

**INDEPENDENT SCHOOL  
DISTRICT #624**



**WORK-STUDY  
MEETING PACKET**

May 20, 2019

# MISSION STATEMENT

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

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

To: Members of the School Board

From: Dr. Wayne Kazmierczak  
Superintendent of Schools

Date: May 14, 2019

A work-study session of the White Bear Lake Area School Board will be held on **Monday, May 20, 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. Big Sleuth Update 5:30 p.m.
2. Community Survey Results from the Morris Leatherman Company 5:50 p.m.
3. Review of Preliminary 2019-20 Budget 6:30 p.m.
4. Policy Updates 7:00 p.m.
  - a. Policy 504: Student Dress and Appearance
  - b. Policy 506: Student Discipline
5. Negotiation Study Session\* 7:15 p.m.

#### **C. ADJOURNMENT**

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

AGENDA ITEM: **Big Sleuth Update**

MEETING DATE: **May 20, 2019**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Mark Garrison, Director of Technology and Innovation**

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**BACKGROUND:**

The first year of the Big Sleuth has already been a big success. Over 500 staff have participated by advancing ideas, commenting on and voting on others' ideas and designing and testing new solutions.

The Big Sleuth works alongside District and site strategic plans, by illuminating blind spots and advancing meaningful crowd-sourced solutions, to define our strategic direction.

Six ideas were voted up by staff this year:

- Mentally Healthy Bears | Colleen Kopp | 4th Grade Teacher | Oneka Elementary
- Everyone Deserves to Feel Clean! | Beth Samuelson | Chemical Health Specialist | Area Learning Center
- Delaying Secondary School Start Times To Align With Research | Lindsay Lamwers | Media Specialist | South Campus
- The Power of Play - Recess Makes Kids Smarter | Mary Maloy & John Barnes | 1st & 2nd Grade Teachers | Hugo Elementary & Otter Lake Elementary
- Flexible PD Opportunities | Kelly Sokolowski | Kindergarten Teacher | Willow Lane Elementary
- Teachers Don't Need Pictures - Families Do! | Kristina Kuehn | Music Teacher | Central Middle School

We've followed the design thinking process to ensure that each of these ideas is addressing a core problem in the most effective way possible. Each of the six ideas is currently in the prototyping and testing phase.

Our recommendation for next year is to continue elevating staff voice by continuing this program. While the scope or focus of the Big Sleuth's initiatives may change from year to year, it will always be important to authentically engage more voices in decision making and provide a structure to elevate new ideas.



Think, Explore, Design!

School Board Update  
May 20, 2018

Facilities  
Planning

Strategic  
Plan

Big  
Sleuth

Strategic Direction

Strategic | Operational | Blind Spots



# Impact

**Strategic Plan** | 30 core team members + 200 tactic team members (**230**)

**Facilities Planning** | 90 core team members (**90**)

**Big Sleuth** | 505 staff and 20 students (**525**)

**14 Site Plans** | 20-person core teams + 5-10 per tactic team (**~550**)

**Equity Statement** | 30 staff, 3 Board members and 2 students (**35**)

Authentically engage more voices in decision making and provide a structure to elevate new ideas. (**1370**)



# Process



Postcard | Convocation | Video

We can't wait to see

your  
amazing  
ideas!

Staff Meetings | Email Updates Throughout Process

## THE BIG SLEUTH: THINK, EXPLORE, DESIGN!

**THINK** WHAT IS THIS ALL ABOUT?  
HOW WOULD YOU DO THINGS DIFFERENTLY? THE BIG SLEUTH IS YOUR CHANCE TO HELP SHAPE THE FUTURE OF WHITE BEAR LAKE AREA SCHOOLS.

**EXPLORE** HOW DOES IT WORK?  
YOU'RE INVITED TO SUBMIT AN IDEA ON OUR SECURE WEBSITE BETWEEN OCT. 1 AND OCT. 17. AT THAT POINT, ALL STAFF ARE ENCOURAGED TO LOG IN AND VOTE FOR THEIR FAVORITE IDEAS. THE TOP IDEAS WILL BE SELECTED.

**DESIGN** WHAT HAPPENS NEXT?  
IF YOUR IDEA IS SELECTED, YOU'LL GET THE CHANCE TO PARTICIPATE IN AN IDEA WORKSHOP TO FURTHER DEVELOP IT. THEN YOU'LL HAVE THE OPPORTUNITY TO TEST IT ON A SMALL SCALE. IF ALL GOES WELL, YOUR IDEA COULD POTENTIALLY BE IMPLEMENTED DISTRICT-WIDE!

WE'RE LOOKING TO ADVANCE:

- 3 SMALL IDEAS, UP TO \$1,000
- 2 MEDIUM IDEAS, \$1,000-\$5,000
- 1 BIG IDEA, \$5,000 OR MORE



<b>THINK:</b> OCT. 1- OCT. 17	<b>EXPLORE:</b> NOV. 5- NOV. 17	<b>DESIGN:</b> JAN. 1- JUNE 1
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[WWW.ISD624.ORG/INNOVATE](http://WWW.ISD624.ORG/INNOVATE)



# Goal

**143** Ideas Submitted

**505** Staff Voters

**66,705** Voted Pairs

# Idea Selection

1 Big | 2 Medium | 3 Small



Think, Explore, Design!



## Projects

EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

TEST

# Calendar

December | Empathy

January | Definition & Ideation

February - June | Prototype & Test



Think, Explore, Design!

# Design Teams

Idea Champion & Staff Colleague

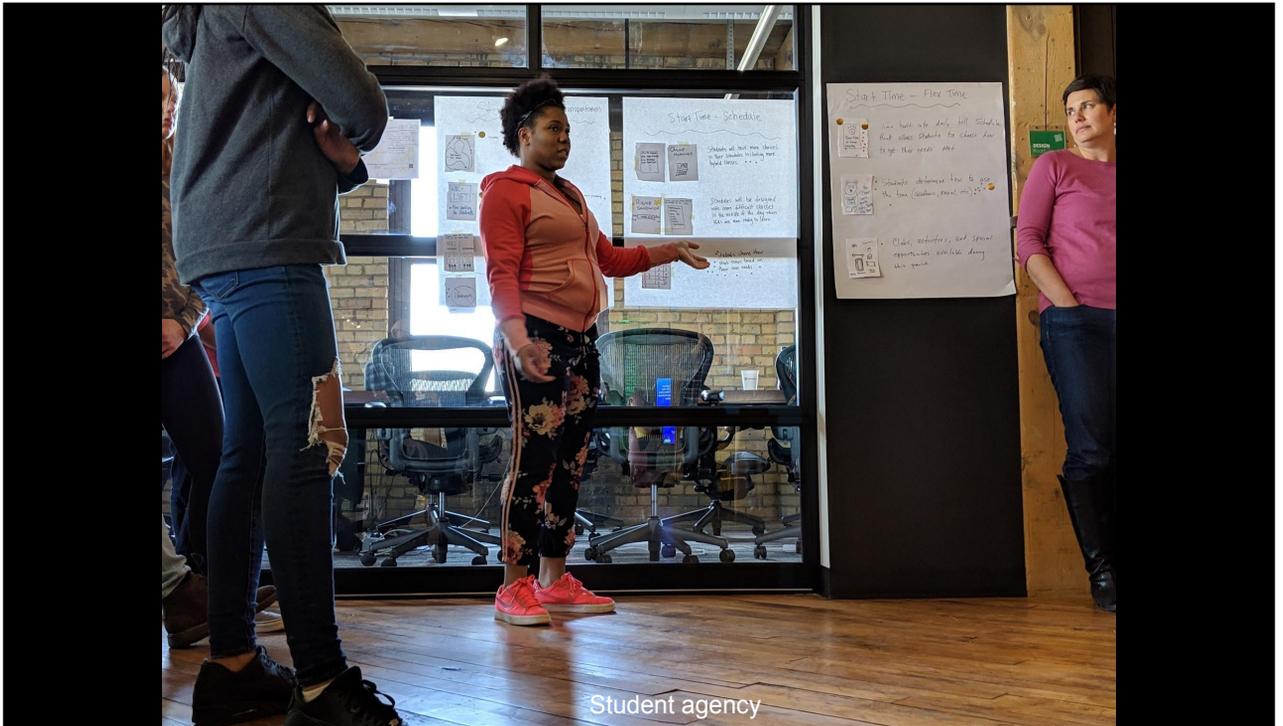
2 Design Thinking Coaches

3-5 Students from underrepresented groups



Think, Explore, Design!





Student agency



# Project Updates

- Mentally Healthy Bears
- Everyone Deserves to Feel Clean!
- Delaying Secondary School School Start Times To Align With Research
- The Power of Play - Recess Makes Kids Smarter
- Flexible PD Opportunities
- Teachers Don't Need Pictures - Families Do!

# Mentally Healthy Bears

Colleen Kopp | 4th Grade Teacher | Oneka Elementary



Think, Explore, Design!



