

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
MEETING PACKET**

August 28, 2017

MISSION STATEMENT

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

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

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

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak
Superintendent of Schools

Date: August 15, 2017

A work-study session of the White Bear Lake Area School Board will be held on **Monday, August 28, 2017**, 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. Designing for Student Success | 5:30 p.m. |
| 2. Out of School Time Programming Overview | 6:05 p.m. |
| 3. Overview of Strategic Plan Development | 6:25 p.m. |
| 4. Operating Levy Renewal | 6:45 p.m. |
| 5. Elementary Art Discussion | 7:05 p.m. |
| 6. Negotiations Study Sessions* | 7:30 p.m. |

C. ADJOURNMENT	8:00 p.m.
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*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: Designing for Student Success

MEETING DATE: August 28, 2017

SUGGESTED DISPOSITION: Discussion Item

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

Background:

On Monday evening, Sara Paul will be joined by members of the Teaching and Learning team to share progress on how key improvements have been made in preparation for this coming school year.

Designing our System for Student Success



Monday, August 28, 2017
School Board Work Study Meeting



What's Your Compelling WHY?

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

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

by challenging each student within a dynamic, respectful and inclusive environment that

**nurtures the
unique
talents and
abilities of
every
student.**

Teachers matter more to student achievement than any other aspect of schooling.



When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor.

Research identifies two factors that are critical to improving instruction

- **Research indicates that time to collaborate using collective inquiry strategies is needed to effectively adjust instructional practice.**
- **Research indicates that frequency of feedback is a key lever for adjusting instruction to improve student outcomes.**



THE power OF sharing knowledge



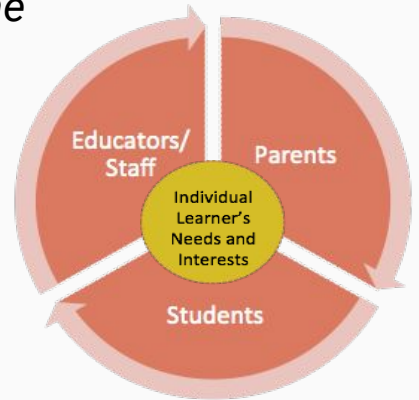
System Improvements for 2017-18

- Increased instructional coaching opportunities
- Designed the calendar to provide extended blocks of **time to analyze data and work with colleagues to improve instruction**
- Eliminated structures that were causing shortage of substitutes
- Increased supports for growth and development as part of Educator Evaluation Plan
- Provided summer professional development to **build capacity to lead collaborative inquiry**
- Launched **responsive data platform**

Collective Impact

Alignment of Supports Improves Instruction

- *Increase effective use of instructional time*
- *Provide opportunities to personalize experiences for students and families*
- *Reduce pressure in the system for substitutes*
- *Maximize professional development opportunities*
- *Improve the quality of student support services*



Data Retreat



School teams created plans for improvement aligned with the World's Best Workforce milestones.

Teams analyzed data metrics pertaining to academic proficiency and growth, school climate, post-secondary readiness, and instructional practice.

Throughout the school year, principals will monitor leading indicators of student success and make necessary adjustments.

Preparing for Collaborative Inquiry

The **purpose** of this training was to create the conditions for teachers to use data to adjust instruction to **better meet student needs**.

Principals and teacher leaders discussed:

- Current state of how we use time to collaborate
- Characteristics of highly functioning teams
- Group facilitation skills

Collaborative Inquiry Teams (CITs) will meet regularly throughout the school year. Ongoing leadership support will be provided to principals, teacher-leaders, and teacher teams.

Discussion

AGENDA ITEM: **Out of School Time Programming Overview**

MEETING DATE: **August 28, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**
Tim Maurer, Director of Community Services

Background:

On Monday evening, Christina Anderson and Jason Healy will discuss two opportunities within Out of School Time Learning; the middle school FLEX program, and K-5 summer school program.

Sampling of Out of School Time Programming School Board Work Study Meeting of August 28, 2017

Overview: Sara Paul, Tim Maurer

Presenters: Christina Anderson, Jason Healy

What is the Opportunity with Out of School Time Learning?

Out-of-school time initiatives include before, after school and weekend programs; summer learning opportunities; service learning; mentoring and internships. They are formal and structured opportunities for school-aged youth that can complement the regular school day. We will be focusing on two out of school learning opportunities provided by the district: The FLEX Middle School Program and K-5 Summer School Targeted Services Program.

The FLEX Program

What is FLEX?

FLEX is a student-driven, choice-based program geared toward middle school students. Employing developmentally appropriate strategies, FLEX encourages leadership, making a difference, positive social interactions, and risk-taking in a safe, positive, and relaxed environment.

