INDEPENDENT SCHOOL DISTRICT #624

WORK-STUDY MEETING PACKET

January 28, 2019

Independent School District No. 624

MISSION STATEMENT

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

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

Approved by White Bear Lake Area School Board on April 9, 2018

To: Members of the School Board

From: Dr. Wayne Kazmierczak
Superintendent of Schools

Date: January 18, 2019

A work-study session of the White Bear Lake Area School Board will be held on **Monday, January 28, 2019**, 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.	Site Level Planning Progress Update to Board Liaisons	5:30 p.m.
2.	Comprehensive Facilities Plan Update	6:15 p.m.
3.	Overview of FY19 Revised Budget	7:15 p.m.
4.	2018 Residential Survey Results from The Morris Leatherman Company	7:45 p.m.

C. ADJOURNMENT

AGENDA ITEM:	**Site Level Planning Progress Update to Board Liaisons**
MEETING DATE:	**January 28, 2019**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Sara Paul, Assistant Superintendent for Teaching and Learning**

Background:

Each year, School Board liaisons have an opportunity to connect with building leaders to gain a deeper understanding of site level priorities. Each Board member will connect with the respective building leader for which they serve as a School Board liaison to hear about the site level planning process. Information about each site plan is attached.

School Board Work-Study Session
January 28, 2019
Room Schedule

School Board Members will meet with their liaison school leaders from 5:30 – 6:00 p.m. Each principal/supervisor will have approximately 10 minutes to provide an update about their site plan progress. Hard copies of your school brochure will be provided.

Board Member	**Room**	**Liaison Building**	**Liaison Building**	**To Be Scheduled at a Later Time**
Kim Chapman	Room 210	Willow Lane		
Ellen Fahey	Community Room 112	Hugo/Oneka	Matoska	
Jessica Ellison	Room 201	Central	Lakeaires	
Don Mullin	Community Room 112	ALC	Transition Education Center	
Deb Beloyed	Room 210	Vadnais		Lincoln Elementary
Marge Newmaster	Community Room 112	Otter Lake Elementary	EC/ECSE	Sunrise Park Middle School
Scott Wilson	Room 201	South Campus	North Campus	Birch

White Bear Lake Area Schools Early Childhood Programs



The mission of the White Bear Lake Area Schools Early Childhood Programs, an inclusive community of the youngest learners in partnership with their caregivers, is to compassionately support children and families for lifelong learning through a vital system distinguished by:

- Emphasis on learning through play and social-emotional development
- Safe, nurturing, and engaging environments
- Community partnerships and outreach opportunities
- Equitable access for all learners
- Collaborative, highly qualified staff

About the Supervisors

Kate Andersen - I have been with White Bear Lake Schools Early Childhood Programs for the past 3 years. My professional background includes elementary education, early childhood, special education, and community education. Early learning is an important part of a young child's development and a pertinent time for parents to investigate their new role. Having the ability to provide children and families their first experience in our school district and assisting them in being involved in their community is extremely rewarding for me.

Angela Drange - This is my first year in the White Bear Lake Area School District and I am enjoying my role as the Student Support Services Supervisor for Early Childhood Special Education. I have over 20 years of experience in education as an elementary teacher, B-5 early childhood special education teacher, and special education supervisor.

Tactics

- We will provide safe environments that enhance social-emotional learning.
- We will enhance programs capacity.
- We will foster family and community engagement for all learners.

Planning Team Members

- Kate Andersen
- Angela Drange
- Nancy Melquist
- Mary Owen
- Becky Mullaly
- Michelle Igo
- Amy Ottaviani
- Tracy Presseller
- Amber Buberl
- Christine Spears
- Tracy Cook
- Tamara LeMieux
- Aleta Schulte
- Laura Krueger
- Jayne Cox-Lindsey
- Jennifer Nadeau
- Leah Nicholson
- Andrea Kish-Bailey
- Facilitator: Jessie Prissel

Birch Lake Elementary



Birch Strategic Planning Team
(not pictured - Choua Yang and Haley Engwer)

Mission Statement

The mission of Birch Lake Elementary, a welcoming and diverse community of learners at the heart of White Bear Lake, is to educate and enrich the whole child as an individual through a vital system distinguished by:

- Innate value of self and others recognized, respected, and nurtured
- Potential unlocked through discovery of talents and interests
- Uniqueness embraced, celebrated, and honored
- Global stewards caring for our earth and its people
- Students, families, and community engaged as partners in lifelong learning

About the Principal



Jonathan Luknic

I entered the educational profession as a teacher of English Learners (English as a Second Language). This background has allowed me to see that each learner is unique and will require different materials and methods to reach their full potential. After ten years of teaching, I worked in the software industry as a product analyst for a few years. Although I decided my true mission was in education, this experience in the private sector continues to give me a unique perspective on my work. After returning to education, I worked as a district-level administrator and elementary Principal for Minneapolis Public Schools before coming to White Bear at the start of this school year.

Family is my most important priority, including my wife, Joan, and my two daughters, ages 3 and 17. I also enjoy working on home improvement projects, riding my bike, or just about anything that will get me outdoors and active.

Tactics

- We will strengthen ongoing successful relationships and establish new community partnerships.
- We will redefine and expand learning spaces at Birch Lake Elementary and in our community.
- We will design opportunities that ensure access to an array of experiences for all students.

Objectives

- All students know their own innate value.
- All students better the earth, locally and globally.
- All students take ownership of learning to exceed growth goals.
- All students discover their full potential to pursue future aspirations.
- All students meaningfully serve and contribute to their community.

Planning Team Members

- Site Facilitator: Trevor Roth
- Maria Schultz
- Karla Keller
- Kelly Kentfield
- Jennifer Storhaug
- Elizabeth Fischer
- Stephanie Kane-Burback
- Megan Perron
- Julie Skildum
- Jonathan Luknic
- Sara McGrath Daly
- Jean Lodermeier
- Jill Engwer (parent)
- Choua Yang (parent)
- Haley Engwer (former student)
- Mila Keller (former student)
- Amber Guetebier (parent)

Hugo and Oneka Elementary Schools





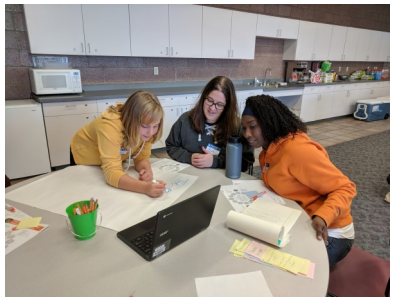
Mission Statement

The mission of Hugo and Oneka Elementary, a trusted leader in student-driven, innovative education, as part of a growing, thriving, tight-knit community that acknowledges our past and embraces our future, is to empower lifelong learners in a loving, compassionate, inviting environment where all feel safe to explore and take risks, by fostering:

- A climate that celebrates and respects diverse people and ideas
- Curious, passionate and confident students who advocate for their own learning
- Social and emotional health and wellness
- Educational opportunities that are authentic, compelling, and relevant
- Active engagement in local and global citizenship









Tactics

- We will ensure students discover and actively pursue their passions.
- We will ensure the social and emotional well-being of our students and other members of the school community.
- We will ensure students are immersed in authentic and unique experiences that honor diversity and serve our community and world.

Planning Team Members

Ruth Kerl
Becky Thigpen
Steve Bates
Tim Heinicke
Jason Healy
Barb Bower
Mary Maloy
Allison Peper
Deb Thibault
Kari Munson
Lucas Hilgers
Brian Norsman
Lauren Schleicher
Janie Briggs
Teresa Dahlem
Sean Johnson
Katy Bensen
Oumy Fall
Janet Dickinson
Amy Tulberg
Tessa Shaffer
Julie Stonehouse

About the Principals



Jason Healy
Hugo Elementary

I am the principal at Hugo Elem. I graduated from Mankato State in 1995 & received my master's from Winona in 1997. I attained the K-12 principal licensure from St. Mary's. Prior to Hugo, I was the asst principal at Birch Lake Elem. My teaching background is in the upper elem. (gr 3-5) and I have also worked as a learning skills specialist & Title I instructor.

About the Principals



Teresa Dahlem
Oneka Elementary

I started my career in education in the Waterville-Elysian-Morristown School District where I taught at the elementary level for six years. I then spent another six years teaching in the Hastings School District. In 1999 I returned to W-E-M for my first principal position. I started my time in the White Bear Lake School District in 2000 as the principal at Vadnais Heights Elementary School. In 2003 I took a brief break from WBL to become the principal at Oakdale Elementary School in neighboring NSP for one year before returning to WBL to become the principal at Hugo Elementary School. Two years later, in 2006, we opened Oneka Elementary School by moving the entire staff and student body from Hugo Elementary to Oneka Elementary. In 2010 we reopened Hugo Elementary, which became our K-1 site. Since the 2016-17 school year I have had the pleasure to share in the leadership of these two wonderful schools with Principal Healy.

My school interests at the moment revolve around how schools can move beyond conventional assessment approaches and develop more expansive methods that gauge both deep understanding of content and whole-child development. I'm also interested in how we can support and develop problem solving in learning. How can activities that encourage innovation and design thinking be integrated into the curriculum? What does it look like when students apply learning to real problems in the school or community?

On a personal note, I'm a hiker, biker, golfer and performing arts lover. I enjoy all of these activities outside of school.

Lakeaires Elementary



Mission Statement

The mission of Lakeaires Elementary School, an inclusive, innovative and compassionate community is to establish a framework in which students are empowered with confidence, skills and drive to be lifelong learners, through a vital system distinguished by:

- Equitable support to meet the needs of the whole child
- Safe, inclusive and collaborative community that celebrates diversity and individuality
- Authentic learning opportunities that foster students' strengths and interests

About the Principal



Cary Krusemark
Lakeaires Elementary

Hello, my name is Cary Krusemark and I am the Principal at Lakeaires Elementary. I have had the privilege of working here since August of 2008.

Lakeaires Elementary is a strong, neighborhood school serving grades Pre-K through 5th grade. The neighborhood brings wonderful and supportive parents and, of course, super kids!

A little bit about me… I earned my B.S. in Elementary Education from Minnesota State University-Mankato. I later returned to Mankato, completing both my Master's Degree in Educational Leadership and then my Specialist Degree in Educational Administration.

I began my career in education teaching 2nd, 4th and then 6th graders before I moved into school administration. Prior to my arrival in White Bear Lake, I've worked in a variety of places in my educational career including Shakopee, Rosemount, New Ulm and Mankato, MN.

I am originally from Pipestone, Minnesota where my parents still live on the family farm. My wife and I have two energetic children to keep us busy, Gavin (born December 2007) and Madeline (born June 2010). Life is never dull at the Krusemark house!

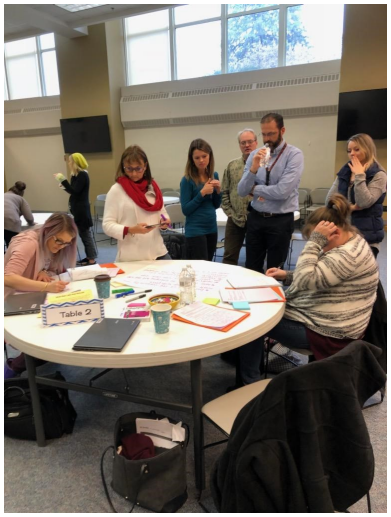
Tactics

- We will provide differentiated instruction in all academic areas
- We will ensure a safe and supportive learning environment
- We will ensure each student is the primary agent in their learning



Planning Team Members

- Becky Ballard
- Heather Berry
- Grace Brown
- Ashley Guthrie
- Laura Hunziker
- Nancy Krocak
- Cary Krusemark
- Jenna Leonhard
- Robert Lundberg
- Jessica Martin
- Bruce Smith
- Sandy Whitby
- Amber Palony - Site Planning Facilitator





Lincoln Elementary



The mission of Lincoln Elementary School, *an empowered environment of learners, is to ignite curiosity, inspire advocacy, and unlock potential through:*

- *Enriching minds, bodies and hearts,*
- *Advancing the integrity of emotional connections and communication,*
- *Courageous participation,*
- *Honoring diverse perspectives, and*
- *Serving as agents of local and global communities*

to forge a legacy of confident critical thinkers, mindful of the past, while actively shaping the future.

About the Principal



Dan Schmidt

After receiving my Bachelor of Science degree from Moorhead State University in May, 1990, I was hired at Lincoln Elementary as a 5th grade teacher where I taught for the next 7 years. During that time I embraced various building and district leadership roles capping off that time as 1997 WBLA Teacher of the Year.

In late Spring 1997, I completed my Administrative Licensure and Master of Arts Degree from the University of Minnesota. In August 1997, I was hired as Interim Elementary Principal at Sartell Elementary.

The Spring of 1998, I was hired as Elementary Principal at Castle Elementary, in the North St. Paul - Maplewood - Oakdale School District where I continued my 7 year tenure until hired as Elementary Principal at Lincoln Elementary in White Bear Lake the Spring of 2006.

Since the Fall of 2006, I continue to be blessed as principal of Lincoln Elementary not only supporting the Lincoln Community but also embracing the district community spirit that is so evident among our various district communities.

Personally, I've been married for 25 years to Deb who is also a Kindergarten teacher at Otter Lake Elementary. We raised two children (Aaron-age 21 and Anna-age 18) who both went through the White Bear Lake School District.

Hobbies include activities such as fishing, an occasional round of golf and attending Vikings games.



Tactics

Tactic #1: We will nurture the whole child through a personalized learning experience.

Tactic #2: We will create a connected culture.