# Everyone Deserves to Feel Clean!

**Beth Samuelson** | Chemical Health Specialist | Area Learning Center

# Delaying Secondary School Start Times To Align With Research

**Lindsay Lamwers** | Media Specialist | South Campus



Think, Explore, Design!

# The Power of Play - Recess Makes Kids Smarter

**Mary Maloy & John Barnes** | 1st & 2nd Grade Teachers | Hugo Elementary & Otter Lake Elementary

# Flexible PD Opportunities

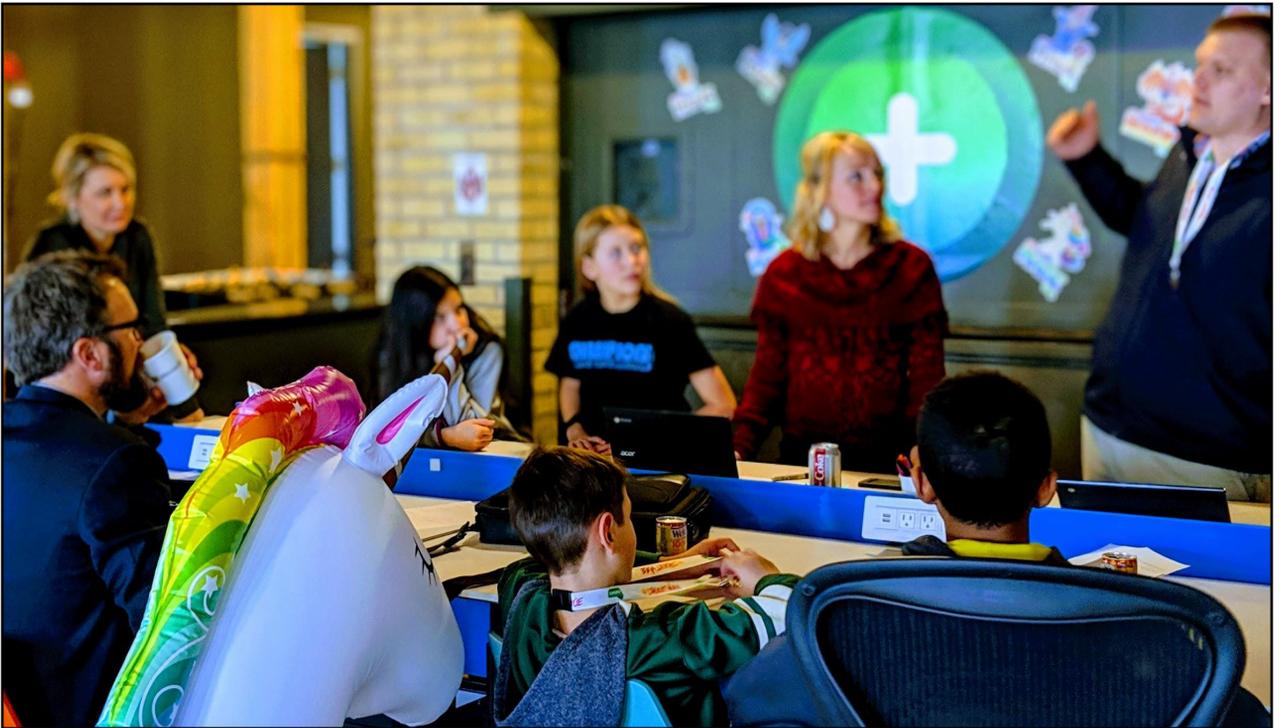
**Kelly Sokolowski** | Kindergarten Teacher | Willow Lane Elementary

# Teachers Don't Need Pictures - Families Do!

**Kristina Kuehn** | Music Teacher | Central Middle School



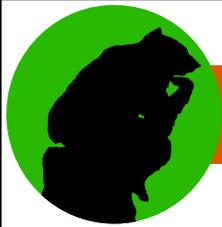
Think, Explore, Design!



# Awards

Highest Support  
&  
Staff Engagement

INNOVATE | K12



# Next Steps

Prototype, test, redesign &  
implement current ideas  
&  
Plan next year's launch

Next Year | More Collaborative!  
Design from the margins

Check Bias

Empathize

Define

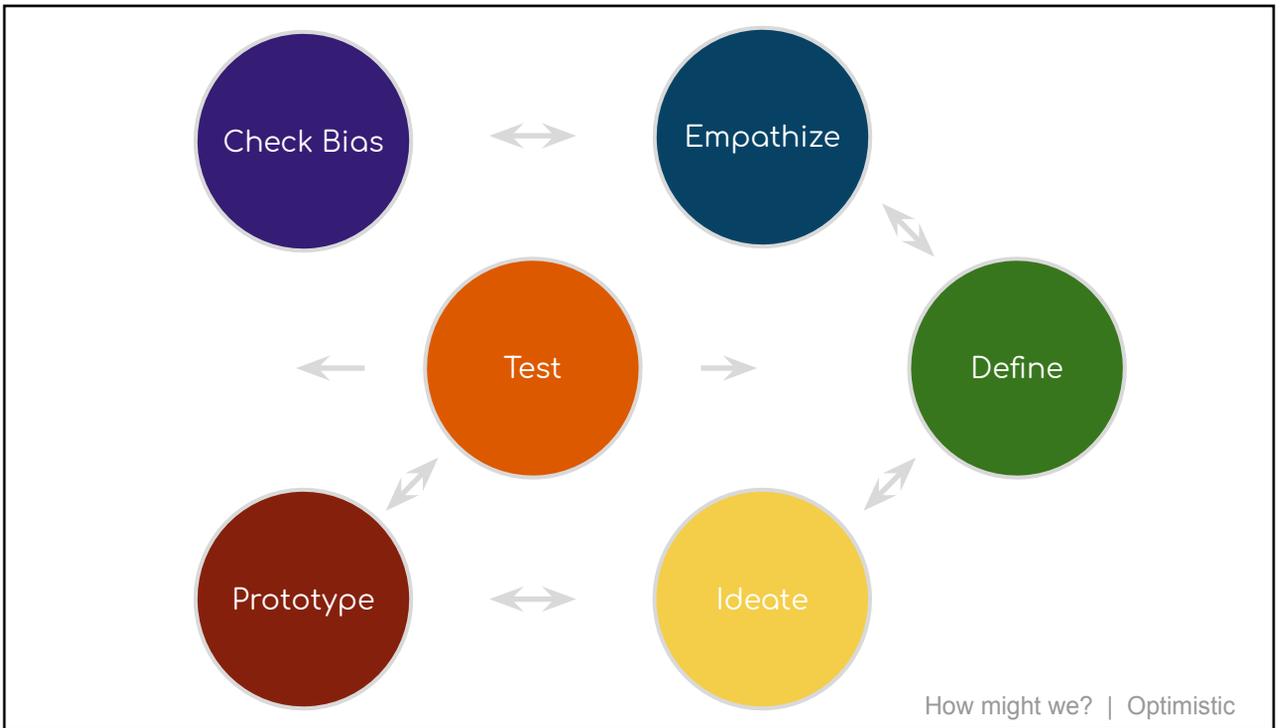
Ideate

Prototype

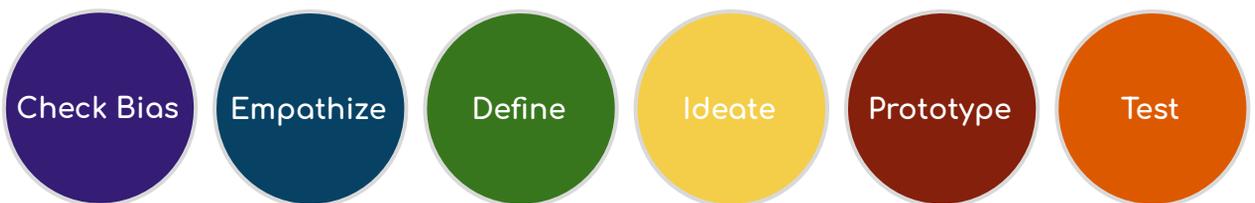
Test



Think, Explore, Design!



Pair with a **student** whose needs are not fully met through our current system.



Think, Explore, Design!



**Thank you!**

Go Bears!

**AGENDA ITEM:** 2019 Residential Survey Results  
From The Morris Leatherman Company

**MEETING DATE:** May 20, 2019

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Tim Wald, Assistant Superintendent for Finance and Operations  
Dr. Wayne Kazmierczak, Superintendent

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**BACKGROUND:**

At the work-study meeting on Monday, May 20, Peter Leatherman from The Morris Leatherman Company will present to the School Board the results of a recently conducted residential survey concerning questions related to the recommendation by the District Facilities Planning Committee. The survey, administered from May 6 through May 10, 2019, included a 650 random household sample of the School District.

