


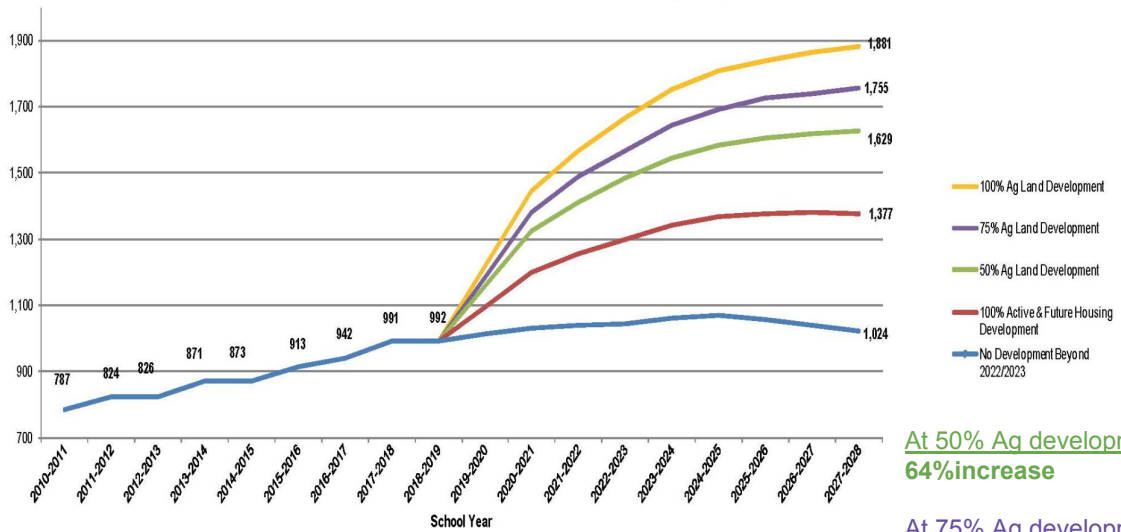
Chart 3: Otter Lake Elementary (K-5) Student Enrollment Modeling
Based on Various Levels of Housing Development



At 50% Ag development:
11% increase

At 75% Ag development:
20% increase

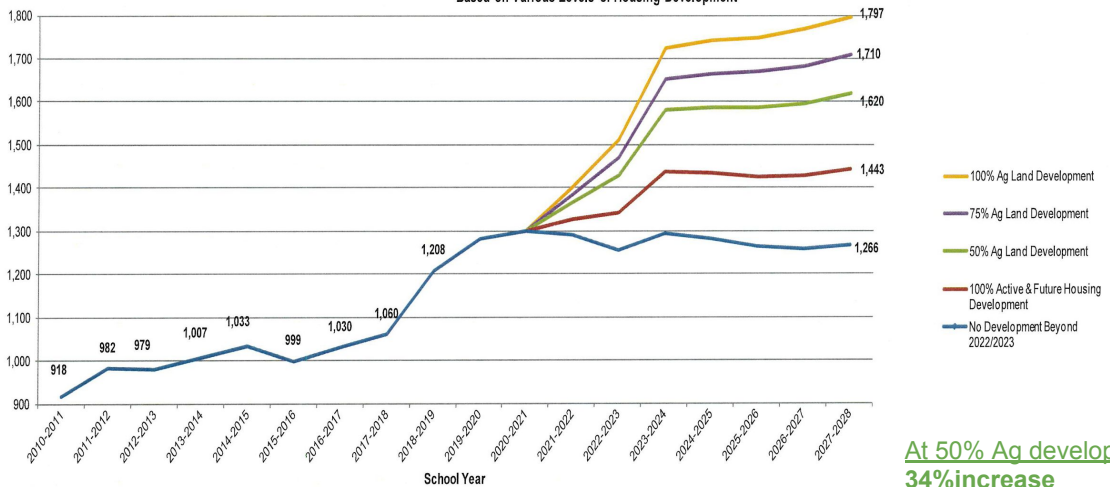
Chart 2: Hugo & Oneka Elementary (K-6) Student Enrollment Modeling
 Based on Various Levels of Housing Development