Planning Team Members

- Leah Sitka (Facilitator)
- Katie Anderson
- Erica Bowen
- David Cauley
- Kris Clyne
- Kelly Counihan
- Stephanie Davids
- Mike Fish
- Ellen Gevers
- Katherine Gorham
- Brenda Heaton
- Michelle Hoftiezer
- Abby Kath
- Anna Levins
- Nick Marty
- Dan Schmidt
- RoxAnn Strand
- Amy Swanson
- Nancy Thom
- Carla Triggs
- Carrie Troske

Matoska International



Mission Statement

The mission of Matoska International, an International Baccalaureate World School community of globally minded life long learners who are compassionate citizens, is to ensure the needs of individual students are met and foster their learning pathways to achieve their maximum potential through a vital system distinguished by:

- recognition, validation and deeper understanding of each child's cultural identity
- a commitment to establish and nurture strong relationships
- providing a safe, supportive environment through equitable practices
- developmentally appropriate teaching and learning, using research based strategies

About the Principal



John Leininger

Professional Background
My career working with children began with the YMCA in 1983 as an environmental educator. The energy and job satisfaction has never stopped since. I received my teaching degree from the University of Minnesota, Master from St. Thomas University and my Administrative degree from Hamline University. I've spent most of my 28 year career in White Bear with a brief stint teaching in Norway during the early 90's.

Personal Interests
My personal interest revolve around seeing new places and exploring wilderness areas. With my family, we've been fortunate to travel many places in this beautiful world with reaches as far as Western China and as close as Cuba. Highlights of our wilderness experiences includes guiding canoe trips, (where I met my wife Jennifer 28 years ago!), 3 months Kayaking Alaska's coast and 50 days canoeing above the Arctic Circle. In between travels, you will find me nordic skiing, playing soccer or training for an inline skate marathon.



Objectives

- Each student feels welcome, safe, and appreciated for who they are.
- 100% of students demonstrate individualized growth in their learning.
- 100% of students are prepared for future learning.
- Each student makes a positive impact within the school and broader community.

Tactics

- We will adapt the learning environment to ensure all students and families are included (Environment)
- We will ensure opportunities to enrich and extend student learning (Learning Experience)
- We will foster a sense of service to community (Service to community)

Planning Team Members

- Kirsten McPherson
- Christina Hayden
- Pam Winkler
- Alison Davies
- Ashley Peterson
- Angela Bianco
- Heidi Lilla
- Jody Eastburn
- Mary Manders
- Kyle Carlin Schauer
- Jocelyn Crossfield
- Michael Jett
- Josh Hern
- Ellie O'Brien
- Rebecca Richnofsky
- Khadijo Ali
- John Leininger
- Sarah Treanor

Otter Lake Elementary



The mission of Otter Lake Elementary, a collaborative learning community engaged in a tradition of innovation and educational excellence, is to inspire each student to reach their full potential.

We are distinguished by:

- Authentic indoor and outdoor learning through critical thinking, effective communication, and creative problem solving driven by student inquiry
- Regard for student perspective
- Intentional partnerships and meaningful relationships
- Respect for diverse learning styles, cultures and ideas
- Kindness, empathy, and compassion

About the Principal



Cynthia Mueller

- I was born and raised in Ham Lake. Minnesota
- I currently live in St. Michael with my husband, two daughters (13 and 10), a dog, and a cat.
- Elementary K-6 licensure, 5-8 Social Studies, K-12 Reading, K-12 Reading Leader, K-12 Principal;
- Adjunct Instructor - Saint Mary's University, K-12 Reading and Masters in Literacy Education
- Previous roles: elementary teacher, STEM Coordinator, Instructional Coach
- Supporting teachers through building capacity and collective efficacy is my passion!



Tactics

- We will ensure the social, emotional, and academic growth of our students.
- We will foster intentional partnerships and meaningful relationships.
- We will provide innovative indoor and outdoor learning experiences that reflect each student's personal strengths and interests.

Planning Team Members

- Jen Misgen - Kindergarten Teacher
- Rolf Parsons - Community Member
- Mindy Ruane - Parent
- LuAnne Oklobzija - Innovation Coach
- Abbey Knisley - Speech Language Teacher
- Mike Selb - 5th Grade Teacher
- Stephen Gravley - 1st Grade Teacher
- Aime DeWitt - Parent, MN Reading Corps Tutor
- Michelle Selb-Sack - Parent
- Jody Pontious - Music Teacher
- Tammy Dobbins - Literacy Coach
- Carrie Carlson - 5th Grade Teacher
- Trisha Koster - Paraprofessional
- Derrick Hodge - Parent
- Kate Brekke - Parent
- Shannon Swanson - Extended Day
- Deb Schmidt - Kindergarten Teacher
- Thom Green - 4th Grade Teacher
- Karla Mundell - Custodian
- Molly Franta - Administrative Assistant
- Joe Larson - Parent
- Aimee Eriksen - Special Education Teacher
- Max DeRaad - Community Member, Former OLE Principal
- Sue Welsh - 2nd Grade Teacher
- Cynthia Mueller - Principal
- Sarah Lemon - Intervention Teacher & Site Facilitator
- Ava Cerney - Former Otter Lake Student

Vadnais Heights Elementary



Vadnais Heights Elementary School is a proud educational community at the heart of Vadnais Heights. We are committed to being learners and leaders. Together we:

- Balance social and emotional development with excellence in academics
- Embrace diversity and inclusive experiences
- Embody the values of PEACE (**P**atience, **E**ffort, **A**ssertion, **C**ooperation, **E**mpathy) in everything we do
- Recognize and build upon the unique strengths and creativity of individuals
- Collectively engage in our broader community through partnerships and service.

About the Principal



Sara Svir has worked in public education for 29 years. She taught for 6 years in elementary, middle and high school settings in the areas of special education and with students identified as at-risk. Her administrative career has also spanned all 3 educational settings and she has been working as an elementary principal for the last 18 years. Even after all this time, the first day of school is still a highlight of her year. She believes that the enthusiasm of students, parents and staff is contagious and that it is her job to ensure that the students' joy for learning continues, parents' satisfaction of our school and their child's growth is affirmed and staff feel supported and inspired to do their best work.

Sara lives in the area with her husband and three children. Her daughter is a freshman at the University of Nebraska in Lincoln and her sons are in 8th and 9th grade in the White Bear Lake School District.



Objectives

- 100% of students and families can participate in all school activities.
- 100% of our school community feels valued.
- 100% of our school community embodies P.E.A.C.E.
- 100% of students excel academically.
- 100% of students excel socially.

Planning Team Members

Steve Allen
Kim Anderson
Misty Aubin
Stephanie Battista
Kate Jensen
Emily Mogren
Rosa Mohamed
Simone Mortel
John Raines
Gillian Sawtell
Lori Schouvieller
Vanessa Schulte
Sandy Smaker
Lisa Stulc
Kari Thimjon
Sara Svir, Principal
Jen Dickhaus, Facilitator



Tactics

- We will ensure instruction enhances student learning.
- We will ensure the social and emotional growth of our students.

Action Team Members

Nicole Acciari
Barb Bliss**
Staci Docken
Anne Fitzpatrick
Craig Flor
Deb Girard
Mae Haley
Julie Hopkins
Kelly Johnson
Stacey Loch
Jen Minwegen
Katie O'Shaughnessy
Amy Opatz
Jessica Perry
Lynn Regnier
Angie Rider
April Schneider**
Lori Schouvieller
Kari Thimjon
Colleen Ulfig
Mike Werner
** Action Team Leader

Willow Lane Elementary



Mission Statement

The mission of Willow Lane Elementary school, a dynamic community of uniquely diverse learners, is to ensure high academic achievement and social- emotional growth resulting in everyone reaching their full potential through a vital system distinguished by:

- innovative, relevant and need-based instruction
- collaboration honoring perspectives of students, staff, families and community
- a nurturing and compassionate environment
- high integrity

About the Principal



Chris Streiff

This is my 5th year at Willow Lane Elementary School and I enjoy being a part of the White Bear Lake Area School District. Willow Lane is an amazing place to serve. I am passionate about equity and strongly believe that our diverse environment resembles a global community and is extremely beneficial to all of our students.

I was born and raised in Lakewood, California, a suburb of Los Angeles. I resided in the San Francisco Bay Area for 10 years working in Marketing and Advertising for Sunset Magazine. I relocated to Rochester, Minnesota and dove into the Education arena. In Rochester I taught Kindergarten, 1st grade, 7th grade, and 9-12th grade. In addition, I served as the district Staff Development and Continuous Improvement Coordinator, middle school assistant principal, elementary school principal and an education consultant.

I fully understand how a child's educational experience can impact their life. I work very hard to ensure that each child has a safe, positive and challenging learning experience at Willow Lane Elementary School.



Tactics

- We will teach and provide opportunities to exhibit and uphold our core values.
- We will provide learning opportunities that honor and embrace cultural diversity.
- We will provide opportunities for students, staff, families and community members to collaborate and share their perspectives.
- We will create an environment that is inclusive of all our Willow community members.
- We will provide innovative instructional approaches to achieve high academic growth for all students.



Planning Team Members

Debra Hibbard - Facilitator and 2nd Grade Teacher
Kelly Sokolowski - K Teacher
Clare Kazmierczak - EL Teacher
Melissa Mcdonald - SPED Teacher
Elizabeth Lilja - 5th Grade Teacher
Katherine Bergman - Intervention Teacher
Chris Streiff - Principal
Steve Kempenich - Intervention Teacher
Derek Cooper - PE Teacher
Tamara Busch - Community Member
Kristin Gast - Solid Ground
Giselle Lara - Parent
Amber Palony - Literacy Coach
Amy Bachmeier - Parent
Laura Linder - Parent
Pat Wise - Community Member, Reading Buddy & former Office Mgr
Phoenix Bradley - former Student
Peter McBride - former Student
Michael Jett Sr. - Cultural Liaison
Briana Santoscoy - Cultural Liaison
Halima Shieq - Parent
Somali Interpreter - Spanish Interpreter

Central Middle School



The mission of Central Middle School, a diverse and inclusive community of engaged learners, is to ensure an innovative environment that inspires growth through a vital system distinguished by:

- a culture of open-mindedness, integrity, and respect
- exceptional support for the physical, social-emotional, and mental well-being of each individual
- creative spaces that spark collaboration and communication
- a fierce commitment to individual aspirations and inspirations
- investment in strong partnerships with families and community members

About the Principal



Timothy Schochenmaier

Mr. Schochenmaier has been a principal for 5 years in White Bear Lake, the last three being at Central Middle School. He is a strong advocate for systems alignment and has a passion for literacy and Multi-Tiered Systems of Support for all students.

Outside of school, Tim enjoys the outdoors. He spends much of his spare time with his wife and four children at their family cabin in Brandon, MN. Tim is involved in a few civic organizations, including: Disabled American Veterans, Relay for Life-McLeod County Chapter, and the MN Adoption Resource Network.

Tactics

- We will ensure transparency, consistency, and equity in all that we do.
- We will ensure access, time, space, and resources to explore personalized learning paths.
- We will understand and embrace differences.



Objectives

- 100% of students have value and feel included
- 100% of students accomplish individual growth goals
- each student creates habits to ensure success for the next level
- each individual has the space and materials they need to be safe and supported.
- 100% of students, families and community members are unified

Planning Team Members

Kevin Matuseski
Karen Schmitz
Rachel Garcia
Erin Tarnowski
Kendra Herder
Tim Schochenmaier
Lori Mosser
Laurie Kodytek
Michelle Selb-Sack
Adele Bayless
Kaisa Brown
Maia Nebo
Clay Tolenen
Dave Percival
Erin Synan
Mick McCollough
Diane Burg
Colin Brady
Karen Dye
Brody Seaton
Denise Ryan
Kennidee Thomas
Nathan Wachtler

Sunrise Park Middle School



Mission Statement

The mission of Sunrise Park Middle School, a diverse community of students, staff and families, is to empower active learners who shape their futures by developing strong academic skills and discovering their individual strengths in an emotionally supportive and engaging educational environment distinguished by:

- Caring school community that fosters meaningful relationships and emotional well-being.
- Variety of challenging and student-influenced learning opportunities
- Effective use of learning strategies that support student success.
- Safe, innovative and inspiring environments
- Collaboration among students, staff, families and communities.

About the Principal



Christina Pierre

I have been an educator in White Bear Lake since 1994. I have a bachelor's degree in mathematics and a master's degree in mathematics education from the University of Minnesota. I earned a doctorate at Saint Mary's University. I especially enjoy working with students and their families to ensure their school experiences are positive and successful.

Tactics

- Establish an inspiring learning environment
- Build an atmosphere that promotes physical, mental and emotional health
- Ensure meaningful connections between students, staff, family and community
- Provide highly effective instruction and authentic learning experiences

Planning Team Members



- Mark Fotsch - Parent
- Heather Rastorfer Vlieger - Parent
- Kate Peck - Parent
- Kalani Hafoka - Student
- Celia Fuhrman - Student
- Tricia Dennis - Student
- Kafiya Ahmed - Student
- Isaiah Guest - Student
- Bella Butters - Student
- Jackson Greenbaum - Student
- Mike Andres - Staff
- Janeen Kuemmel - Staff
- Jenny Gilbert - Staff
- Matt Skogen - Staff
- Lisa Setterlund - Staff
- Melisa Dahl - Staff

WBLAHS- North Campus



Mission Statement

The mission of White Bear Lake Area High School North Campus, a diverse educational community with the pivotal role of unifying all students during their crucial high school transitions, is to cultivate a learning environment where all students authentically develop their self-worth, identity, and full potential resulting in student success through a vital system distinguished by:

- Culturally relevant, rigorous instruction that meets the needs of all students.
- A safe, supportive environment that fosters open communication and well-being.
- A culture of care, respect, and acceptance of all people.
- Opportunities for leadership, involvement and choice.
- Decision-making through the lens of equity.

About the Principal



Dr. Alison Gillespie

I became a school administrator in 2005 after teaching English as a Second Language to Middle and High School students in Wisconsin, Arizona, and Minnesota. For 7 years, I was the sole site administrator of an alternative high school within the Richfield Public Schools. In 2011, I became an Associate Principal at Wayzata Public Schools. In Wayzata, I oversaw all alternative learning programs. Additionally, I supervised many different departments over my years there including Special Education, EL, World Language, English, and PE/Health. I earned my Bachelor's degree in Middle/Secondary Education and Spanish from UW-La Crosse, a Master's degree in Curriculum and Instruction from Arizona State, and Master's and Doctorate degrees in Organizational Leadership from Teacher's College- Columbia University.