# White Bear Lake Area School District

2019 Residential Survey

The Morris Leatherman Company

## Survey Methodology

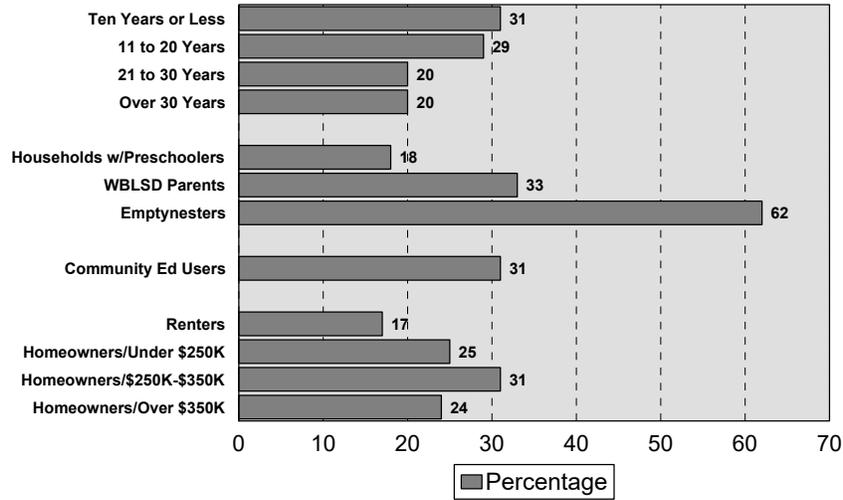
2019 White Bear Lake Area Schools

- ① 625 random household sample of School District residents
- ① Telephone interviews conducted between May 2nd and 10th, 2019
- ① Average interview time of 17 minutes
- ① Non-response level of 4.0%
- ① Projectable within +/- 4.0% in 95 out of 100 cases
- ① Cellphone Only Households: 44%
- ① Landline Only Households: 13%
- ① Both Landline and Cellphone Households: 43%

The Morris Leatherman Company

# Demographics I

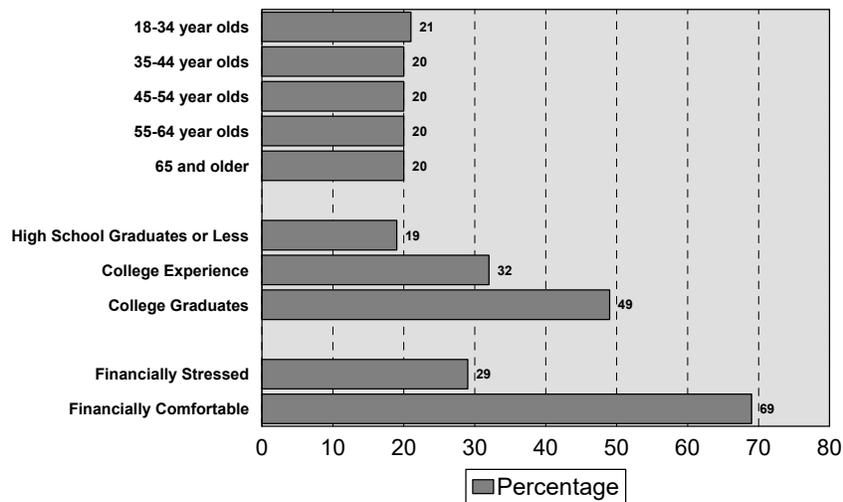
## 2019 White Bear Lake Area Schools



The Morris Leatherman Company

# Demographics II

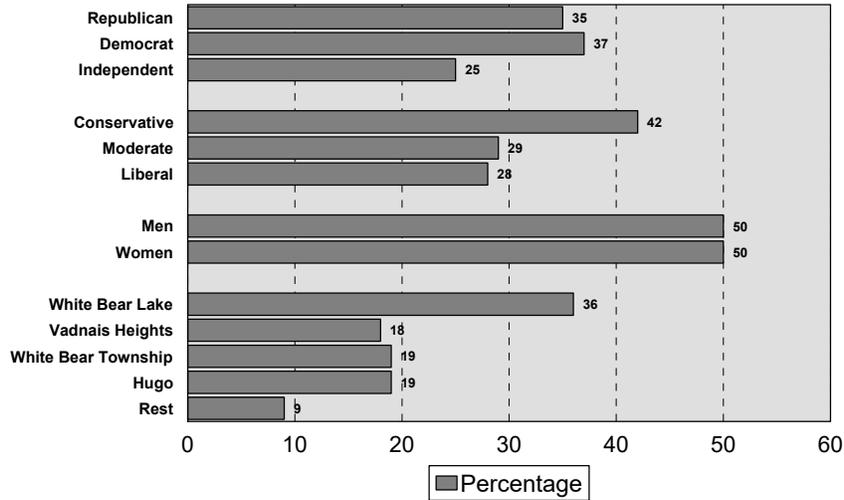
## 2019 White Bear Lake Area School District



The Morris Leatherman Company

# Demographics III

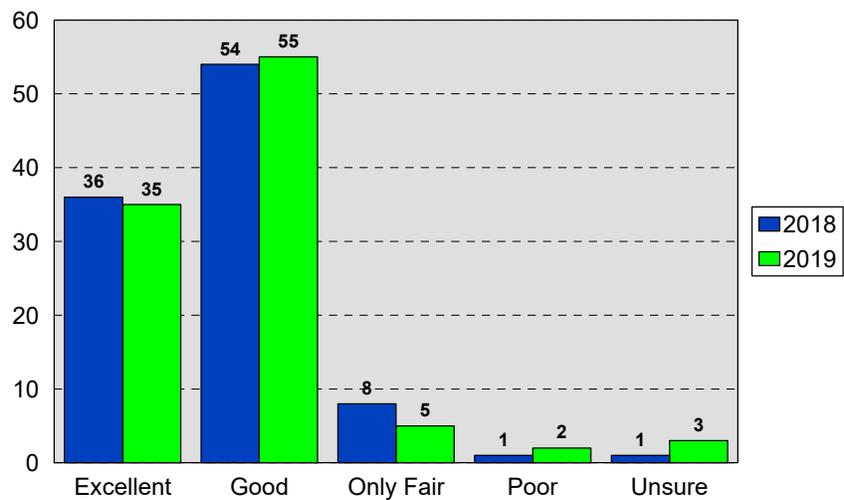
2019 White Bear Lake Area School District



The Morris Leatherman Company

# Quality of Public Schools

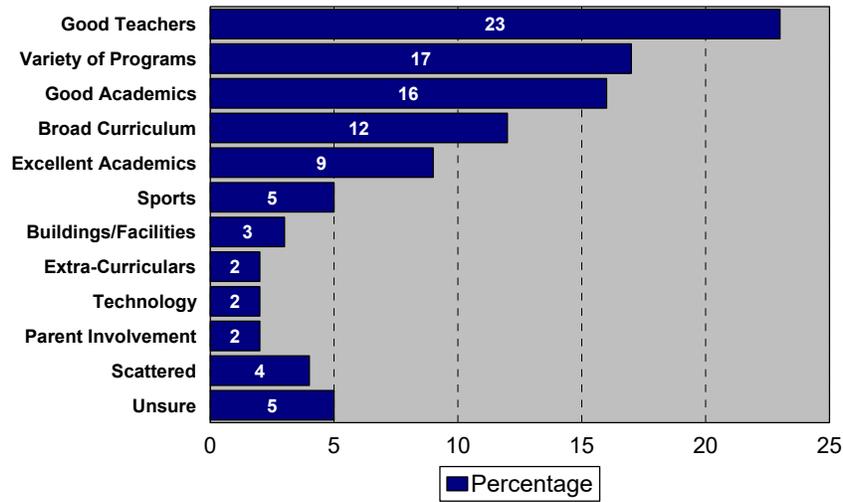
2019 White Bear Lake Area School District



The Morris Leatherman Company

# Like Most

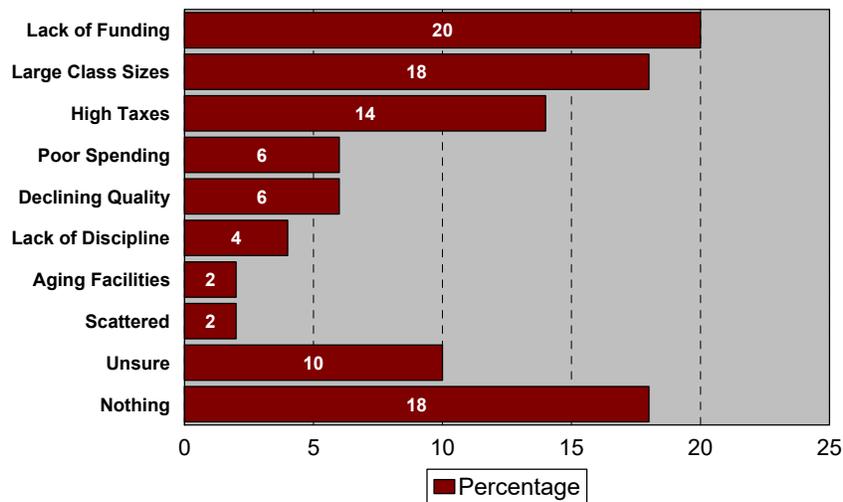
2019 White Bear Lake Area School District