At 50% Ag development:
 64% increase

At 75% Ag development:
 77% increase

Chart 4: Central Middle School (6-8) Student Enrollment Modeling
 Based on Various Levels of Housing Development



At 50% Ag development:
 34% increase

At 75% Ag development:
 42% increase

Chart 6: WBL North & South High School (9-12) Student Enrollment Modeling Based on Various Levels of Housing Development

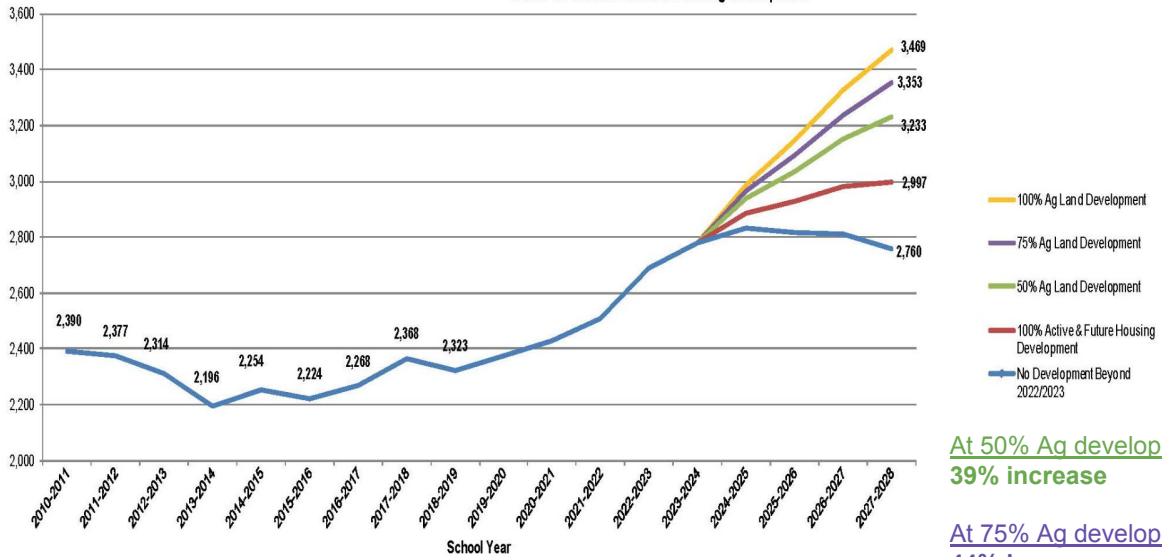
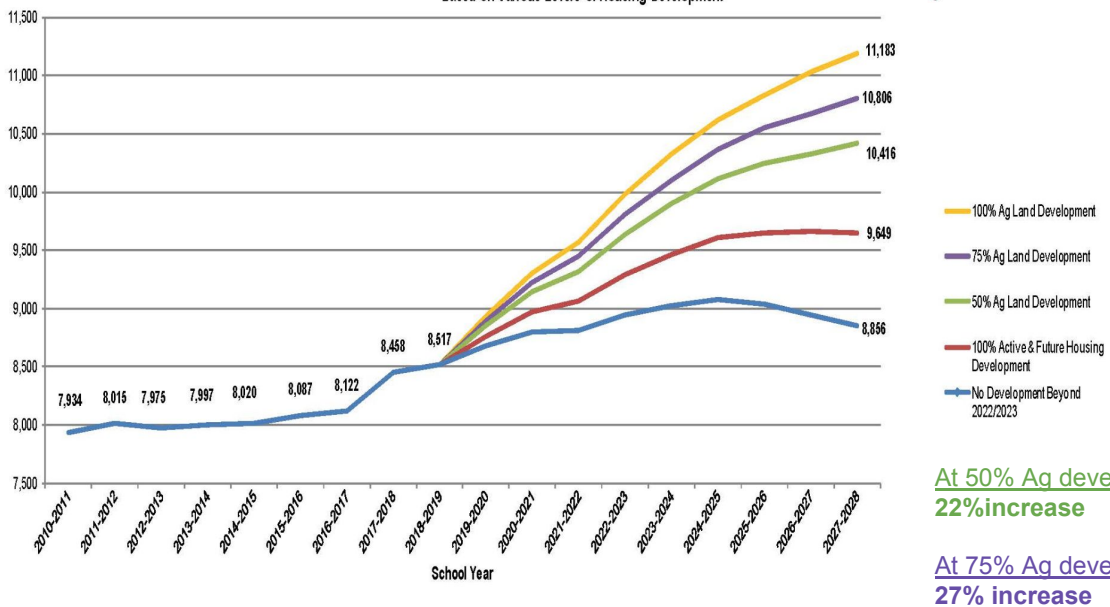