I love to travel! I have two nieces: Carlie (11) and Raegen (4) who my husband and I spoil tremendously. I run, play golf, read and spend as much time with friends and family as possible. I am very proud to be the Principal of WBLAHS -North Campus and feel blessed to be a part of WBLAS.

Tactics

- We will interrupt barriers to ensure equity in all aspects of each student's experience.
- We will foster the physical, social, intellectual and emotional well-being of our students.
- We will ensure that each student feels connected to North Campus.
- We will ensure students design their own future through a learning environment that enhances educational experiences.

Planning Team Members



Pat Rossini
Katy Domschot
Jake Zisla
Carla Nordenstrom
Chad O'Leary
Alison Gillespie
Julie Kirschling
Sean Kehoe
Ryan - student
Natalie - student

Paulette Maki
Tony Couch
Ryan Brown
Jennifer Black-Fischer
Paul Seeba
Angela Nelson,
Jeremy Rockford
Jennifer - student
Kym - student
Katie - student

WBLAHS - South Campus



Our mission at White Bear Lake Area High School-South Campus, a dynamic launchpad of learners, is to empower one another to navigate our unique journeys, embodied by:

- *Student-driven opportunities for authentic learning*
- *Nurturing and mutually supportive relationships where each voice is valued and recognized*
- *Safe and engaging environments that inspire lifelong learning*
- *A courageous community willing to persist and adapt to meet high expectations*
- *Passionate learners who transform their local and global communities*

About the Principal



Don Bosch

Greetings! My name is Don Bosch and I am honored to be the Principal at White Bear Lake Area High School - South Campus.

A little bit about myself, I received my undergraduate and graduate degrees from the University of North Dakota and my Administrative Licensure from Saint Mary's University - Twin Cities.

I started my educational career as a math teacher in California. After moving to Minnesota, I became the Activities Director and a Assistant Principal in the Forest Lake School District. I joined the White Bear Lake Area School District in 2009 at the Principal of North Campus and currently starting my second year as the Principal of South Campus.

My interests include anything sports related and relaxing during the summer at our lake cabin. I also like to spend time improving my woodworking skills.

Tactics

- We will hear, honor and include each student's voice.
- We will ensure that each student establishes and achieves their unique learning goals.
- We will provide each student with academic, social, and emotional support while challenging them to meet higher expectations.

Planning Team Members

- Sadie Johnson
- Don Bosch
- Greg Burke
- Shawn Gritzmacher
- Robert Anderson
- Lindsay Lamwers
- Stephanie Kerbage
- Troy Strand
- Brietta Hutson
- Josh Lane
- Julie Anderson
- Teresa Ruohomaki
- Kevin, Boeing
- Cooper Anderson
- Noelle Norman
- Abbie Zavadil

Action Team Leaders

- Barbara Bursack
- Cassie Knutson
- Anne Hittesdorf
- Alex Carlson

White Bear Lake Area Learning Center



The mission of the White Bear Lake Area Learning Center, ***an exemplary, alternative, holistically-focused school community,*** *is to* ***equip and empower each individual student to discover, aspire to, and achieve their goals through lifelong learning*** *through a vital system distinguished by:*

- Learning environments that are safe, collaborative, and flexible
- Relationships that are respectful, nurturing, and restorative
- Individualized approaches to support students' unique academic goals
- Valuing diversity of people and ideas
- Committed and specialized staff who support the whole student

About the Principal



Gretchen Harriman

After graduating from Bethel College with a degree in Communication and Writing, I pursued a teaching degree through the Master's program at the University of St. Thomas. Student teaching led me to North Campus, and introduced to to a school district that became home to me. My first teaching position was with the evening high school program at North Campus. When the program evolved into an ALC, I taught at the school for its' first four years. After serving for 12 years in the Teaching & Learning department at the District Office and pursuing administrative licensure, I returned to the Area Learning Center when my previous principal retired. I am passionate about alternative programming and working holistically with students.



Objectives

- 100% of students will graduate with a post-graduation plan
- 100% of students will experience growth while feeling safe and connected to the ALC
- 100% of students will engage in experiential learning



Tactics

- We will reimagine teaching and learning within our building.
- We will partner with each student to develop their strengths, interests, and personalized goals for growth.
- We will provide broad opportunities for students to explore post-graduation options.
- We will provide a welcoming and safe environment that ensures the social and emotional growth of our students.

Planning Team Members

- Eunice Olson, Parent
- Mary Dahle, Community Member
- Nelda Henderson, Paraprofessional
- Leann Burris, Teacher
- Ben Craig, Teacher
- Seth Salenger, Teacher
- Laura Watters, Teacher
- Beth Samuelson, Licensed Alcohol & Drug Counselor
- Rebekka McCormick, School Counselor
- Amy Johnson, School Social Worker
- John Forestell, Site Facilitator and Teacher
- Gretchen Harriman, Principal

Transition Education Center





The mission of the Transition Education Center, a personalized learning community committed to honoring students' unique abilities and aspirations, focused on skill building and enriched learning experiences, is to ensure students achieve their individual goals and transition successfully into their larger community through a vital system distinguished by:

- Safe, respectful, nurturing, and responsive environments
- Student-centered planning approaches to encourage independence
- Instruction supporting social-emotional learning, employment, independent living, and post-secondary education and training
- Staff, families, and community partners committed to collaboration
- Community-based instruction, service learning, and career exploration

About the Principal



Sara Derby

I began my career in education as a Speech-Language Pathologist working for Triton Public Schools, Rochester Public Schools, and West St. Paul/Mendota Heights/Eagan Area Schools. I furthered by experience working as a Due Process Facilitator, supporting staff with special education compliance. After obtaining my Director of Special Education license and K-12 Principal license, I began my administrative career as the Assistant Director of Student Support Services in the Stillwater Area Schools for three years, before joining the exceptional team in White Bear Lake Area Schools in 2013.

I have had the honor of being the building administrator at the Transition Education Center for the past six school years. TEC houses the following programs: Transition Plus, Transition and Post-Secondary Preparation Program, and Accountability with Academics and Restorative Education. Beginning the 2017-18 school year, I have also been the administrator of the District's Project SEARCH program housed at Gillette Specialty Healthcare in St. Paul, MN.

In my free time, I enjoy spending time with my family, traveling, playing board games, golfing and cleaning!





Tactics

- We will provide all students access to supportive adults and community resources that address their unique needs.
- We will focus and adapt our programming to actively reflect individual student strengths, interests and goals.
- We will ensure safe and inclusive environments.

  We will provide students with a broad range of experiences.




Objectives

- 100% of students have access to supportive adults and community resources aligned with their unique needs.
- 100% of students develop an educational plan that reflects their strengths, interests, and goals.
- 100% of students feel valued, safe and included across environments.
- 100% of students are provided a broad range of experiences.

Planning Team Members

- Jim Smith
- Jena Kulenkamp
- Olivia Coen
- Nicky Loch
- Becky Klier
- Kathleen Allen
- Sara Derby
- Jack Wachlarowicz
- Amy Oian
- Dan Lemke
- Emily Norton
- Amy Lewellen-Contreras
- Dag Riseng
- Heather Jacobs

Agenda Item B-2
January 28, 2019
Work-Study Meeting

AGENDA ITEM: Comprehensive Facilities Plan Update

MEETING DATE: January 28, 2019

SUGGESTED DISPOSITION: Discussion Item

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

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BACKGROUND:

At the September 10, 2018 meeting the Board accepted and acted on the recommendation of administration to form a district facilities committee comprised of three subcommittees to study district facility needs related to learning spaces, community spaces, and physical conditions. Ninety community members and staff members served on the committee.

The committee met seven times during October, 2018 - January, 2019 and all meetings were facilitated by Paul Aplikowski and Sal Bagley from Wold Architects and Engineers. The final product of the committee's work was an agreed upon needs assessment.

Tonight, Paul Aplikowski and Sal Bagley will present a high level overview of the committee's work along with a summary of the needs assessments developed by each subcommittee.

WHITE BEAR LAKE AREA SCHOOLS

FACILITY PLANNING COMMITTEE

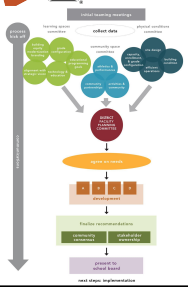
SCHOOL BOARD UPDATE | JANUARY 28, 2019



- Facility Planning Committee Process & Membership
- Information Reviewed
- Facility Planning Committee Findings & Needs Statements
- Next Steps

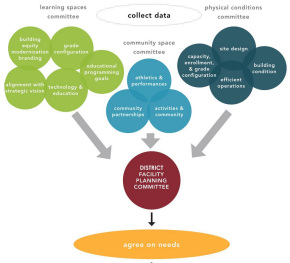
Develop a comprehensive long-range Facilities Master Plan with one or more scenarios for recommendation to the School Board that will:

- *Best serve the School District's educational goals*
- *Be financially attainable and sustainable*
- *Reflect the values and priorities of the communities of White Bear Lake Area Schools*
- *Accommodate the District's PreK-12 enrollment and other programs*
- *Cover anticipated needs for the next 10 years, as well as recognize major issues beyond 10 years*
- *Be consistent with the School District's Strategic Vision*
- *Recommend optimal use of facilities, accommodate projected enrollment and support educational delivery along with the rationale for the recommendations*



Outcome: White Bear Lake Area Schools will have a comprehensive, long-range Facilities Master Plan to accommodate enrollment and programs over the next 10 years that is financially sustainable

- **Applications due:** September 24, 2018
- **Composition:** 90+ members representing wide variety of backgrounds and perspectives
- **1,228 years** of experience with the District between members!



- **Meeting #1:** October 9, 2018
- **Meeting #2:** October 23, 2018
- **Study Committees:**
  - Learning Spaces
  - Community Spaces
  - Physical Conditions
  - Each committee met 4 times between November and December 2018
- **Meeting #7:** January 16, 2019
- 28 hours of meetings

Kate Andersen	Staff
Camila Barcenas	Student
Lisa Beecroft	Parent, Alumni
Amy Carney	Staff, Parent
Ryan Clark	Staff, Innovation Coach
Mariel Culhane	Staff
Jill Engwer	Parent
Mike Fish	Parent
Jessica Fleming	Parent, Alumni
Mandira Gerrels	Staff
Alison Gillespie	Staff
Mike Greenbaum	Parent
Nancy Higgs	Grandparent, Former Staff
Erica Hilali	Parent
Abby Kath	Staff
Peter Knoebel	Parent
David Lamwers	Staff
Jerrod Leder	Parent
Jonathan Luknic	Staff
Trevor Motzko	Student
Becky Mullaly	Staff
Ellie O'Brien	Parent
Chad O'Leary	Staff, Alumni
Angela Selb-Sack	Parent
Shelli Sowles	Parent
Christina Thayer- Anderson	Staff
Ryan Vernosh	Parent

SCHOOL BOARD UPDATE
LEARNING SPACES COMMITTEE

Learning Spaces Committee:

- Technology & Education
- Educational Programming Goals
- Building Equity, Modernization & Branding
- Grade Configuration
- Alignment with Strategic Vision

Meeting #3:
November 8, 2018 from 6:00 p.m. – 8:00 p.m.
Meeting #4:
November 29, 2018 from 6:00 p.m. – 8:00 p.m.
Meeting #5:
December 6, 2018 from 6:00 p.m. – 8:00 p.m.
Meeting #6:
December 20, 2018 from 6:00 p.m. – 8:00 p.m.

SCHOOL BOARD UPDATE
COMMUNITY SPACES COMMITTEE

Ryan Allshouse	Parent, Former Staff
Mike Andres	Staff, Parent
Amy Bachmeier	Staff, Parent
Lilli Bauman	Parent
Jenny Carroll	Parent
Madison Carroll	Student, Jr Rep. to School Board
Pamela Enz	Grandparent
	Grandparent, Former
Jim Galvin	Staff/Coach
Don Glover	Former Staff, Parent
Shannon Grant	Staff
Jason Hilderman	Parent, Alumni
Scott Hoeg	Staff
Tara Jebens-Singh	Staff
Karl Jende	Coach, Alumni
Rich Juba	WBL City Planner
Keith Lockwood	Staff, Parent, Coach
Kevin McFarlane	Parent, Alumni
Craig Nasvik	Staff, Parent
Abby Olson	Staff, Alumni
Brian Peloquin	Activities Director
Tracy Peltier	Parent
Megan Perry	Staff, Parent
Christina Pierre	Staff
Jeremy Post	Staff
David Potts	Business Partner, Parent
Tom Riedesel	Business / Parent
Matt Riebow	Staff
Jeremy Rockford	Staff, Parent
Richard Samuelson	Former Staff
Wendy Suoja	Staff
Mark Woodcock	Parent

SCHOOL BOARD UPDATE
COMMUNITY SPACES COMMITTEE

Community Spaces Committee:

- Athletics & Performance Spaces
- Community Partnerships
- Activities & Community

Meeting #3:
November 7, 2018 from 7:30 p.m. – 9:00 p.m.
Meeting #4:
November 28, 2018 from 5:45 p.m. – 7:15 p.m.
Meeting #5:
December 5, 2018 from 7:30 p.m. – 9:00 p.m.
Meeting #6:
December 19, 2018 from 5:45 p.m. – 7:15 p.m.