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# Most Serious Issue

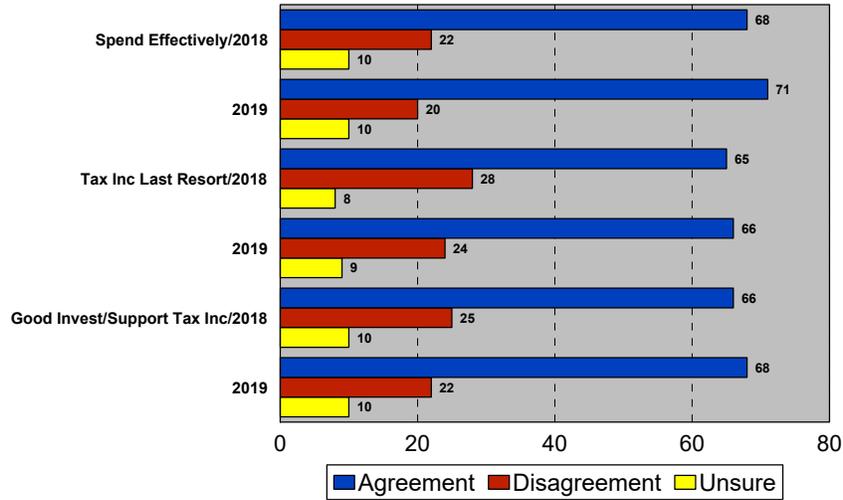
2019 White Bear Lake Area School District



The Morris Leatherman Company

## Specific School District Perceptions

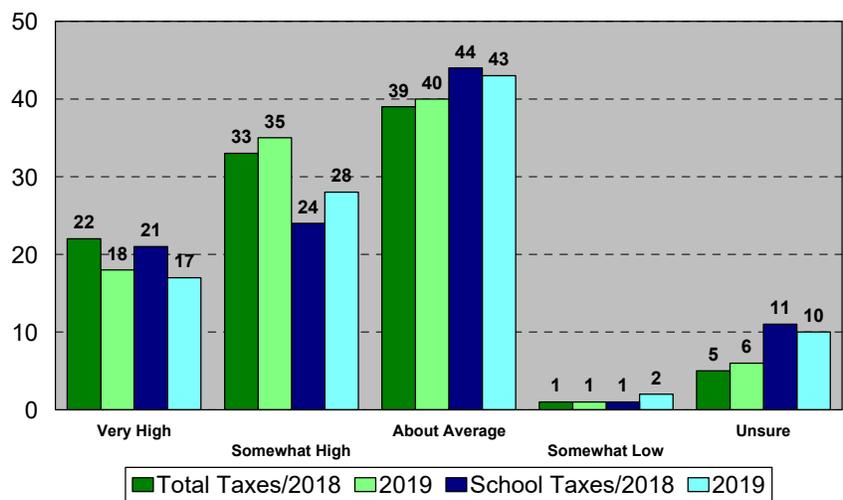
2019 White Bear Lake Area School District



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## Property Tax Comparisons

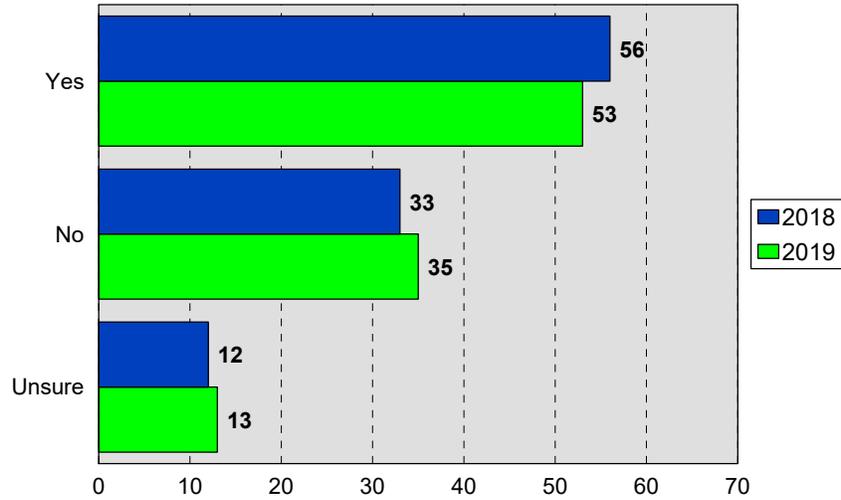
2019 White Bear Lake Area School District



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# Adequately Funded

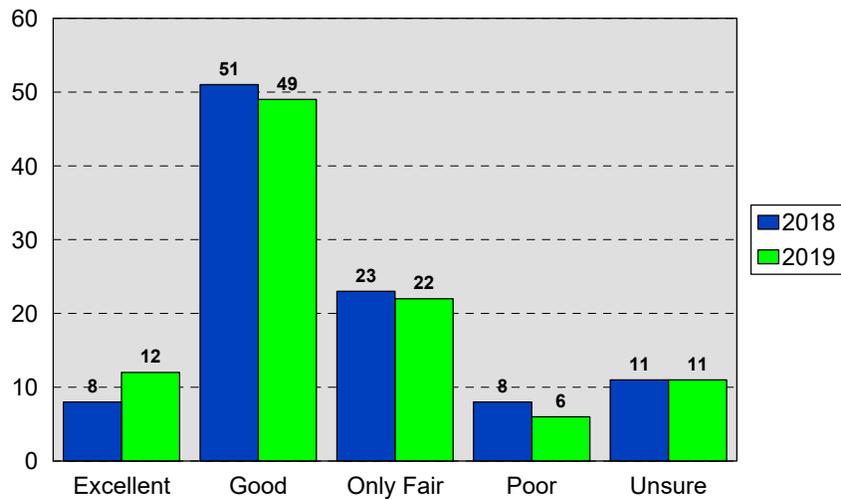
2019 White Bear Lake Area School District



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# Financial Management

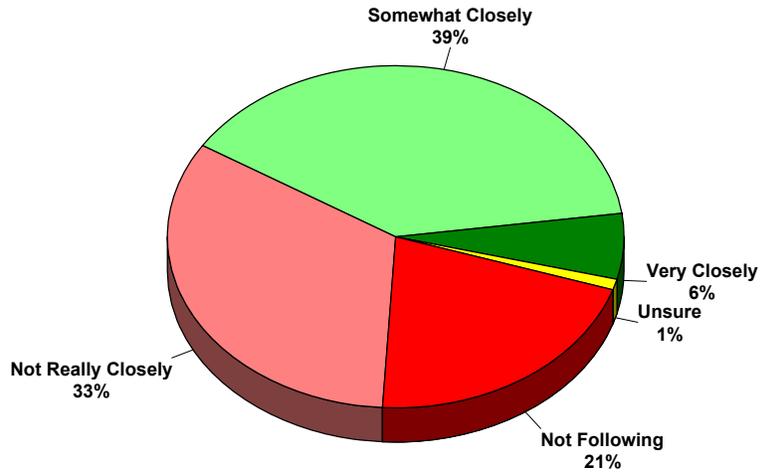
2019 White Bear Lake Area School District



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# Following Facilities Discussions

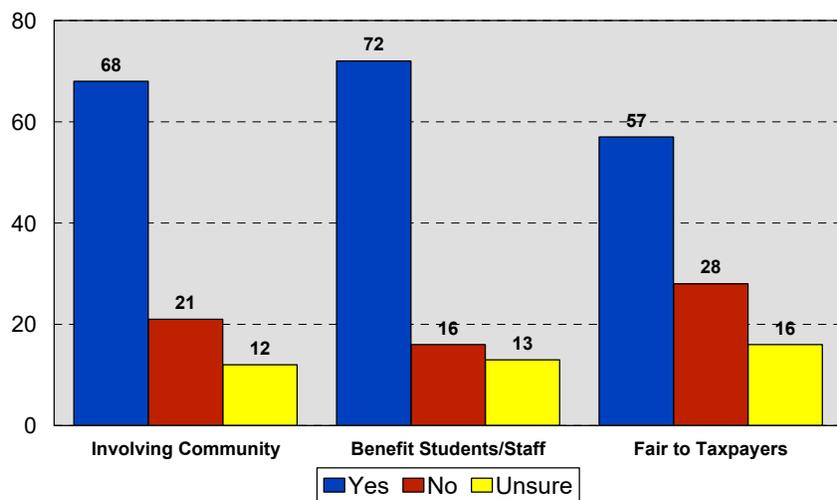
2019 White Bear Lake Area School District