Chart 1: White Bear Lake K-12 Student Enrollment Modeling Based on Various Levels of Housing Development



Facilities Information Timeline

October 9

- Committee Charge Statement and Operations
- District Strategic Plan
- Facilities Information
- Enrollment Projections
- Capacity vs. Enrollment
- Review of Upcoming Meetings and Subcommittee Progress

October 23

- Educational Alignment
- Activities, Athletics, Fine Arts
- Safety and Security
- Facility (Maintenance) Analysis

Nov 7 - Dec 20

3 Committees will advance the work

- Learning Spaces
- Community Spaces
- Physical Conditions



AGENDA ITEM: **Proposed Calendar for 2019-20**

MEETING DATE: **October 22, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

At the February 12, 2018, School Board meeting, Assistant Superintendent Sara Paul and Director of Human Resources Mitch Cooper presented a draft of the 2019-20 calendar. This draft included the following dates to provide parents/guardians information for planning:

- Start of school
- MEA dates
- Winter break
- Spring break
- Last day of school

Tonight, we will discuss the proposed 2019-20 calendar which is scheduled for a first reading on November 12, and final reading and approval on December 10.

WB 624 2019-20 CALENDAR

White Bear Lake Area Schools

August 19-20 New Teacher Orientation
 August 26.....Convocation
 August 27-29 Teacher Work and Staff Development

September 2 No School - Labor Day
 September 3 First Day of School (Grades 6-12+)
 September 4.....First Day of School (Grades 1-5)
 September 4 Kindergarten Orientation
 September 5 First Day of School (K & K+)
 September 9 First Day Early Childhood Programs

October 7 Non Student Day*
 October 17-18.....No School - Education Minnesota Conference

November 7 End of First Quarter
 November 8 Non Student Day*
 November 14 Parent Teacher Conferences PM
 November 18 Non-Student Day (PreK-5)*
 November 18 School Day for Grade 6-12+
 November 18 Parent Teacher Conferences PM (PreK-5)
 November 19 Parent Teacher Conferences PM (6-12+)
 November 27 Non Student Day*
 November 28-29.....No School - Thanksgiving Break

December 23-31 No School - Winter Break

January 1-3.....No School - Winter Break
 January 6.....School Resumes
 January 20 No School - MLK, Jr. Day
 January 24 End of Second Quarter
 End of First Semester
 January 27 Non-Student Day (K-12+)*

February 14 Non-Student Day*
 February 17 No School -Presidents' Day
 February 18 Parent Conferences PM (PreK-5)
 February 20 Parent Conferences PM (PreK-5)
 February 27 Parent Conferences PM (6-12+)

March 3.....Parent Conferences PM (6-12+)
 March 9-13.....No School - Spring Break

April 3.....End of Third Quarter
 April 10.....Non Student Day*

May 25.....No School - Memorial Day

June 5.....Last Day of School
 WBLAHS Graduation

* Non Student Days—Staff engage in curriculum work, professional learning and instructional delivery, assessment reporting, conferences and communication with parents.

JULY						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

SEPTEMBER						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

	First/Last Day of School		No School for Students		Parent/Teacher Conference/Communication
	End of Quarter/Semester		District Center Closed		6-12 School Day & PreK-5 Non-school day