SCHOOL BOARD UPDATE
PHYSICAL CONDITIONS COMMITTEE

Steve Asper	Staff
Carrie Barth	Staff
Anthony Basden	Parent
Bob Brewer	Staff
Michelle Eckel	Parent
John Forestell	Staff
Britt Fouks	Parent
Nichole Hager	Parent
Amy Jorgenson	Staff, Parent
Steve Keene	Parent
Kevin Klecker	Staff, Parent
Lindsay Lamwers	Staff, Parent
Joshua Lane	Staff
John Leininger	Staff
Nathan Lief	Parent
Jerry Mundell	Staff
Molly Murphy	Staff, Parent
Joel Peck	Parent, Alumni
Carly Pederson	Parent
Paula Perron	Staff, Parent, Alumni
Jennifer Pope	Parent
Makena Pratt	Student
Joe Remley	Community Member
Diane Smith	Parent
Julie Steffenmeier	Parent
Patrick Trudgeon	Parent
Janel VanArragon	Staff
Jake Walton	Community Member
Pam Winkler	Staff, Parent

SCHOOL BOARD UPDATE
PHYSICAL CONDITIONS COMMITTEE

Physical Conditions Committee:

- Site Design
- Building Condition
- Capacity, Enrollment, & Grade Configuration
- Efficient Operations

Meeting #3:
November 7, 2018 from 5:45 p.m. – 7:15 p.m.
Meeting #4:
November 28, 2018 from 7:30 p.m. – 9:00 p.m.
Meeting #5:
December 5, 2018 from 5:45 p.m. – 7:15 p.m.
Meeting #6:
December 19, 2018 from 7:30 p.m. – 9:00 p.m.

Meetings 1 + 2 Information Reviewed

White Bear Lake Area Schools

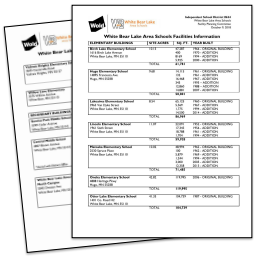
SCHOOL BOARD UPDATE
MEETINGS 1+ 2 - INFORMATION REVIEWED



- Facilities Information
- District Strategic Plan
- Enrollment Projections
- Capacity Analysis
- Educational Alignment
- Activities, Athletics and Fine Arts
- Safety & Security
- Facility Analysis

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
FACILITIES INFORMATION



- Over 1.8 million square feet
- 9 Elementary Schools
- 2 Middle Schools
- WBLAHS – North/South Campus
- Other
  - WBL Area Learning Center
  - Normandy Park Education Center
  - Transition Education Center
  - District Office

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
ENROLLMENT VS CAPACITY

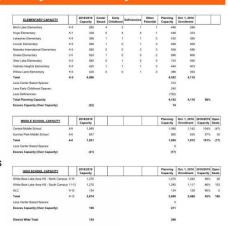
District-Wide Capacity Summary

2018-2019 Capacity

- **Elementary Capacity:** 4,096 Students
- **Middle School Capacity:** 1,931 Students
- **High School Capacity:** 2,674 Students
- **District-Wide Total:** 8,702 Students

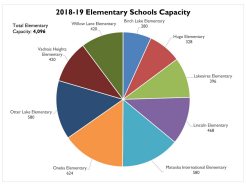
2018-2019 Enrollment (Oct 1)

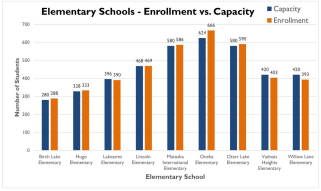
- **Elementary Enrollment:** 4,118 Students
- **Middle School Enrollment:** 1,972 Students
- **High School Enrollment:** 2,488 Students
- **District-Wide Total:** 8,578 Students



White Bear Lake Area Schools

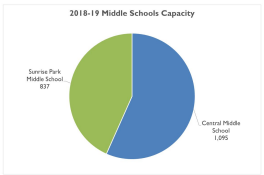
SCHOOL BOARD UPDATE
ENROLLMENT VS CAPACITY – ELEMENTARY SCHOOLS

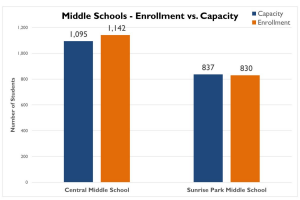




White Bear Lake Area Schools

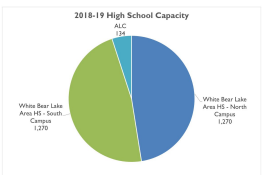
SCHOOL BOARD UPDATE
ENROLLMENT VS CAPACITY – MIDDLE SCHOOLS

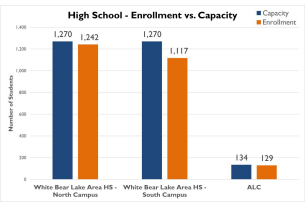




White Bear Lake Area Schools

SCHOOL BOARD UPDATE
ENROLLMENT VS CAPACITY – MIDDLE SCHOOLS

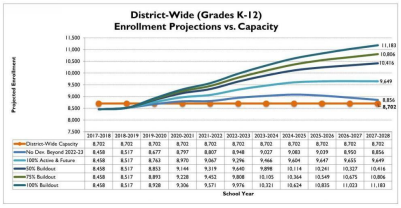




White Bear Lake Area Schools

SCHOOL BOARD UPDATE
ENROLLMENT VS CAPACITY – DISTRICT-WIDE

District-Wide: Capacity vs. Enrollment Projections



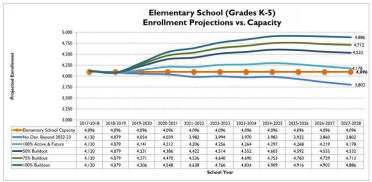
2018-19 Enrollment: **8,578 students**

75% Projection: +2,228 students

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
ENROLLMENT VS CAPACITY – ELEMENTARY SCHOOLS

Elementary: Capacity vs. Enrollment Projections



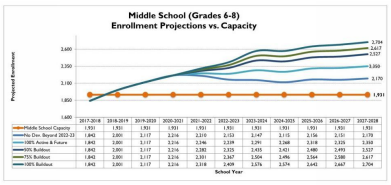
2018-19 Enrollment: **4,118 students**

75% Projection: +594 students

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
ENROLLMENT VS CAPACITY – MIDDLE SCHOOLS

Middle School: Capacity vs. Enrollment Projections



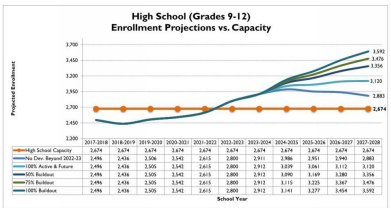
2018-19 Enrollment: **1,972 students**

75% Projection: +645 students

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
ENROLLMENT VS CAPACITY – HIGH SCHOOLS

High School: Capacity vs. Enrollment Projections

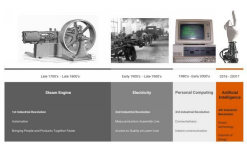


2018-19 Enrollment: **2,488 students**

75% Projection: +988 students

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
EDUCATIONAL ALIGNMENT



2031? & Beyond...

5th Industrial Revolution

Tomorrow's Leaders

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
EDUCATIONAL ALIGNMENT

Strategy 6

Ensure learning environments enhance students' educational experience.

How will we **create learning spaces**
That empower our
2031
graduates and beyond
to make **meaningful contributions**
with
local and global impact?

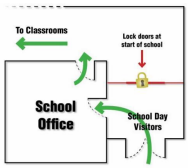
Safety and Security

Security planning for schools can be a challenging topic. Part of our mission is to *create safe, nurturing, and inspiring environments*

- We need to balance:
  - Being open and welcoming
  - First serving the purposes of educating children
  - Maintaining a reasonable balance between entry control, screening of visitors and welcoming experience for the community

Safety and Security

- Topics to Consider:
  - Entry Control
  - Site design
  - Monitoring / Limiting Movement
  - Screening / Other
  - Building use



Safety and Security Standard

- **Secure Vestibule at All Facilities**
  - Direct connection to main office
    - Sunrise MS, ALC, North Campus, South Campus
- **Security Cameras**
  - Ability to view from centralized location
  - Improve coverage and camera quality
  - Integration with other systems (Visitor Management System)
- **Building Access Control (card readers)**
  - Integration with other systems (Visitor Management System)
  - Video phones at loading docks, main entry and other high-use doors (i.e. extended day or activities)

Community Services & Recreation

- Early Childhood
- Out of School Time Activities - Extended Day, FLEX, Targeted Services
- Middle School Athletics
- Youth & Adult Enrichment Classes
- Youth & Adult Recreation
- Senior Programming, Adults with Disabilities
- Facility Scheduling

All of our activities use our school facilities. We deliver opportunities before, during, after the school day and weekends.

High School Co-Curriculars

- 36 MSHSL Sponsored Activities
- 35 School Sponsored Clubs and Activities
- Responsible for all high school activities that take place outside the school day

Our Agenda:

- Strategic plan
- Changing landscape
- Equity in facilities and student/community access
  - Safety and appropriate activity spaces

Equity & Access - Fine Arts

4 secondary schools, 3 performing arts spaces

- Sunrise lacks performance space
  - Transport students to performing art spaces, loss of class time, cost for bus
  - Little rehearsal time on stage
  - Gym is only large group meeting space during the school day which takes away Phy Ed. time
- Growing Orchestra program - current 5-8 grades, adding grade each year

Equity & Access - Gym Usage Overview

- 17 Gymnasiums - 10 Elementary, 7 Secondary
- 5 Tile Floor Gyms & 12 Wood Floor Gyms
- High School regulation gyms in District
  - 3 at secondary schools
  - 4 at elementary schools
- 3,825 hours from (6:00 pm- 9:00 pm M-F) November-March (start of rec practices to spring break) **16% open**
- 2,550 Prime hours (6:00 pm-8:00 pm) **10% open**
  - South Campus HS not counted in totals due High School Sports usage
  - Current reality of gym usage - 295 hours open per week and the top 7 gym users request/use 275 hours per week.
  - **Does not factor in any conflicts** (school events, holidays, elections)

Equity & Access - Deficiencies and Creativity

- Gymnastics - No Specific Gymnastics Gym
- Dance - No Dance Studio
- Cheer - No designated space
- Archery - No designated space
- Wrestling - Not enough space, must move for competition
- Gymnastics and Wrestling Home Competitions (6 gym, 7 wre, 3 both)
- Gym space shortage in spring and winter
- Ultimate Frisbee - Gym Space and Field space needed
- Multiple campus school
- Daily shuttle buses going between all of our facilities
- Hockey - off site facility
- Swimming - off site facility

Equity & Access

Current Reality

- Population growing = More need for learning spaces
- Associations limited on growth due to access to spaces
- Creative scheduling can only disguise a need for so long
- Our own programs not developing due to space limitations

What is a Facility Analysis?

- Study deferred maintenance needs
- Are there items in the facilities not functioning/broken?
- Are items near or past the end of their useful life?
- Are there items that do not meet current building codes?
- Typically looks at one-for-one replacement / does not take into account programmatic changes

Public School Project Funding?

Operating

- State
- Federal
- Local Taxes
- Other
  - minimal, grants, donations, partnerships, etc.

Capital

- Local Taxes
- State (minimal)
- Federal (very minimal)
- Other (very-very minimal)
  - minimal, grants, donations, partnerships, etc.

Public School Project Funding?

Operating
- State
- Federal
- Local Taxes
- Other
  - minimal, grants, donations, partnerships, etc.

Capital
- Local Taxes
- State (minimal)
- Federal (very minimal)
- Other (very-very minimal)
  - minimal, grants, donations, partnerships, etc.

Public School Project Funding?

Operating
- State
- Federal
- Local Taxes
- Other
  - minimal, grants, donations, partnerships, etc.

Sometimes, is very limited in practicality

Capital
- Local Taxes
- State (minimal)
- Federal (very minimal)
- Other (very-very minimal)
  - minimal, grants, donations, partnerships, etc.

"Deferred Maintenance"

The practice of **postponing maintenance** activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) in order to **save costs**, **meet budget** funding levels, or realign available budget monies. The failure to perform needed repairs could lead to **asset deterioration** and ultimately asset impairment. Generally, a policy of continued deferred maintenance may result in higher costs, asset failure, and in some cases, health and safety implications.

...Source (Wikipedia)

Facility Analysis Process

BUILDING TOURS
↓
DISTRICT STAFF MEETINGS
↓
PRIORITIZATION
↓
COST ESTIMATES

Maintenance Reinvestment Strategies

- By depreciating the components of a new building, a "Cost of Replacement" can be generated, equal to $5.14 / sf

$ 5.14 / sf
x 1,839,889 sf =
required $9.46 million annual investment



Maintenance Reinvestment Strategies

- Industry benchmarks call for 2% - 4% annual reinvestment of a facility's replacement value
  - The higher end of this range would include capital improvements of buildings as well
- 2% - 3% applies strictly to maintenance reinvestment
- WBLAS operates **1,839,889 square feet**
  - The replacement cost would be approximately $585,000,000
  - A 2% reinvestment would calculate to be $11,700,000 investment annually or $6.36 per square foot annually
  - A 4% reinvestment would calculate to be $23,400,000 investment annually or $12.72 per square foot annually

The Facts: Minnesota School Capital Funding

- Annual State funding falls considerably short of what is required to maintain district assets
- Capital funding can only be used for capital expenditures such as buildings, textbooks, technology, etc.
- Each District makes difficult choices as to allocations for the different types of capital investments
- Prioritization becomes important when discussing facilities needs with the public. Even with a reinvestment plan, it is unlikely you will ever fully catch up
- The combination of inadequate annual funding and maintenance needs of 1,839,889 square feet of facilities leads to a cycle of maintenance reinvestment request every +/-10 years to stay on top of facility issues

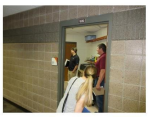
WBLAS Maintenance Funding and History

- White Bear Lake Area Schools currently operate on $3 million annually or $1.63 per square foot annually
  - $700,000 in Health and Safety yearly expenses
- Yearly Projects:
  - Painting
  - Roof Maintenance
  - Flooring
  - Concrete and asphalt replacement / repairs
  - Fencing repairs
- Available funding sources:
  - Long Term Facilities Maintenance (LTFM)
    - Tied to building age and number of students (per pupil)
  - Bond Referendum

Building Tours

- Participants: Architects, Mechanical Engineers, Electrical Engineers, Building & Grounds Staff
- Over 1.8 million square feet
- 18 Facilities





Staff Meetings

- 6 staff meetings to review facility analysis items
- Common Themes Emerged:
  - Elementary Schools have had recent investments in portions of buildings systems
  - Middle School/ High Schools have greatest building system needs (Mostly original, 48-60 years old)
  - Accessibility could be improved throughout all buildings
  - Roofs and Windows have been replaced at several buildings, however many locations remain

Needs Prioritization

Priority 1 (Immediate Need) – Items not functioning or broken

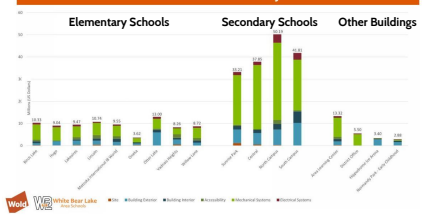
Priority 2 (0-2 Years) – Items well past useful life or for which further deterioration will create higher future repair costs or damage to other areas in the building.