Morris Leatherman Company

# Facilities Discussions

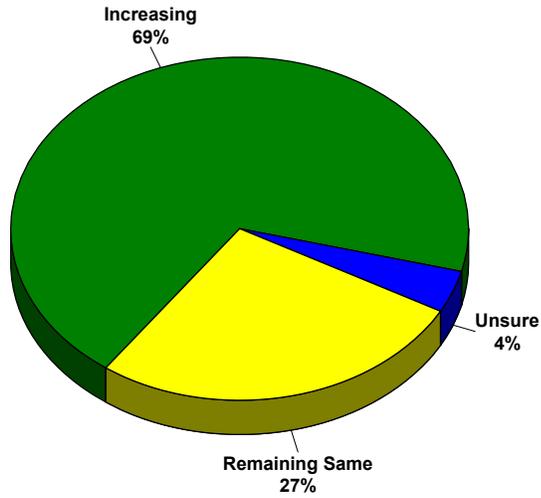
2019 White Bear Lake Area School District



Morris Leatherman Company

# Housing Growth Over Past Five Years

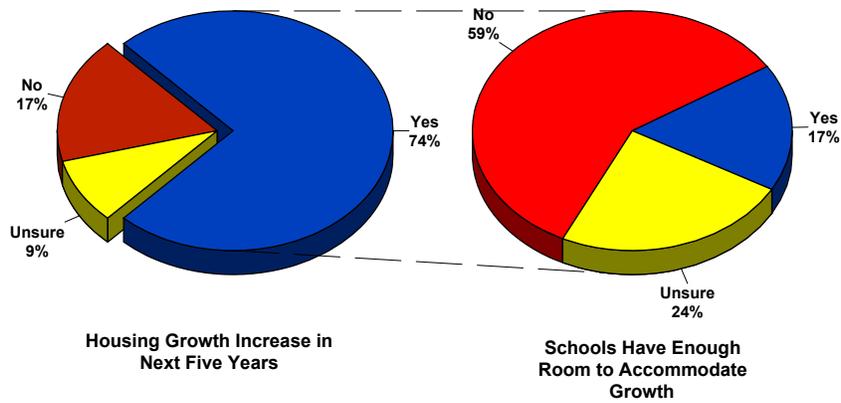
2019 White Bear Lake Area School District



Morris Leatherman Company

# Future Housing Growth

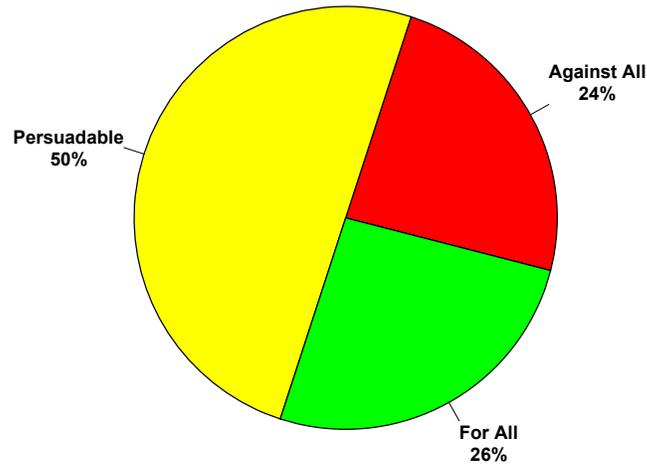
2019 White Bear Lake Area School District



Morris Leatherman Company

# Tax Increase Predisposition

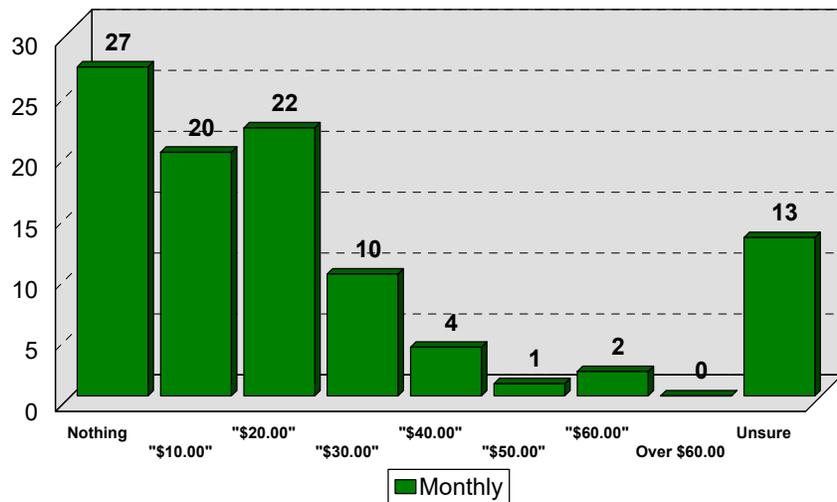
2019 White Bear Lake Area School District



The Morris Leatherman Company

# Tax Increase for Bond Referendum

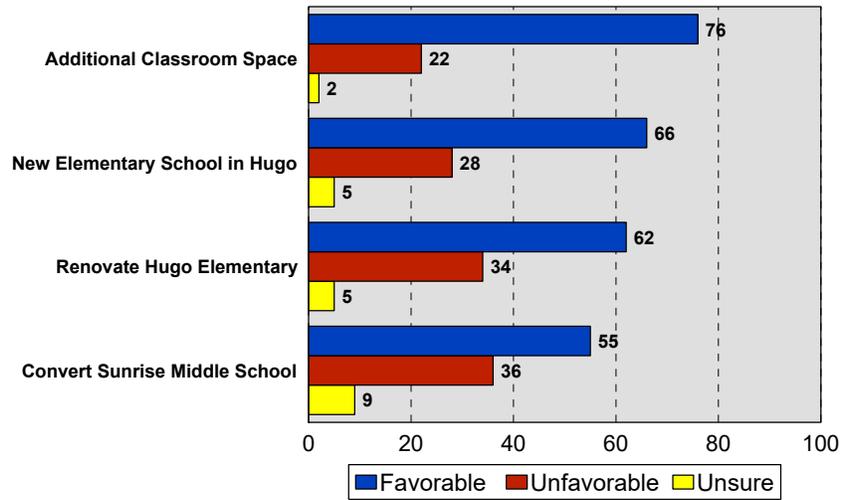
2019 White Bear Lake Area School District



The Morris Leatherman Company

## Tax Increase for...(Elementary/Middle Schools)

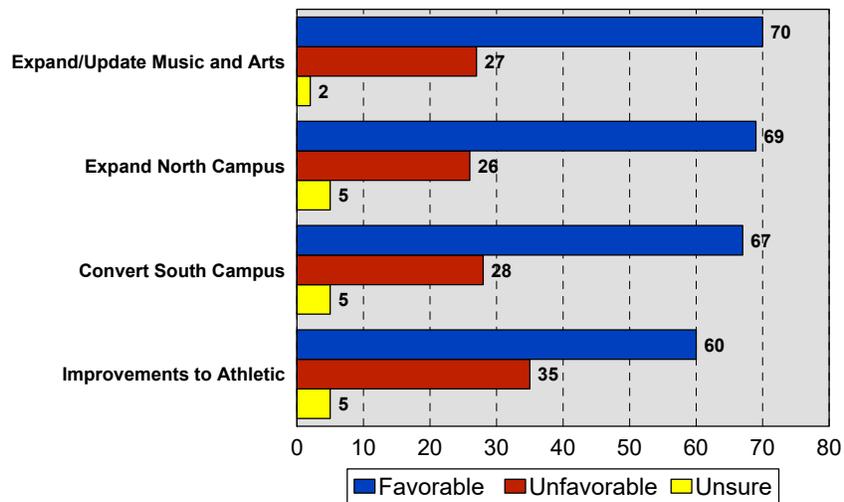
2019 White Bear Lake Area School District



The Morris Leatherman Company

## Tax Increase for...(North & South Campus)

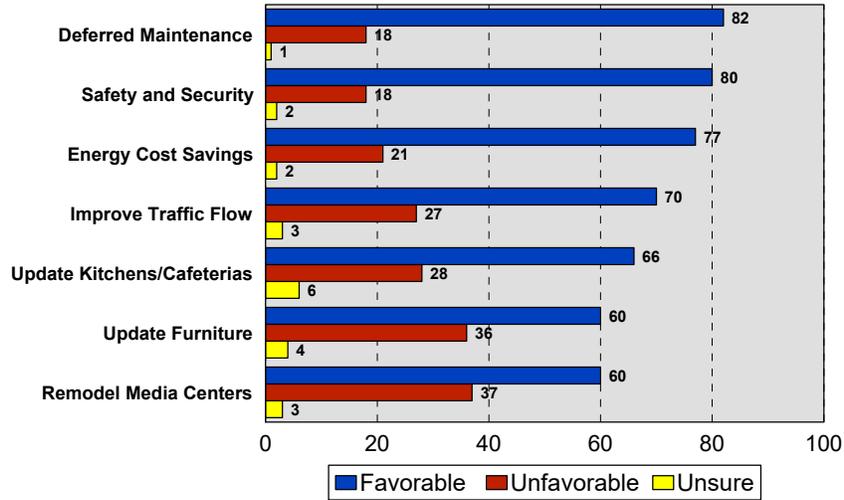
2019 White Bear Lake Area School District