Priority 3 (3-5 Years) – Material or system that currently functions but will require replacement or repair within 5 years.

Priority 4 (6-10 Years) – Material or system that currently functions but will require replacement or repair within 6-10 years.

Priority N (Non-Prioritized) – Items that are covered under LTFM (Long Term Facility Maintenance) funding.

District Summary



SCHOOL BOARD UPDATE
FACILITY ANALYSIS

District Summary - High Schools

	PRIORITY #1 $55,089,082	PRIORITY #2 $20,186,000	PRIORITY #3 $ 10,260,200	PRIORITY #4 $ 2,538,600	LTFM $ 3,931,700
HIGH SCHOOLS	• **Windows** • Roofs (25 + years old) • Student ADA Upgrades • **Complete HVAC Replacement** • Replace Domestic Hot/Cold Water System • Replace Fire Alarm System	• Roofs (20 + years old) • **Other ADA Upgrades** • Electrical Distribution Equipment • **Cooler and Freezer in Kitchen**	• Tuckpointing Finishes Replacement • Electrical Distribution Equipment • Kitchen Equipment Replacement • LED Lighting	• Roofs (15 + years old)	• Minor Sidewalk Repair • Minor Parking Lot Repair • Turf Repair

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SCHOOL BOARD UPDATE
FACILITY ANALYSIS

District Summary - Middle Schools

	PRIORITY #1 $48,974,800	PRIORITY #2 $12,810,800	PRIORITY #3 $ 6,642,000	PRIORITY #4 $ 1,649,500	LTFM $ 988,700
MIDDLE SCHOOLS	• Windows • Roofs (25 + years old) • **Student ADA Upgrades** • **HVAC Replacement** • Replace Fire Alarm System	• Roofs (20 + years old) • **Other ADA Upgrades** • Electrical Distribution Equipment • **Cooler and Freezer in Kitchen** • Replace Domestic Hot/Cold Water System	• Tuckpointing • Finishes Replacement • Kitchen Equipment Replacement • LED Lighting	• Roofs (15 + years old)	• Minor Sidewalk Repair • Minor Parking Lot Repair • Turf Repair

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SCHOOL BOARD UPDATE
FACILITY ANALYSIS

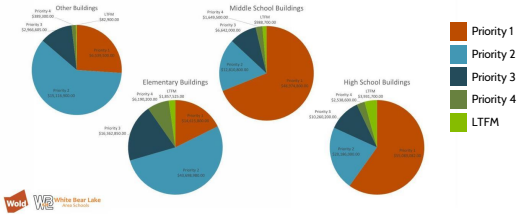
District Summary - Elementary Schools

	PRIORITY #1 $14,615,800	PRIORITY #2 $43,698,980	PRIORITY #3 $ 16,362,850	PRIORITY #4 $ 6,190,200	LTFM $ 1,857,525
ELEMENTARY SCHOOLS	• **Windows** • Roofs (25 + years old) • Student ADA Upgrades • **Critical Mech. Upgrades** • Replace Fire Alarm System	• Roofs (20 + years old) • **Other ADA Upgrades** • Electrical Distribution Equipment • Cooler/Freezer in Kitchen • **Mechanical Upgrades** • Replace Domestic Hot/Cold Water System	• Tuckpointing Finishes Replacement • Kitchen Equipment Replacement • LED Lighting	• Roofs (15 + years old)	• Minor Sidewalk Repair • Minor Parking Lot Repair • Turf Repair

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SCHOOL BOARD UPDATE
FACILITY ANALYSIS

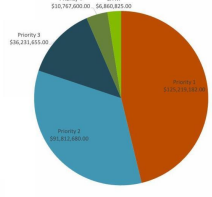
District Summary - Buildings Priorities



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SCHOOL BOARD UPDATE
FACILITY ANALYSIS

District-wide Summary - All Buildings



Priority 1: $125,219,182
Priority 2: $91,812,680
Priority 3: $36,231,655
Priority 4: $10,767,600
LTFM: $6,860,825
Total: $270,891,942

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SCHOOL BOARD UPDATE
FACILITY ANALYSIS

Potential Options

- Maintain Status Quo
- Include in referendum
- Increase LTFM funding
- Bond LTFM in correspondence with referendum

Questions?

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Study Committees Additional Information



SCHOOL BOARD UPDATE
STUDY COMMITTEES INFORMATION REVIEWED

- Trends in Education
- Early Learning Overview + Future Plans
- Site Safety + Transportation
- Comparison to Peer Districts
- High School Alignment
- School Finance
- District Referendum History

SCHOOL BOARD UPDATE
TRENDS IN EDUCATION

Personalized Learning has many facets, and space needs to adapt to meet the needs of every individual student

- Learning can happen anywhere – not limited to the classroom
- Flexibility for the future to meet unique needs is essential
- Every student has their own path to success – career readiness



SCHOOL BOARD UPDATE
TRENDS IN EDUCATION



Changing education paradigms
- Rooted in industrial revolution – "sit and get"

Advent of tools and resources
- Ability to hyper-personalize, assess, and engage

What does this mean?
- Students become agents of their own education
- Facilities need to be flexible and dynamic to empower learners and educators

SCHOOL BOARD UPDATE
TRENDS IN EDUCATION

21st century learning
- Personalized Learning
- Flexible Space
- Building a Culture of Learning vs. just Teaching
- College *and* Career Focused



SCHOOL BOARD UPDATE
TRENDS IN EDUCATION

- Zoned Activity Learning
- Furniture "Kit of Parts"
- Enhanced Technology
- Beyond the Classroom



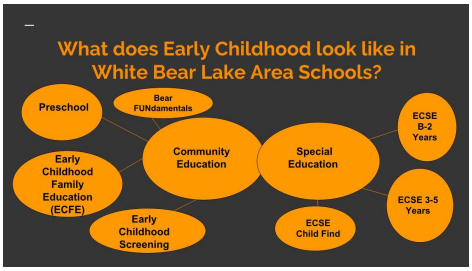
Flexible Learning Areas

- Supports the classroom
- Independence-based
- Can be used outside classroom hours





What does Early Childhood look like in White Bear Lake Area Schools?



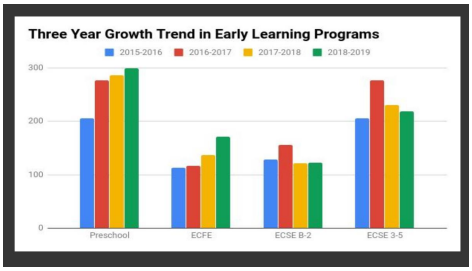
2017-2018: At a Glance

Children Served in B-5 Programming in White Bear Lake Area Schools

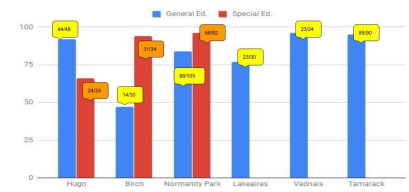
Approx. 800 total students

Preschool:	ECFE:	ECSE B-2:	ECSE 3-5:
325 Children	168 Children	121 Children	139 Children

*Includes approx. 100 Bear Fun.



Current Reality: % of Total Capacity by Location (12/1/18)



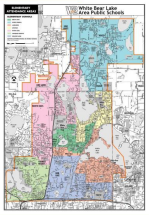
- Early Learning programming will continue to grow along with enrollment growth – there are waiting lists currently
- Delivery model in future:
  - *Plan for one preschool room at each Elementary School (two at Title buildings)*
  - *Centralized location for other programming – one central location is preferred, two locations could work*

Transportation

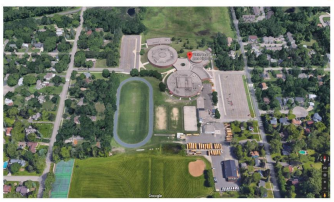
- District operated - Special Needs, Field Trips, etc.
- Contract with First Student - about 50% of buses
  - Ridership at 85-90% at most sites (except South Campus - grades 11 and 12)
- High School: all buses go to North Campus, and then shuttle buses go to South Campus
  - Morning: South starts later than North
  - Afternoon: South goes later than North; students take shuttle to Sunrise MS buses

Transportation

- Approximately 8,500 students will attend school this year in District 624, and almost 7,000 of them will ride a bus to and from school
- Maintenance / Storage facility on North Campus
  - Centrally located
  - Challenging for maintenance, storage and repair needs due to site constraints



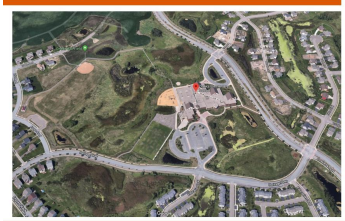
Transportation Building



Site Safety Best Practices / Criteria

- Separate parent and bus drop-off/pick-up traffic wherever possible
- Provide adequate parking / queueing space for number of buses required to serve population, including safe turning space (avoid backing up)
  - Number of buses varies by site by programming, attendance area size, enrollment, etc.
- Avoid students having to cross streams of traffic
- Provide adequate parking spaces for daily operations
  - Challenging to provide enough for infrequent large events
- Provide a safe route onto and off of site for pedestrians / walkers

Example (Oneka ES)



Example (Lakeaires ES)



White Bear Lake Area Schools

SCHOOL BOARD UPDATE
TRANSPORTATION + SITE SAFETY

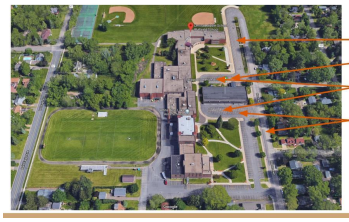
Example (Central MS)



White Bear Lake Area Schools

SCHOOL BOARD UPDATE
TRANSPORTATION + SITE SAFETY

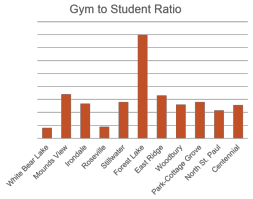
Example (Central MS)



White Bear Lake Area Schools

SCHOOL BOARD UPDATE
PEER DISTRICT COMPARISON

School	Enrollment	Onsite	Student Ratio
White Bear Lake	**2,488**	**2**	**1244:1**
Mounds View	1,735	6	289:1
Irondale	1,682	4.5	374:1
Roseville	2,226	2	1113:1
Stillwater	2,794	8	350:1
Forest Lake	1,501	12	125:1
East Ridge	1,783	6	297:1
Woodbury	1,895	5	379:1
Park-Cottage Grove	1,781	5	356:1
North St. Paul	1,853	4	463:1
Centennial	1,944	5	389:1

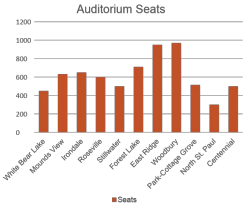


Full-size competition courts, as reported by ADs

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
PEER DISTRICT COMPARISON

School	Enrollment	Seats
White Bear Lake	**2,488**	**450**
Mounds View	1,735	632
Irondale	1,682	650
Roseville	2,226	600 (x2)
Stillwater	2,794	500
Forest Lake	1,501	710
East Ridge	1,783	950
Woodbury	1,895	790
Park-Cottage Grove	1,781	515
North St. Paul	1,853	300
Centennial	1,944	500

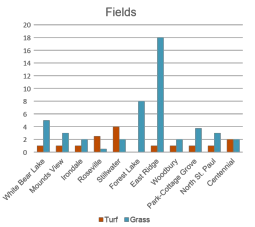


Seats in Auditorium, as reported by ADs

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
PEER DISTRICT COMPARISON

School	Enrollment	Turf	Grass
White Bear Lake	**2,488**	**1**	**5**
Mounds View	1,735	1	3
Irondale	1,682	1	2
Roseville (future)	2,226	2.5*	.5*
Stillwater	2,794	4	2
Forest Lake	1,501	0	8
East Ridge**	1,783	1	18
Woodbury**	1,895	1	2
Park-Cottage Grove	1,781	1	3.75
North St. Paul**	1,853	1	3
Centennial	1,944	2	3



*Under construction
** High School utilizes City owned fields adjacent to campus.