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## Tax Increase for....(District-wide)

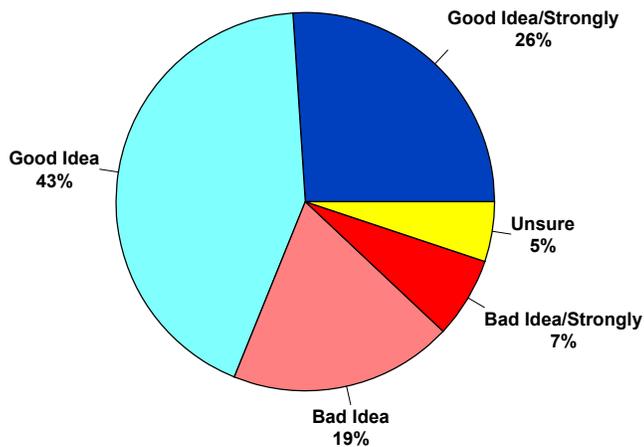
2019 White Bear Lake Area School District



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## Idea of Improvements

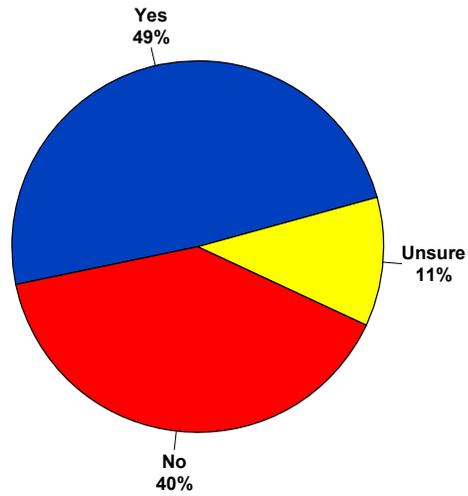
2019 White Bear Lake Area School District



The Morris Leatherman Company

# \$326 MM Reasonable

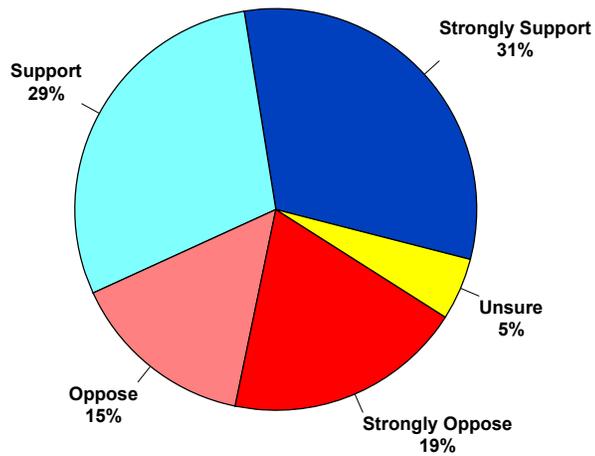
2019 White Bear Lake Area School District



The Morris Leatherman Company

# \$326MM Bond Referendum (Pre-Test)

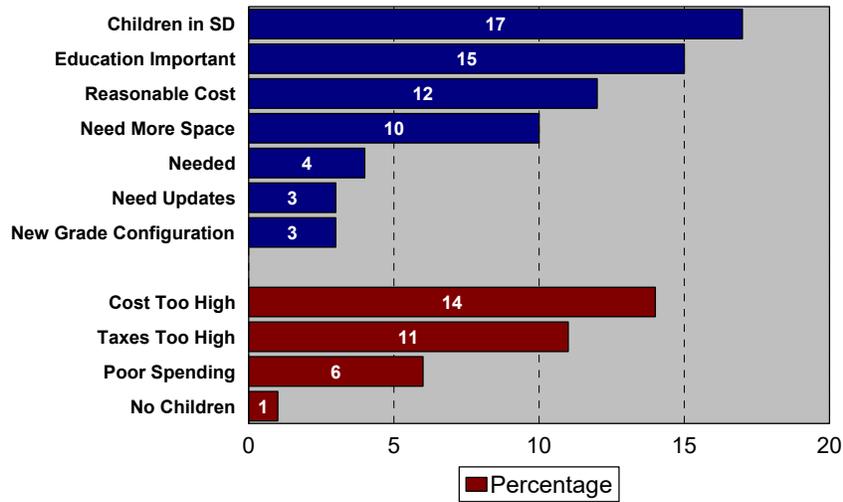
2019 White Bear Lake Area School District



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# Reason for Bond Position

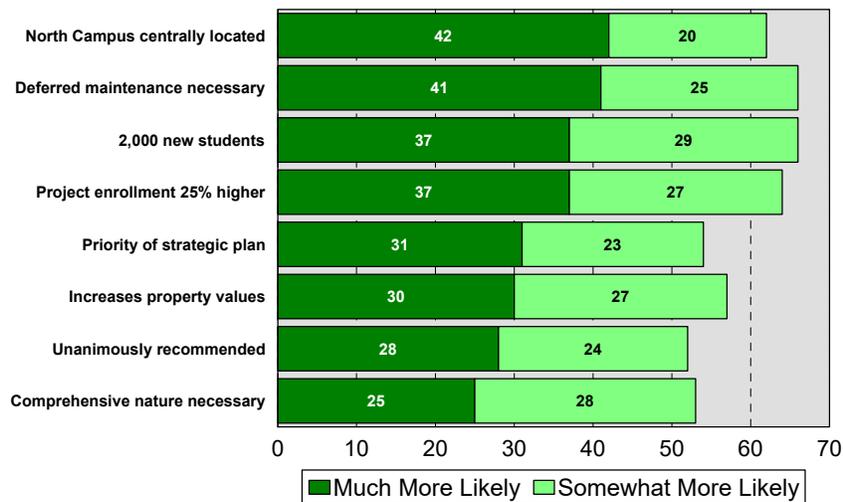
2019 White Bear Lake Area School District



The Morris Leatherman Company

# Arguments in Support

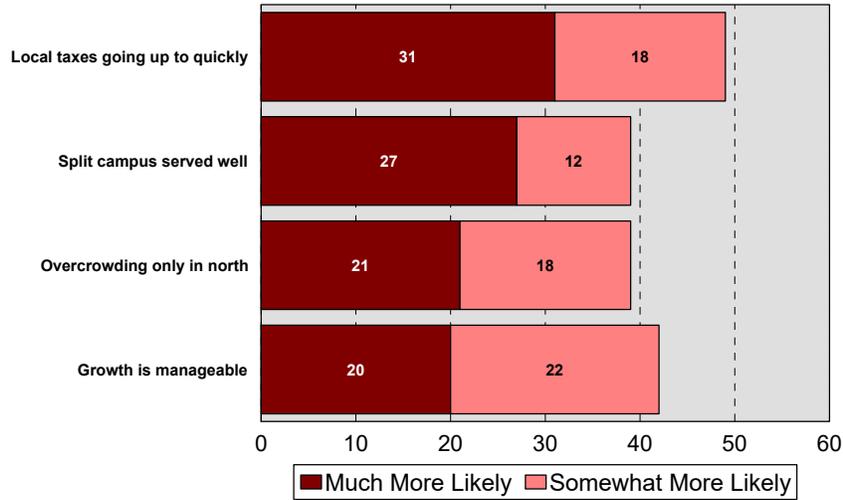
2019 White Bear Lake Area School District



The Morris Leatherman Company

## Arguments in Opposition

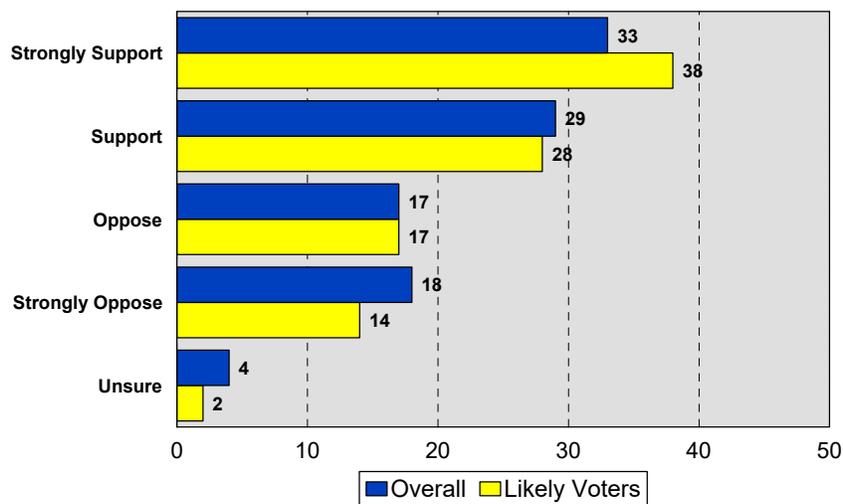
2019 White Bear Lake Area School District



The Morris Leatherman Company

## \$326MM Bond Referendum (Post-Test)

2019 White Bear Lake Area School District



Morris Leatherman Company

AGENDA ITEM: **Preliminary FY20 Budget and Projected FY 21-FY23 Budget**

MEETING DATE: **May 20, 2019**

SUGGESTED DISPOSITION: **Discussion Item**

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

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**BACKGROUND:**

An overview of the preliminary budget and variables used to develop the budget for fiscal year 2020 and projected budgets for fiscal years 2012 through 2023 will be presented at the May 20, 2019 work-study session for discussion.

Additionally, please note that the Minnesota's 2019 legislative session will conclude on the same day as our work-study session. The end of the session may influence the final assumptions used to develop the budget presented to the School Board for approval in June.

# Discussion of Preliminary Budget For 2019-2020



**May 20, 2019**  
**Work Study Session**



# Financial Realities

- Funding Challenges – Legislative Platform
  - Failure of the State to keep pace with inflation for general education funding
  - Failure of the State and Federal government to adequately fund special Education
- Aid increase vs Roll-up Costs

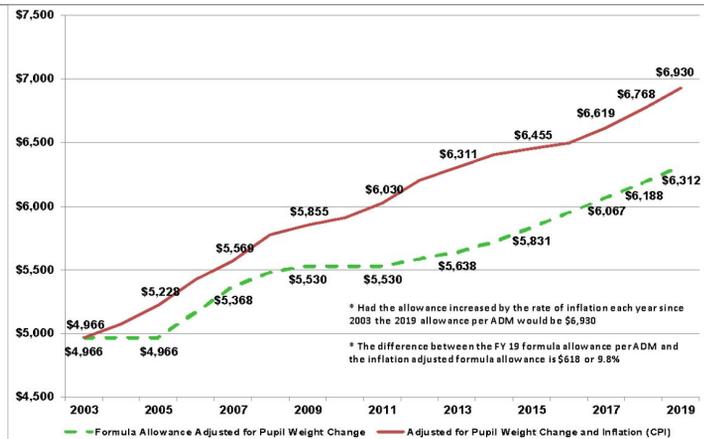
IF 2% increase to formula	\$1,215,000	Formula applied to only basic revenue
IF only 2% increase to salary benefits	\$1,913,000	**Typically roll-up costs are 1.5%
Annual Funding Shortfall	\$(698,000)	

Average State Aid Increase 2008 – 2018 is 1.32%

# Financial Realities

## Basic General Education Formula Lags Inflation

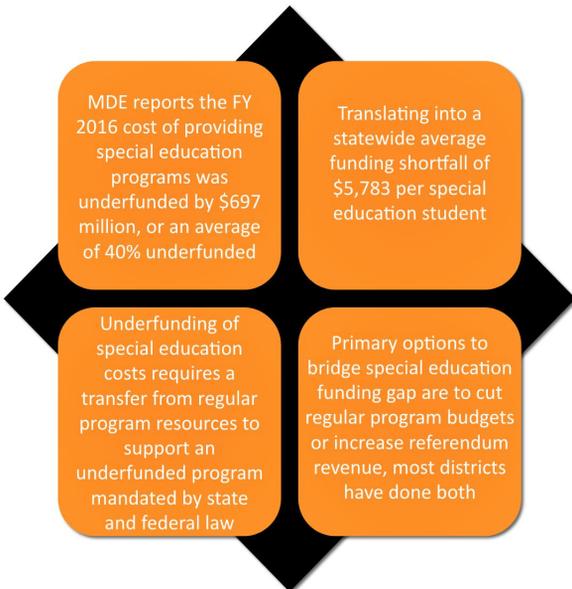
General Education Formula Allowance, 2003-2019  
Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE June 2018 Inflation Estimates

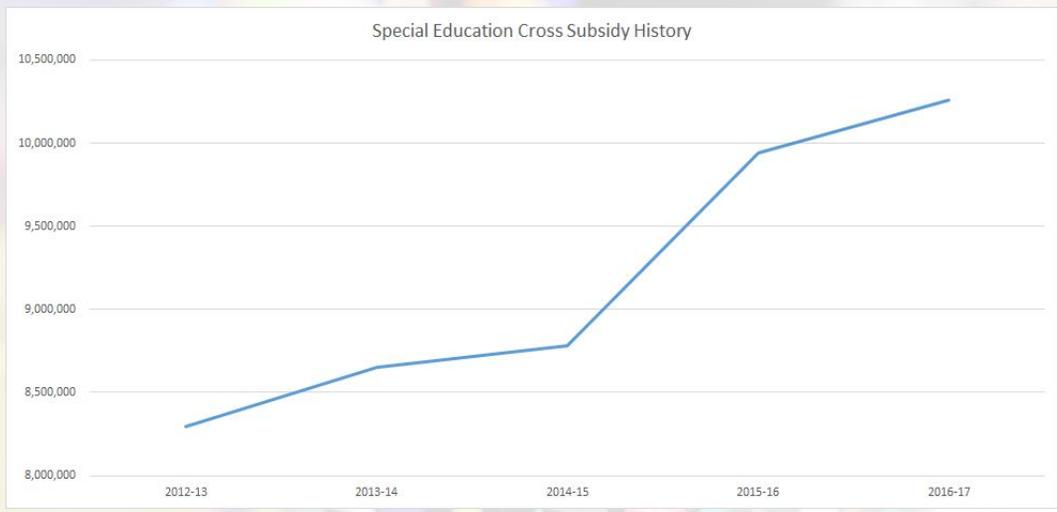
# Special Education Cross Subsidy

## Underfunding of Special Education



# Financial Realities

## Special Education Cross Subsidy History



# Legislative Update

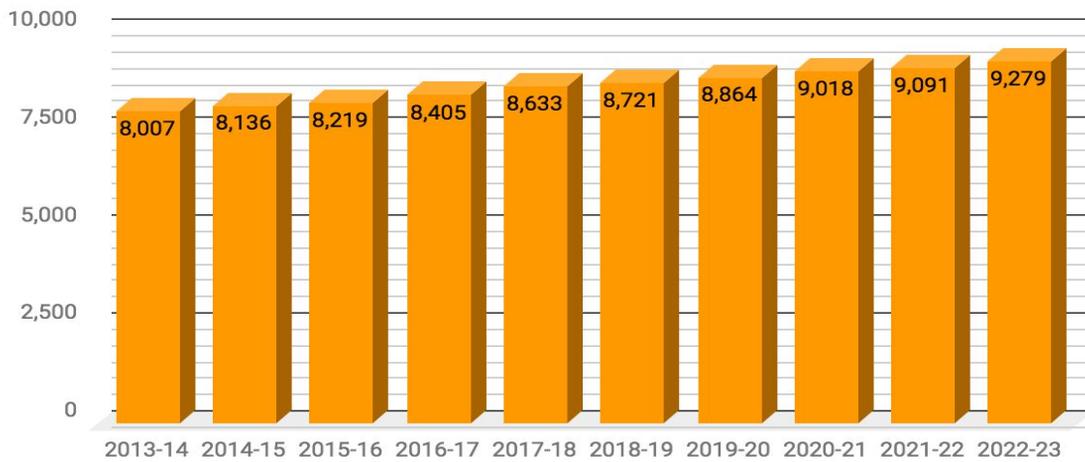


	Governor	House	Senate	Final Deal
<b>Budget Target</b>	\$718 million	\$900 million	\$206 million	
Formula	FY 20 = 3%, \$189/pupil FY 21 = 2%, \$130/pupil	FY 20 = 3%, \$189/pupil FY 21 = 2%, \$130/pupil	FY 20 = .5%, \$31/pupil FY 21 = .5%, \$32/pupil	FY 20 = 2%, \$124/pupil FY 21 = 2%, \$130/pupil
Special Education	FY 20-21 = \$90 M FY 22-23 = \$142 M	FY 20-21 = \$117 M FY 22-23 = \$173 M	FY 20-21 = \$0 FY 22-23 = \$0	
Safe Schools	FY 20-21 = \$17.8 M FY 22-23 = \$24.7 M	FY 20-21 = \$24 M FY 22-23 = \$39 M	FY 20-21 = \$74.5 M Not after FY 21	
VPK/SR+	Permanently funded	Permanently funded	Convert to scholarships - 20-21	

# Budget Assumptions



PK-12 Enrollment Past and Projected - Adjusted Daily Membership (ADM)



Enrollment Past and Projected

# Budget Assumptions



## Budget Assumptions #1: Enrollment Data - Adjusted Daily Membership (ADM)

Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-22	2022-23
PK - 5	4,272	4,232	4,261	4,293	4,332	4,431
6-8	1,844	1,966	2,073	2,158	2,163	2,096
9-12	2,517	2,524	2,533	2,567	2,596	2,752
Total	8,633	8,722	8,866	9,018	9,091	9,279
Increase (Decrease)		89	45	152	73	188
Percent Change		1.0%	0.5%	1.7%	0.8%	2.1%

# Budget Assumptions



## Budget Assumptions #2: Basic Formula

### REVENUE:

Assumption #2: Basic funding is directly related to changes in pupil units and legislative changes in the basic formula.