White Bear Lake Area Schools

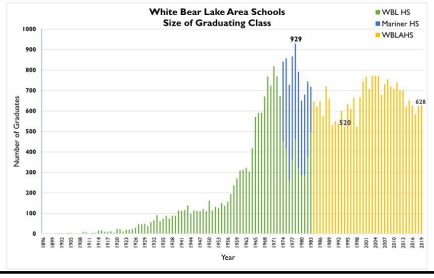
SCHOOL BOARD UPDATE
PEER DISTRICT COMPARISON

ISD #	School District	Total District Enrollment (Oct 1, 2018)	# of High Schools	Grade Configuration	HS Name	# of Students	Building Square Feet	SF / Student	Notes
284	Wayzata	11,170	1	9-12	Wayzata HS	3,287	657,745	201	*Capacity is for 3,900 students*
720	Shakopee	8,168	1	9-12	Shakopee HS	2,600	644,600	248	*Changed in 2018 (was 10-12) Capacity is for 3,200*
273	Edina	8,483	1	9-12	Edina HS	2,746	554,600	202	*Changed in 2017 (was 10-12)*
834	Stillwater	8,180	1	9-12	Stillwater HS	2,794	507,085	181	*Changed in 2017 (was 10-12)*
272	Eden Prairie	8,811	1	9-12	Eden Prairie HS	3,818	693,771	230	
621	Mounds View	11,323	2	9-12	Irondale HS	1,670	370,151	222	*Includes addition currently under design*
				9-12	Mounds View HS	1,802	379,444	211	*Includes addition currently under design*
					Total	3,472			
623	Roseville	7,562	1	9-12	Roseville Area HS	2,287	518,293	227	*Includes addition currently under design*
831	Forest Lake	6,256	1	9-12	Forest Lake Area HS	1,475	446,126	302	*Changed in 2017 (was 10-12)*
833	South Washington County	18,251	3	9-12	Park HS	1,787	403,981	226	
				9-12	Woodbury HS	1,903	366,599	193	
				9-12	East Ridge HS	1,801	382,264	212	
					Total	5,491			
622	North St Paul	10,249	2	9-12	North HS	1,774	265,000	149	
				9-12	Tartan HS	1,651	259,700	157	
					Total	3,425			
12	Centennial	6,548	1	9-12	Centennial HS	2,012	444,341	221	
624	White Bear Lake Area Schools	8,578	1*	9-10	WBLAHS North Campus	1,242	280,905	226	*Two campuses
				11-12	WBLAHS South Campus	1,117	289,953	260	*Two campuses
					Total	2,359			

Information gathered from Minnesota Department of Education: Report Card and discussion with planners for projects under design

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
HIGH SCHOOL HISTORY



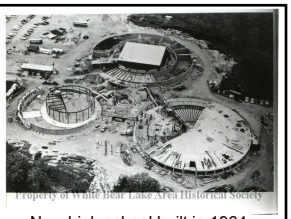
High School Alignment in White Bear Lake



1964

New White Bear High School opened





New high school built in 1964 with award winning, innovative design.

1974

White Bear Mariner High School (1974-1983)

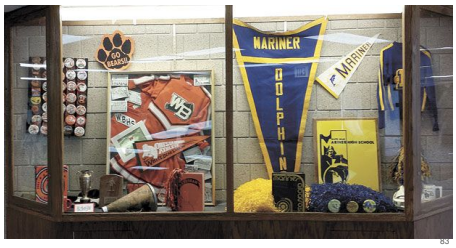




Two High Schools 1974-1983

White Bear Senior High School

White Bear Mariner High School



1983 - Present

White Bear Lake Area High School, North Campus





White Bear Lake Area High School, South Campus

Transition to Split Campus

***Secondary Organization Advisory Committee*, Aug 23 - Nov 18 , 1982**

Arguments for Split Campus (WB Press)

Student Opportunity	Saving some electives that struggle with enrollment in smaller HS. Less course conflicts - due to larger grade level enrollment
Efficiency of services	Counselors will serve the same grade level each year - specialized in grade appropriate services (e.g. college admissions Will reduce or maintain class sizes - at least in near future
School and community pride	Generate community unity - end the rivalry All grade level students are together

Transition to Split Campus

Arguments against Split Campus **(as per WB Press)**

The School Experience will change negatively	Will fragment sound high school environment students currently experience Creates void of upper class role models for 9-10 gr students Lack of school identity (will it feel like one high school?)
Impact on Opportunity for students	Too many transition will be challenging for students Access to all classes - students may have difficulty changing their 4 yr plan Less opportunities for students to participate in extracurricular activities
Practical matters	Busing - longer rides, greater cost Parking - inadequate space at Mariner for all the juniors and seniors Size of graduating class will be too big Decision is happening too fast

Teacher Testimonials

High School Starts Here (#hsschoolstartshere):

I love this hashtag, but wish we didn't have to explain to students that high school actually begins at North Campus. They often think it really starts at South Campus. Junior year is hard in any high school, but so much more difficult for our students due to the transition.

They must tackle the challenges of a new school, new staff, and new academic rigor as well all of the postsecondary "stuff" (ACT, college recruiters, college visits). In grades 9-10 they are in a high school that often doesn't feel like a high school and aren't always convinced that "these grades matter."

One visiting junior said "Junior year comes barreling at you. The split campus makes it worse." Students get comfortable at one building, and when they should be excelling, they are uprooted to another building.

Teacher Testimonials

Impact on Academics:

"As WBL teachers we pride ourselves on building strong relationships with students. We often hear this from parents. When students really like their teachers they are willing to do more work to achieve. Due to the split campus, these relationships fade fast. It would be great for my current sophomores to see a senior walk in to the room to thank me for a letter of recommendation or share their postsecondary plans.

A senior told me that his best relationship was with his French teacher because she traveled between school and so he has had her for four years. He wants that with more teachers. As, teachers, we would like that too."

Teacher Testimonials

Impact on Achievement:

"Having taught in the district for 26 years and at both the North and South Campuses I would unequivocally state that the split campus structure it is not what is best for our students.

Education is best with flexibility. The inability to maximize student offerings (including levels of courses) and faculty expertise limits the growth of students, negatively impacting opportunity. When infrastructure has the impact of impeding advancement it is not student centered."

Teacher Testimonials

Impact on Student Emotional Growth:

"Students are not able to build community with students who are more than 1 year older or younger than themselves.

This is such an important quality of our elementary and middle level buildings. Emotional and academic maturity is sacrificed at a crucial time in which students should be learning how to collaborate with people of all ages, not just their direct peers. "

Teacher Testimonials

Impact on Activities and Opportunities:

"an additional challenge is sustaining interest in clubs and organizations due to separate buildings. Activities like speech and debate don't see a number of students because they cannot develop relationships with them earlier in the case of speech, or keep in touch once they depart for South Campus (debate).

Specific to our new Curling Club, we were able to touch base with and reach out to students here (NC), which is why over 2/3 of our team is from North. Despite advertising at South, there was not a (staff) contact person who was able to reach out."

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
SCHOOL FINANCE



EHLERS

Tools for Financing Capital Projects

White Bear Lake Area Schools
Facilities Planning Committee

January 16, 2019

Background

- The best tool to meet your district's needs will vary based on your goals and preferences and on what types of projects you need to finance
- In some cases, you may need to combine two or more tools

EHLERS

White Bear Lake Area Schools

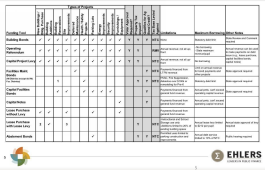
SCHOOL BOARD UPDATE
SCHOOL FINANCE

Financing Tools Authorized for School Districts

- School Building Bonds
- Capital Project Levy
- Long Term Facilities Maintenance Revenue
- Capital Facilities Bonds
- Capital Notes
- Lease Purchase Financing
- Lease Levy
- Abatement Bonds

EHLERS

Tools Grid



EHLERS

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
DISTRICT REFERENDUM HISTORY

Year	Question	Outcome	Expired
April 1989	General Operating ***Levy***	Q1 Passed	Yes
March 1993	***Bond*** Referendum (renovation projects, including ADA/IDEA updates at schools and improved technology)	Q1 Passed Q2 Failed	2008
November 1994	Continuation of 1990 Operating ***Levy***	Q1 Failed Q2 Failed	N/A
December 1994	Continuation of 1990 Operating ***Levy***	Q1 Failed	N/A
May 1996	***Bond*** Referendum (renovation/construction at CMS)	Q1 Passed	2011
February 1997	General Operating ***Levy***	Q1 Passed Q2 Passed	Yes
November 1999	Extension / Replacement of 1997 Operating ***Levy***	Q1 Failed Q2 Failed	N/A
November	Renewal of 1997 Operating ***Levy***	Q1 Passed	June

White Bear Lake Area Schools

SCHOOL BOARD UPDATE
DISTRICT REFERENDUM HISTORY

Year	Question	Outcome	Expired
November 2002	General Operating ***Levy***	Q1 Passed	June 2008
November 2003	***Bond*** Referendum (construct new Elementary, renovate current Hugo Elementary, HS locker rooms, Community Theater Updates)	Q1 Passed	2018
	Capital Projects ***Levy*** (technology, textbooks / library books, large musical instruments, science equipment)	Q2 Passed	2013
November 2006	Extension / Replacement of General Operating ***Levy***	Q1 Failed	N/A
November 2007	New ***Levy*** Authority	Q1 Passed	2012
November 2011	Renewal of Operating ***Levy***	Q1 Passed	
November 2013	Capital Projects ***Levy***	Q1 Passed	
November 2017	Renewal of Operating ***Levy***	Q1 Passed	

White Bear Lake Area Schools

Facility Planning Committee Needs Statements

SCHOOL BOARD UPDATE
LEARNING SPACES COMMITTEE

Categories:

The Future of Learning

Early Learning

Building Configuration

The Future of Learning Needs Statements:

- Support students being the primary agent of their learning.
  - Designed to serve the academic, physical, social, and emotional needs of each child.
- Complement the strategic plan.
- Variety of options for learning spaces
- Flexible and adaptable to handle changes in the future.
- Important for our students to be future-ready
- Equitable access to technology and associated infrastructure.
- Flexible and future-ready spaces
- Consistency in delivery for food services.

Early Learning Needs Statements:

- District plans need to include early learning considerations in all planning.
- Provide adequate space for both current and anticipated future space needs
- Responsive to developmental needs of all learners.
- Need to provide resources and programming at appropriate locations for families who cannot access preschool due to scheduling or location limitations.

Building Configuration Needs Statements:

- Support equitable opportunities for all students.
- Eliminate barriers toward achieving student agency. A student's age should not determine their access to programs and opportunities they need.
- The impact of transitions on students' needs to be considered and minimized when possible.
- It is critical to create a community of learners facilitated by professionals who know them well.
- Spaces need to be able to be reconfigured to allow for flexibility and adaptation as needed.

Categories:

Indoor Facilities

Adaptive / Diversity

Community

Outdoor Facilities

Fine Arts

Specialized Sports

Indoor Facilities Needs Statements:

- Adequate quantity of spaces and locations for all users to support equitable access.
  - Daytime physical education programming
  - Practices be held at recommended times
  - Teams to be together
  - Better access for the community.
- Storage space for equipment should be provided to protect these investments.
- A variety of multipurpose spaces to address the needs of all users of our indoor community spaces.
- Provide indoor activities space to support student opportunity and experience
  - Spaces for student athletes to continue to compete and grow.
  - Strategic Plan: "Provide expanding access to a broad range of opportunities for all students"
  - Meeting space for clubs, community groups (nonsports activities)

Adaptive / Diversity Needs Statements:

- Equitable access to indoor and outdoor facilities for all learners. (universally accessible)
- Provide accessible parking at reasonable distances to the main door at all buildings.
- Appropriate space, including storage, is needed to support programs, including adaptive physical education, clubs, enrichment activities, - and adapted sports.
- All buildings need to meet relevant accessibility codes to support all those who use the buildings, including students, staff, and the community.

Community Needs Statements:

- Continue to collaborate with community partners to provide opportunities and experiences valued by all. Spaces should be multi-purpose to maximize utilization.
- Foster relationships with new potential community partners; per the Strategic Plan, "We will foster community engagement and partnerships."
- A variety of opportunities at our facilities for all age levels are important, including access to activity and fitness space.
- Access to social services, food shelf pantries, social services, etc. are essential and need appropriate space within the District.
- It is important to our community to keep seniors active and engaged.

Outdoor Facilities Needs Statements:

- We need to provide adequate and appropriate outdoor spaces for all users.
  - Holding practices at recommended times and teams to be together.
- Outdoor facilities need to be appropriately distributed by sport, age, and location.
- Provide additional surfaced track space for Middle School and High School use.
- The District needs outdoor field space that is less limited by weather. (Improved grass, more synthetic turf, etc.)
- The District needs to provide appropriate restroom and concessions facilities at practice and competition venues.

Fine Arts Needs Statements:

- The Elementary Schools need to have equitable space to support performances and events.
- Middle School students need equitable access to spaces that support the fine arts, including performance spaces.
- Performance spaces need to provide adequate seating capacity to support the variety of events they are used for, including a grade level assembly.
- The performing arts venues in the District need to have adequate support spaces, including storage, green room, scene shop, etc.
- All buildings in the District need to provide equitable space for music programming, including band, orchestra and specialized storage.

Specialized Sports Needs Statements:

- Specialized sports have unique space needs; these would be utilized both by student athletes and relevant community members.
- Flexible, multipurpose spaces for these activities are important.
- It is important to protect equipment in appropriate and adequate storage space.
- Weights and other personal fitness areas must adequately support the needs of students, staff and the community.
- Students need spaces that are safe for both practice and competition.
- The District needs to utilize community partnerships to meet needs of some specialized sports.
- The District will work with community partner(s) to provide an improved pool environment.

Categories:

Equity in Facilities

Flexible and Future Ready Spaces*

Safety and Transportation

Capacity and Enrollment

Building Conditions

**consolidated with Learning Spaces*

SCHOOL BOARD UPDATE
PHYSICAL CONDITIONS COMMITTEE

Equity in Facilities Needs Statements:

- Provide equitable access to facilities to meet the needs of all learners.
  - Equity does not mean the same and may look different at different buildings.
  - Including: classrooms, office spaces, health services, restrooms and locker rooms, cafeteria space, media centers, multipurpose labs, furniture, gymnasium, community spaces, and outdoor facilities.
- The District needs a focused approach to equity which depends on the needs of the student population.
- Each school population has unique needs. The District must respond to these needs with programs appropriate to that population. The facility should support these unique programs.

SCHOOL BOARD UPDATE
PHYSICAL CONDITIONS COMMITTEE

Safety and Transportation Needs Statements:

- Implement an equitable safety and security standard to all buildings, including before and after school: secure vestibules, monitoring and access control systems, communications systems, and lockdown procedures.
- All buildings need the ability to compartmentalize or zone different areas of the building for various events (i.e. elections, night and weekend events, etc.)
- Enhance "Crime Prevention Through Environmental Design" (CPTED) principles to increase safety around the exterior of our schools.
- Parking and bus/car traffic need to be considered when buildings are expanded to accommodate projected growth.
- Whenever possible, new and existing building sites should be designed to align with site safety best practices, including separating parent and bus traffic and providing adequate parking. Provide safe routes to school for pedestrians and bicyclists. Students should have access to crosswalks.