Trends are indicated below.

	2018-2019	2019-2020	2020-2021	2021-22	2022-23
Per Adjusted ADM	\$6,312	\$6,438	\$6,567	\$6,633	\$6,699
Increase in Formula	\$124	\$126	\$129	\$66	\$66
Percent Change	2.0%	2.0%	2.0%	1.0%	1.0%

# General Fund



## GENERAL FUND BUDGET SUMMARY

	Actual 2017-2018	Revised Budget 2018-2019	Preliminary 2019-2020	Projected 2020-2021
Total Beginning Fund Balance	\$ 25,039,604	\$ 19,875,225	\$ 16,373,085	\$ 15,845,782
Revenues	107,593,507	113,556,082	117,741,204	121,622,881
Expenditures	112,757,886	117,058,222	120,248,506	121,701,524
<i>Expenditures Adjustments</i>	-	-	<i>(1,980,000)</i>	<i>(500,000)</i>
Revised Expenditures	112,757,886	117,058,222	118,268,506	121,201,524
Variance (Revenues - Expenditures)	(5,164,379)	(3,502,140)	(527,303)	421,356
Total Ending Fund Balance	\$ 19,875,225	\$ 16,373,085	\$ 15,845,782	\$ 16,267,139
Unassigned Fund Balance as Percentage	11.04%	10.35%	10.51%	10.67%

# Expenditure Reductions for 2019-2020



Category	amount:	comment:
District Wide Operational Adjustments	-940,000	Retirement Incentive Transportation Community Ed chargeback \$400,000 (one time savings)
Instructional Support Model Change	-580,000	Move to one instructional support coach per site
Program Support Model Change	-120,000 + 60,000 Revenue	Shift current coordinators to open roles,
Special Education Cross Subsidy	-800,000	Managed through retirements, slight case load size increase, delivery model
Total Reductions	-2,500,000	

## Nutrition Services



	FY 2019	FY 2020
	Revised	Projected
Revenues	4,673,671	4,640,158
Expenditures	4,805,001	4,806,708
Excess (Deficiency) Over Revenue	(131,330)	(166,550)
Projected Fiscal Year Ending Fund Balance	557,631	391,081
Fund Balance Percentage	11.6%	8.1%

## Community Services



	FY 2019	FY 2020
	Revised	Projected
Revenues	6,253,193	6,387,675
Expenditures	6,411,783	6,710,098
Excess (Deficiency) Over Revenue	(158,590)	(322,423)
Projected Fiscal Year Ending Fund Balance	1,423,101	1,100,678
Fund Balance Percentage	22.2%	16.4%

**AGENDA ITEM:** Policy Review Update  
a. Policy 504, Student Dress and Appearance  
b. Policy 506, Student Discipline

**MEETING DATE:** May 20, 2019

**SUGGESTED DISPOSITION:** Discussion Item

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

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**BACKGROUND:**

Overview of the Policy Review Process

Policies are regularly reviewed by administration and recommendations are brought to the School Board for approval. The first step in the process is to review model policies accessed through the Minnesota School Board Association (MSBA). MSBA regularly makes changes to the model policies based on changes in Minnesota Statutes and federal guidelines. Then, draft a revised policy for thorough review by the School Board Policy Committee and Cabinet. The policy with proposed recommendations is then sent to each member of the School Board. The public hears the recommended policy revisions in the first reading at a School Board meeting, and the following month a second reading at which the Board votes on accepting the revised policy.

Additional Policy Discussion

After extensive discussion at the Policy Committee meeting, Administration engaged the full School Board in a discussion about Policies 504 and 506 at the February 25, 2019, Work Study meeting.

Follow Up to Board Discussion

Assistant Superintendent Sara Paul and Human Resources Director Matt Mons will provide an update regarding research conducted in preparation for the upcoming Policy Committee Meeting on May 22, 2019.

**Policy 504: Student Dress and Appearance**

February 25 Work Study Discussion

Discussion Themes:

- Why don't we allow kids to wear hats? If it's not a safety issue or disruptive then should be okay to wear. Should be more flexible.
- Revealing Clothing: Language is dated and biased against females.

**Draft Revisions to be Discussed at Policy Committee**

**504 STUDENT DRESS AND APPEARANCE**

**I. PURPOSE**

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

**II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of this school district to encourage students to be dressed appropriately for school activities. ~~and in keeping with community standards.~~ This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
1. Clothing appropriate for the weather.
  2. Clothing that does not create a health or safety hazard.
  3. Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
1. ~~Clothing that is too revealing, distracting, or disruptive to the educational process, and other clothing that is not in keeping with community standards.~~ **Clothing that is disruptive to the educational process.**
  2. Clothing bearing a message or image which is lewd, vulgar, or obscene.
  3. Apparel promoting products or activities that are illegal for use by minors.
  4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in School Board Policy 413.
  5. Any apparel or footwear that would damage school property.
  6. ~~Head covering that restricts a student's identity. Hats/caps Headgear, including hats or head covering are not allowed to be worn in the building except with the approval of the~~

~~building principal (e.g. student undergoing chemotherapy, medical situations or items worn on the head as a recognized religious practice. Student religious practice or belief).~~

7. Attire that indicates or suggests gang association. “Gang,” as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of criminal gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- D. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not racist, sexist, lewd, vulgar, obscene, defamatory or profane, or do not advocate violence or harassment against others. Specifically, but not exclusively, wearing or displaying the Confederate flag, a swastika, and KKK signs are prohibited on school property or at school-sponsored events.

### III. PROCEDURES

- A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

**Legal References:** U. S. Const., amend. I

*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8<sup>th</sup> Cir. 2009)

*Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8<sup>th</sup> Cir. 2008)

*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)

*D.B. ex rel. Brogdon v. Lafon*, 217 Fed.Appx. 518 (6<sup>th</sup> Cir. 2007)

*Hardwick v. Heyward*, No. 4:06-cv-1042-TLW, 2012 WL761249 (D.S.C.) Mar. 8, 2012)

*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)

*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415 (W.D. Okla. 1992)

*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C. 1999)

*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820, (N.D. Ill. 1987)

**Cross References:** WBLASB Policy 413 (Harassment and Violence)

WBLASB Policy 506 (Student Discipline)

WBLASB Policy 525 (Violence Prevention)

**Policy 506**  
**Last Revised: October, 2018**

February 25 Work Study Discussion

Discussion Themes:

- Consider a different approach to viewing this policy.
- Would like to see language move away from punitive.
- What is our purpose, to punish or is it to support.

Administrative Action: Reviewed Purpose Statements from other districts and will be bringing this draft purpose statement to the policy committee on May 22, 2019.

**DRAFT: Revised Purpose Statement**

~~The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.~~

Purpose: White Bear Lake Area Schools recognizes that appropriate school behavior is critical to academic success and sustaining a safe and caring learning community. It is also the intention of this policy to ensure a safe and orderly learning environment for all students and a safe working environment for staff. Effective teaching of school appropriate behavior is the responsibility of the adults in every school. Effective school discipline includes the establishment of high standards of behavior, school cultures of respect and acceptance, instruction in appropriate behavior, time for students to learn appropriate behavior, and fair and proportionate consequences for failure to meet behavior expectations. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn. Effective discipline maximizes the amount of student and staff time and attention spent on teaching and learning and minimizes the amount of student and staff time and attention directed toward behavior that disrupts the learning process. The District looks to parents/guardians and families to partner in the teaching, learning and supporting of appropriate school behavior to maximize the academic success of their students. Effective discipline considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior. Effective discipline is educational, not punitive. Effective discipline includes building relationships, repair of harm and restoring relationships and restorative practices to re-engage students in their learning community (Language from the *St. Cloud Area Schools Discipline Policy* was replicated in drafting this purpose statement.) This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56.

Next Step

The next Policy Committee meeting is schedule for May 22, 2019. These policies are scheduled to come to the School Board for first reading on June 10, 2019 and second reading on July 16, 2019.

**AGENDA ITEM:** Negotiations Study Session

**MEETING DATE:** May 20, 2019

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Matt Mons, Director of Human Resources

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**BACKGROUND:**

Matt Mons, Director of Human Resources, will provide information on negotiations for 2019-20 and 2020-21. This portion of the meeting will be closed as permitted by Minnesota statutes.

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