SCHOOL BOARD UPDATE
PHYSICAL CONDITIONS COMMITTEE

Capacity and Enrollment Needs Statements:

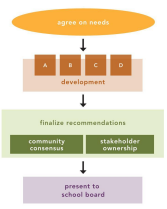
- Accommodate the District's projected enrollment growth in the next ten years; based on 75% buildout of available land (approximately K-12 10,800 total students District-wide). This includes both classroom and core capacity space.
- Develop a comprehensive plan that studies the benefits of repurposing sites along with possibilities of updating the physical conditions, expanding current facilities and new construction.
- District building planning needs to meet the capacity for all students, Pre-K through High School and beyond (including all specialty populations).
- Classrooms and core spaces, including food service, need to be right-sized to support intended programming.

SCHOOL BOARD UPDATE
PHYSICAL CONDITIONS COMMITTEE

Building Conditions Needs Statements:

- Appropriate and reliable systems to support an effective learning environment.
- Consider replacement costs as well as ongoing operational/maintenance costs.
- Plan to address the high priority deferred maintenance needs, with all needs being addressed in a phased approach.
- Evaluate the cost of not addressing or planning to fix priority #1 needs (catastrophic replacement).
- Beyond new additional buildings, we need to discuss the prioritization of full scale replacement versus repair / maintenance / partial updates for existing buildings.

SCHOOL BOARD UPDATE
NEXT STEPS



- **Meeting #8:** February 6, 2019
  - Begin solutions discussion
- **Solutions Subcommittee:**
  - Meet February – March 2019
- **Meeting #9:** March 20, 2019
  - Review solutions options
- **Meeting #10:** April 4, 2019
  - Refine solution(s)
  - Prepare for Board recommendation
- **Board Recommendation:** April 22, 2019
  - Board receive Facility Planning Committee Recommendation

Thank you to the Facility Planning Committee for all their work!



- Questions?
- What questions do you have for the Facility Planning Committee?

Facility Planning Committee
Findings and Needs Statements

Learning Spaces

TOPIC: The Future of Learning

Findings:

- Personalized learning and student agency are a part of the District's Strategic Plan.
- Choice in learning environment is an important aspect of modern learning environments. A multitude of space solutions, including flexible learning environments and conventional spaces, are required to meet the needs of all learners.
- Education is changing to incorporate more experiential and project-based learning to prepare students for their future, including critical thinking and problem-solving skills. Facilities will require changes as a result.
- Our schools are a focal point of the community, and our learners are diverse – students, families, and community members.
- The District has valuable partnerships with local businesses to facilitate life-long learning and industry skills development.
- Technology infrastructure, including connectivity and cabling, are increasingly important as devices are utilized at all levels.
- Flexible space supports a variety of activities for building agility and longevity.
- Current building spaces place restrictions on teaching and learning methods.

Needs Statements:

- We need to have facilities that support students being the primary agent of their learning.
    - Facilities need to be designed to serve the academic, physical, social, and emotional needs of each child.
- How classrooms and other learning spaces are designed should complement the strategic plan.
- Our schools need a variety of options for learning spaces to support student choice, including individual, small, and large group learning. These spaces need to be flexible and adaptable to handle changes in the future.
- It is important for our students to be future-ready, including spaces that are aligned with industry practices.
- The facilities need to support equitable access to technology and associated infrastructure.
- The District needs to partner with local businesses for lifelong and adult learning.
- The District's buildings need to be climate-controlled to allow for year round programming.
- Flexible and future-ready spaces need to be a part of core design and planning.
- The facilities need to provide equitable technology infrastructure.
- The facilities need to support consistency in delivery for food services.

Facility Planning Committee
Findings and Needs Statements

Learning Spaces
TOPIC: Early Learning

Findings:

- Early Childhood programming has constraints based on the space currently available. All programs have grown and there are waiting lists for several programs. This will increase with the projected enrollment of the District.
- When preschool occurs in Elementary environments, it can help students transition and become familiar with the building and procedures. Some early childhood programming benefits from being centralized to support collaboration, operations, and service delivery. Birth to five years old is a critical time of development for children, and early learning programming has improved outcomes for many students.
- Facilities to support early intervention for students with special needs through ECSE (early childhood special education) programming are essential.
- As demand and funding for early childhood education increases, more building capacity will be needed.
- Some families face challenges accessing early childhood programming, including language, transportation, socio-economic, etc.
- The District provides a variety of program offerings to support parent and family choice.
- Our schools are a focal point of the community, and our learners are diverse – students, families, and community members. This also applies to those who access early childhood programming.

Needs Statements:

- Future District plans need to include early learning considerations in all planning.
- The facilities needs to provide adequate space for both current and anticipated future space needs due to growth and learning needs of all students
- The facilities need to support ECFE (early childhood family education) programming for families.
- Our facilities need to be responsive to developmental needs of all learners.
- Facilities and staffing for early childhood education need to reflect the diversity of our community.
- Need to provide resources and programming at appropriate locations for families who cannot access preschool due to scheduling or location limitations.

Facility Planning Committee
Findings and Needs Statements

Learning Spaces
TOPIC: Building Configuration

Findings:

- There are strengths and weaknesses associated with grade configuration choice at each level, including at the High School.
    - Efficiency – services and space use
    - Leadership opportunities for students
    - Collaboration opportunities for staff and students
- Continuity in student experience is essential to child development, including social, emotional and academic growth.
    - It is challenging to support student choice and agency across grade levels and disciplines in the current High School grade configuration.
- While we consider ourselves to be one High School, most of the benefits associated with a single High School are lost with the current facilities configuration.
- Student agency is an important aspect of the District's strategic plan. Student agency is defined as a student taking ownership in their own learning.
- Many committee members value unifying the high school campuses, and building unity across the District. The District should seek to verify this statement through broader community input.
- 6th, 9th and 11th grade are transition years for students. Transitions can negatively impact students by requiring them to build new relationships and learn a new environment.

Needs Statements:

- The facilities need to support equitable opportunities for all students.
- The facilities plan will eliminate barriers toward achieving student agency. A student's age should not determine their access to programs and opportunities they need.
- The impact of transitions on students' needs to be considered and minimized when possible.
- It is critical to create a community of learners facilitated by professionals who know them well.
- Spaces need to be able to be reconfigured to allow for flexibility and adaptation as needed.

Facility Planning Committee
Findings and Needs Statements

Community Spaces
TOPIC: Indoor Facilities

Findings:

- There is an inadequate amount of indoor practice space to support all users, including daytime PE, District activities/athletics, extended day programming, and community users. This has led to practice times late into the evening or users not having access to space and forgoing practice.
- Several teams have to utilize a variety of spaces to support all levels, including being divided between multiple buildings. This creates supervision challenges and difficulty in creating unity among teams.
- The High School (between North and South campus) has two competition gymnasiums. Due to demand, several teams utilize other facilities throughout the District and community. There is time lost as a result of this travel.
- The current available indoor spaces are particularly challenging if there is inclement weather, when outdoor spaces may not be accessible. This is a recurring issue in the spring.
- The District has many more activities that need to access locker rooms, weight rooms, storage space, and practice space than when the buildings were built, especially at the secondary level.
- The District has fewer competition game and practice gyms at the High School level than many peer Districts of similar enrollment and in their athletic conference.
- Participation: 1,545 students participate in MSHSL activities; 715 students participate in middle school athletics; 4,000+ participate in youth recreation sports; and 1,002 number of students participate in extended day programming.
- Strong programs and quality facilities are an important consideration when families are making choices. Of our peer districts (Mounds View, Roseville, Stillwater, Forest Lake, North St. Paul, Woodbury and Centennial), WBLAS has less gyms per student and less auditorium seats per student. Scheduling demands on available space limits opportunities for students and the community.

Needs Statements:

- We need to provide an adequate quantity of spaces and locations for all users to support equitable access. This would benefit daytime physical education programming and allow for practices to be held at recommended times, teams to be together, and better access for the community.
- Facilities need to be planned to include the projected growth.
- Appropriate storage space for equipment should be provided to protect these investments.

Facility Planning Committee
Findings and Needs Statements

Community Spaces
TOPIC: Indoor Facilities
Needs Statements Continued:

- We need a variety of multipurpose spaces to address the needs of all users of our indoor community spaces.
- The District needs to provide indoor activities space to support student opportunity and experience
    - Spaces in order for student athletes to continue to compete and grow.
    - Strategic Plan: "Provide expanding access to a broad range of opportunities for all students"
    - Meeting space for clubs, community groups (nonsports activities)

Community Spaces
TOPIC: Adaptive / Diversity
Findings:

- Many buildings in the District do not have appropriate space for DAPE or adapted sports.
- The space needs for special services have grown, especially since many of the buildings were built. Many of the buildings were designed before special services were a part of the public school system.
- Accessing the buildings, including parking and pick-up and drop-off, can be a challenge at several sites for those with mobility challenges.
- The District leases part of Otter Lake Elementary from Intermediate School District 916, and some White Bear Lake Area Schools students are served in offsite ISD 916 facilities.

Needs Statements:

- Equitable access to indoor and outdoor facilities for all learners is important. These facilities need to be universally accessible.
- The District needs to provide accessible parking and reasonable distances to the main door at all of their buildings.
- Appropriate space, including storage, is needed to support programs, including adaptive physical education, clubs, enrichment activities, and adapted sports.
- All buildings need to meet relevant accessibility codes to support all those who use the buildings, including students, staff, and the community.

Facility Planning Committee
Findings and Needs Statements

Community Spaces

TOPIC: Community

Findings:

- The School District provides recreation activities and opportunities for the community.
- The District's buildings are utilized by a wide variety of users of all ages.
- There is not adequate room for youth programming, including academic enrichment, athletic and fine arts experiences. This creates challenges for programs to grow or expand and limits opportunities for all.
- The District's athletic facilities have very little availability to the broader community due to the current scheduling demands. The communities of White Bear Lake Area Schools are projected to continue to grow.
- Due to space challenges, access to certain spaces by community groups or for events within the District can be limited. This can lead to divisiveness and conflict between those trying to access these spaces.
- The District has a unique role in providing community access to sports and activities facilities. The District operates recreational programming for the communities of White Bear Lake Area Schools.

Needs Statements:

- The District should continue to collaborate with community partners to provide the opportunities and experiences valued by all. These spaces should be multi-purpose to maximize utilization.
- The District should foster relationships with new potential community partners; per the Strategic Plan, "We will foster community engagement and partnerships."
- A variety of opportunities at our facilities for all age levels are important, including access to activity and fitness space.
- Community amenities, such as access to social services, food shelf pantries, social services, etc. are essential and need appropriate space within the District.
- It is important to our community to keep seniors active and engaged.

Facility Planning Committee
Findings and Needs Statements

Community Spaces
TOPIC: Outdoor Facilities

Findings:

- The available outdoor facilities in the District are not appropriately distributed by location; this requires increased travel by users and teams are not always able to practice together.
- There is only one track in the District that can host a meet, and the Middle Schools do not have a surfaced track.
- Inclement weather causes many of the District's available outdoor fields to be unusable for daytime PE and activities; these fields require additional resting time after rain to avoid further deterioration, which causes scheduling issues.
- There is only one field in the District with an artificial turf surface; there are extensive demands on this field.
- There is not adequate access to restroom or concessions facilities within the District for outdoor events.
- Due to lack of available space, there are staggered or varying practice times for many student athletes.

Needs Statements:

- We need to provide adequate and appropriate outdoor spaces for all users to support access and equity, including holding practices at recommended times and teams to be together. This would benefit daytime physical education programming as well as those who use these spaces outside the school day Outdoor facilities need to be appropriately distributed by sport, age, and location.
- The District needs to provide additional surfaced track space to support Middle School and High School use.
- The District needs outdoor field space that is less limited by weather to meet the needs of students' capacity and schedule.
- The District needs to provide appropriate restroom and concessions facilities at practice and competition venues.

Facility Planning Committee
Findings and Needs Statements

Community Spaces

TOPIC: Fine Arts

Findings:

- Sunrise Middle School does not have an auditorium; they are required to utilize another building's space for events and performances.
- The auditoriums at North and South Campus do not currently have adequate seating for a class of students to meet together or to allow for parents to attend their student's concerts and other events. Parking is also an issue for many of these events.
- The District has added orchestra programming, which will continue to expand to all buildings. The buildings do not all have equitable space to support this program due to the continued growth.
- The performance spaces in the District lack adequate support spaces, including storage, scene/set shops, etc. Hallway space is currently used when possible as support space. This lack of support space creates limitations for performances.

Needs Statements:

- The Elementary Schools need to have equitable space to support performances and events.
- Middle School students need equitable access to spaces that support the fine arts, including performance spaces.
- Performance spaces need to provide adequate seating capacity to support the variety of events they are used for, including a grade level assembly.
- The performing arts venues in the District need to have adequate support spaces, including storage, green room, scene shop, etc.
- All buildings in the District need to provide equitable space for music programming, including band, orchestra and specialized storage.

Facility Planning Committee
Findings and Needs Statements

Community Spaces
TOPIC: Specialized Sports

Findings:

- Specialized sports includes gymnastics, hockey, archery, trap shooting, cheer, dance, golf, swimming and other important programs.
- The current amount of available space for many specialized activities does not accommodate the growing needs. This has led to inconsistency in available space for many teams, and may limit offerings.
- There is high demand for ice time within the communities of White Bear Lake Area Schools, which impacts when students are available to practice.
- The only access to pool facilities in the District is at the YMCA.

Specialized Sports Needs Statements:

- Specialized sports have unique space needs; these would be utilized both by student athletes and relevant community members.
- Flexible, multipurpose spaces for these activities are important.
- It is important to protect equipment in appropriate and adequate storage space.
- Weights and other personal fitness areas must adequately support the needs of students, staff and the community.
- Students need spaces that are safe for both practice and competition.
- The District needs to utilize community partnerships to meet needs of some specialized sports.
- The District will work with community partner(s) to provide an improved pool environment.

Facility Planning Committee
Findings and Needs Statements

Physical Conditions

TOPIC: Equity in Facilities

Findings:

- The facilities in the District are not currently equitable. Some examples of these facilities include site features, field space, parking, parent drop off, labs, gyms, cafeteria, auditoriums, and music facilities. The District's Strategic Plan calls for inspiring learning environments for all students at all age levels and facilities.

Needs Statements:

- The District must endeavor to provide equitable access to facilities to meet the needs of all learners. Equity does not mean the same and may look different at different buildings.
    - Classrooms, office spaces, health services, restrooms and locker rooms, cafeteria space, media centers, multipurpose labs, furniture, gymnasium, community spaces, and outdoor facilities.
- The District needs a focused approach to equity which depends on the needs of the student population.
- Each school population has unique needs. The District must respond to these needs with programs appropriate to that population. The facility should support these unique programs.

Facility Planning Committee
Findings and Needs Statements

Physical Conditions

TOPIC: Safety and Transportation

Findings:

- The District has made recent investments in their facilities to improve safety and security, but additional improvements to meet best practices are required.
- Safety is fundamental to student learning; all District facilities need to be safe and secure.
- Projected growth in the District will impact busing, drop-off/pick-up and parking needs at impacted sites.
- Transportation is an issue at many buildings, including mixed flow of cars and buses and amount of available parking.
- Several sites have parking issues that affect both daytime programming and community events.

Needs Statements:

- The District needs to implement an equitable safety and security standard to all buildings in the District, including before and after school. This includes secure vestibules, monitoring and access control systems, communications systems, and lockdown procedures.
- All buildings need the ability to compartmentalize or zone different areas of the building for various events (i.e. elections, night and weekend events, etc.)
- Enhance "Crime Prevention Through Environmental Design" (CPTED) principles to increase safety around the exterior of our schools.
- Parking and bus/car traffic need to be considered when buildings are expanded to accommodate projected growth.
- Whenever possible, new and existing building sites should be designed to align with site safety best practices, including separating parent and bus traffic and providing adequate parking. Provide safe routes to school for pedestrians and bicyclists. Students should have access to crosswalks.

Facility Planning Committee
Findings and Needs Statements

Physical Conditions

TOPIC: Capacity and Enrollment

Findings:

- The District is projected to experience significant growth over the next ten years, and there is currently not adequate space at any grade level (elementary, middle, or high schools) to accommodate this growth. Buildings in the northern part of the District are particularly affected by this growth.
    - The District is projected to have 10,806 students enrolled in the year 2027-28.
        - Elementary: 4,712 total students (594 additional students, 14.4% growth)
        - Middle: 2,617 total students (645 additional students, 32.7% growth)
        - High: 3,476 total students (988 additional students, 39.7% growth)
    - The District's buildings are currently at or above capacity based on the 2018 Capacity Study.
        - Elementary Capacity 4,096 seats; Enrollment 4,118 students
        - Middle Capacity 1,931 seats; Enrollment 1,972 students
        - High School Capacity 2,674 seats; Enrollment 2,488 students
- Overall current District K-12 enrollment is 8,578 as of October 1, 2018. The 2018-2019 grade 12 enrollment is 666 and 2018-2019 kindergarten enrollment is 682.
- There are some classrooms in the District that are smaller than others.
- There are some core spaces, including cafeterias and gymnasiums that are not adequately sized to support current or future enrollment.

Needs Statements:

- The facilities need to accommodate the District's projected enrollment growth in the next ten years; we need to plan enough space for the projection based on 75% buildout of available land (approximately K-12 10,800 total students District-wide). This includes both classroom and core capacity space.
- The District needs to develop a comprehensive plan that studies the benefits of repurposing sites along with possibilities of updating the physical conditions, expanding current facilities and new construction.
- District building planning needs to meet the capacity for all students, Pre-K through High School and beyond (including all specialty populations).
- Classrooms and core spaces, including food service, need to be right-sized to support intended programming.

Facility Planning Committee
Findings and Needs Statements

Physical Conditions

TOPIC: Building Conditions

Findings:

- Annual State funding falls considerably short of what is required to maintain District assets. The LTFM (long term facilities maintenance) funding source generates about $3M/year, including required yearly expenses.
- The District would require 2%-4% of replacement cost every year to keep up with maintenance needs; the current system of funding does not support this, which leads to maintenance being deferred.
- There are $270M in deferred maintenance needs District-wide; $125M of these are priority 1. Priority 1 is defined as items not functioning or broken and includes HVAC systems, windows, accessibility upgrades, domestic piping, and fire alarm systems.
- It takes more time to repair older systems, and at some point, it is counterproductive and inefficient to do these repairs.

Needs Statements:

- All District facilities need appropriate and reliable systems to support an effective learning environment.
- It is important to consider replacement costs as well as ongoing operational/maintenance costs for building systems.
- We need to have a plan to address the high priority deferred maintenance needs, with all needs being addressed in a phased approach.
- We need to evaluate the cost of not addressing or planning to fix priority #1 needs (catastrophic replacement).
- Beyond new additional buildings, we need to discuss the prioritization of full scale replacement versus repair / maintenance / partial updates for existing buildings.

Agenda Item B-3
January 28, 2019
Work-Study Meeting

AGENDA ITEM:	**Revised FY19 Budget Overview**
MEETING DATE:	**January 28, 2019**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Tim Wald, Assistant Superintendent for Finance and Operations** **Tom Wieczorek, Director of Finance**

Background:

A revised fiscal year 2018-19 budget will be presented to the School Board for discussion at the January 28 work-study session. Additionally, projected budgets for fiscal years 2019-20, 2020-21 and 2021-22 will be presented.

At the February 11, 2019 regular meeting, the School Board will be asked to approve a revised budget for fiscal year 2018-19. A mid-year revision allows for modifications to be made that reflect changes since the preliminary budget was approved in June. Several examples that might impact a budget include actual enrollment compared to projected enrollment, negotiated contract salary contracts, unforeseen capital expenditures, revenue adjustments that more accurately reflect any legislative changes from the most recently completed legislative session, updated revenue estimates from the Minnesota Department of Education (MDE), data from the prior year's recently completed audit report and guidance from the District's auditor.

White Bear Lake Area Schools
General, Nutritional Services, and Community Services Funds--Revenues and Expenditures Summary
Preliminary FY19 and Projected FY20, FY21 & FY22 Budgets

		Actual 2017	Revised 2018	Actual 2018	Preliminary 2019	Revised 2019	Projected 2020	Projected 2021	Projected 2022
1	**General Fund**								
2	Revenue								
3	Local sources								
4	Property taxes	23,808,740	23,390,625	23,936,695	25,491,799	26,502,781	27,732,923	28,010,252	28,290,355
5	Investment earnings	241,938	250,000	340,801	265,000	325,000	325,000	325,000	325,000
6	Other	3,233,704	3,400,000	3,523,717	3,400,000	3,400,000	3,400,000	3,400,000	3,400,000
7	State sources	61,758,255	65,019,295	65,052,830	67,464,722	67,464,722	68,863,893	70,528,051	71,533,332
8	Special Education	11,926,095	12,436,918	12,046,280	12,996,579	12,996,579	13,581,425	14,192,589	14,831,256
9	Federal sources	2,732,657	2,808,315	2,693,184	2,819,000	2,867,000	2,867,000	2,867,000	2,867,000
10	Total revenue	$ 103,701,389	$ 107,305,153	$ 107,593,507	$ 112,437,100	$ 113,556,082	$ 116,770,241	$ 119,322,893	$ 121,246,942
11									
12	Expenditures								
13	Current								
14	Administration	4,428,948	4,576,783	4,439,908	4,666,353	4,666,353	4,730,829	4,820,116	4,909,118
15	District support services	2,150,921	2,042,067	2,296,538	2,076,113	2,289,729	2,313,815	2,346,412	2,379,662
16	Elementary and secondary regular instruction	47,911,170	49,895,167	50,957,421	52,224,060	53,376,254	54,084,157	55,042,186	56,019,376
17	Vocational education instruction	1,534,004	929,441	1,466,873	947,050	1,504,961	1,522,056	1,545,191	1,568,788
18	Special education instruction	20,846,113	21,218,016	22,539,238	22,489,821	24,166,884	24,517,715	24,992,506	25,476,793
19	Instructional support services	7,901,076	7,874,475	8,697,268	8,337,451	8,926,152	9,025,180	9,159,198	9,295,896
20	Pupil support services	4,355,368	4,560,032	4,734,570	4,650,188	4,762,507	4,828,803	4,918,523	5,010,038
21	Transportation	7,270,171	7,627,658	7,988,841	7,729,435	7,831,030	7,863,499	7,907,441	7,952,261
22	Sites and buildings	8,382,462	8,688,529	8,272,213	8,217,153	8,163,251	8,230,002	8,320,339	8,412,482
23	Fiscal and other fixed cost programs	318,782	300,000	295,206	300,000	300,000	308,775	320,651	332,764
24	Debt service					-			
25	Principal	664,137	690,180	690,181	717,200	717,200	745,270	779,432	795,020
26	Interest and fiscal charges	406,164	381,000	380,524	353,900	353,900	325,780	296,547	281,720
	Budget Reductions						(1,750,000)	(1,150,000)	(1,250,000)
27	Total expenditures	$ 106,169,316	$ 108,783,348	$ 112,758,781	$ 112,708,724	$ 117,058,222	$ 116,745,882	$ 119,298,541	$ 121,183,917
28									
29	Excess (deficiency) of revenue over expenditures	(2,467,927)	(1,478,195)	(5,165,274)	(271,624)	(3,502,140)	24,359	24,351	63,026
30									
31	Other financing sources (uses)								
36	District Reserves								
37	Assigned for Subsequent Years Budgets		1,300,000						
38	Assigned for Secondary Facilities	500,000	500,000						
39	Assigned for Construction & Capital Improvements	450,000	250,000		150,000				
40	Assigned for Carryovers	610,000	560,000		550,000	550,000	550,000	550,000	550,000
41	Assigned for Strategic Priorities	250,000	50,000		50,000	50,000			
42	Student Transportation Vehicles		300,000		130,000	350,000			
43									
44	Capital lease issued								
47	Proceeds from sale of assets	2,387							
48	Prior Period Adjustment								
49	Transfer In								
50	Transfer to Community Service Fund								
51	Total other financing sources (uses)	$ 1,812,387	$ 2,960,000	$ -	$ 880,000	$ 950,000	$ 550,000	$ 550,000	$ 550,000
52									
53	Net change in fund balances	(655,540)	1,481,805	(5,165,274)	608,376	(2,552,140)	574,359	574,351	613,026
54									
55	Fund balances								
56	Beginning of year	27,505,144	25,039,604	25,039,604	19,874,330	19,874,330	16,372,190	16,396,549	16,420,900
57									
58	Ending Fund Balance (Assigned and Unassigned)	25,039,604	23,561,409	19,874,330	19,602,706	16,372,190	16,396,549	16,420,900	16,483,926
59	Ending Fund Balance (Assigned)	12,872,907	9,912,907	5,572,835	5,345,828	4,622,835	1,565,312	1,015,312	465,312
60	**Ending Fund Balance (Unassigned)**	$ 12,166,697	$ 13,648,502	$ 14,301,495	$ 14,256,878	$ 11,749,355	$ 14,831,237	$ 15,405,589	$ 16,018,614
61	**Ending Fund Balance (Unassigned as % of expenditures)**	**11.5%**	**12.5%**	**12.7%**	**12.6%**	**10.0%**	**12.7%**	**12.9%**	**13.2%**
62									
63	**Nutritional Services**								
64	Revenues	4,607,261	4,567,275	4,563,172	4,667,571	4,673,671	4,743,776	4,814,933	4,887,157
65	Expenditures	4,426,363	4,555,196	4,375,549	4,705,251	4,805,001	4,901,101	4,999,123	5,099,106
66									
67	Excess (deficiency) of revenue over expenditures	180,898	12,079	187,623	(37,680)	(131,330)	(157,325)	(184,190)	(211,948)
68	Ending Fund Balance	$ 501,338	$ 513,417	$ 688,961	$ 651,281	$ 557,631	$ 400,306	$ 216,116	$ 4,168
69	Ending Fund Balance (as % of expenditures)	11.3%	11.3%	15.7%	13.8%	11.6%	8.2%	4.3%	0.1%
70									
71	**Community Services**								
72	Revenues	5,647,653	5,231,877	6,081,836	5,751,119	6,253,193	6,409,523	6,569,761	6,734,005
73	General Fund Transfer								
74	Expenditures	5,470,711	5,383,250	6,147,818	6,018,649	6,411,783	6,523,989	6,638,159	6,754,327
75									
76	Excess (deficiency) of revenue over expenditures	176,942	(151,373)	(65,982)	(267,530)	(158,590)	(114,466)	(68,398)	(20,322)
77	Ending Fund Balance	$ 1,647,673	$ 1,496,300	$ 1,581,691	$ 1,314,161	$ 1,423,101	$ 1,308,635	$ 1,240,237	$ 1,219,915
78	Ending Fund Balance (as % of expenditures)	30.1%	27.8%	25.7%	21.8%	22.2%	20.1%	18.7%	18.1%

Agenda Item B-4
January 28, 2019
Work-Study Meeting

AGENDA ITEM: 2018 Residential Survey Results from The Morris Leatherman Company

MEETING DATE: January 28, 2019

SUGGESTED DISPOSITION: Discussion Item

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

BACKGROUND:

At the work study meeting on Monday, January 28, Peter Leatherman from The Morris Leatherman Company will present to the School Board the results of a recently conducted residential survey. The survey was administered from December 4 through December 19, 2018 and included a 400 random household sample of School District residents.