It started as a summer based program located at Central Middle School for 2016 & 2017. Beginning this fall, it will be a year-round program expanding opportunities for students at both Central and Sunrise Middle Schools.

How is the FLEX program funded?

FLEX is a tuition based program with financial assistance available to families who meet the requirements.

How was student attendance?

FLEX had over 130 student contracts for the summer. Daily attendance ranged from 60-95 students. This was over a 30% increase in student participation from Summer 2016.

How was parent satisfaction monitored and were parents satisfied with the programming?

Family surveys have collected positive feedback from parents. Many families informed staff they planned to withdraw their child after July, or only have their child registered for a few days a week, and ended up extending their contracts due to their child's satisfaction and enjoyment in the program.

How are student goals identified and monitored?

The program recognizes and supports older youths' developing independence and sense of responsibility with assorted job rotations, open campus (can ride bikes and sign in/out with parents' permission) and opportunities to take ownership of their learning. The program emphasizes youth leadership, and relies on students to set many of the daily and weekly activities - both formally and informally. Of significant importance are the committees students participate in during their initial weeks of programming. These include the student-run cafe, student-set field trips, and daily specials/camps/clubs. Students are responsible for maintaining budgets, developing supply shopping request lists, and submitting reimbursements, among other tasks to ensure their passions, skills, and interests are brought to life in the program.

What was the curriculum?

The program is youth driven, honoring student "choice and voice." Our staff help oversee committees, but youth decide on almost all aspects of their summer program including but not limited to: service projects, field trips, clubs, and snacks. FLEX is age appropriate. Spaces and activities are designed/planned around the interests and social/emotional development of older youth.

How was instructional leadership provided?

FLEX is facilitated by energetic, caring and supportive staff who build strong relationships with youth and provide opportunities for students to build on their own strengths and successes.

Targeted Services

Targeted services programs are before, after school and summer programs for students in grades K-8 who meet Minnesota law "at-risk" criteria (Minnesota Statutes, Section 124D.68, Subdivision 2).

Typically, at-risk students are not successful in the regular school program and need additional time to develop skills and abilities. Targeted services are designed for meeting the needs of the whole child. Therefore, it is not more of the same teaching and learning that occurs during the day, but a different approach to engage students with the teacher, school and community. The purpose is to develop the skills needed to be successful in the regular school program.

How is Targeted Services funded?

While out-of-school time activities and after-school activities are funded through a variety of sources (eg: government agencies, foundations, fees), targeted services are intended for students at risk of educational failure, and are therefore funded through General Education Revenue.

What is unique about our K-5 Summer U Design (summer school)?

Quality programming for students has and will continue to be our focus. The MDE acknowledges that there is no one single formula for success in after school programs. We agree with MDE that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in dynamic activities that complement the school day. WBLAS delivers an innovative model that is built on three key design elements:

- Experiential Learning
- Integrated Learning Environment
- Student Ownership of Learning

How was student attendance?

During the Summer U 2017 program, 337 students participated in the Grade 1-5 program. On average 4 out of every 5 students accumulated all of the hours that Summer U offered.

How was parent satisfaction monitored and how was programming adjusted to address parent feedback?

Every two to three years, we send out a parent satisfaction survey. Based on the latest parent feedback, we designed the program to address:

- Consistent days/times- Last year our field trips were roughly 8 hour days, parents/students were appreciative that we kept all of our times the same (8:30 am to 12 pm).
- Shorten bus times- Parents were concerned about students experiencing long bus rides averaging approximately 70 minutes when the program was at Willow, Oneka, and Central. This year, we centralized our location sites (Lincoln, Birch, and Central). This change significantly reduced bus rides and significantly met our goal of shortening bus ride times (average time was 45 minutes).

How are student goals identified and monitored?

High quality Targeted Services Programs have Continuous Learning Plans (CLP) in place for each student and the CLP is used to increase communication and engagement between teachers, students, and families.

What was the curriculum, how was instruction delivered?

To keep things consistent with the school year, reading and math curriculum were modified by 2 of our Literacy Coaches (Carla Triggs & Deb Thibault). While creating curriculum, they used the same format/philosophy as what we do during the school year (short power lessons & then students worked independently, in small groups, and in pairs). They provided professional development for all summer teaching staff

How was instructional leadership provided?

Each site had a program leader. Abbi Case (Oneka 5th Grade Teacher) took the lead role at Lincoln (Grades 1-3) and Amber Palony (Literacy Coach) was in charge of Birch Lake (Grades 4-5). Tim Maurer and Jason Healy provided oversight for both programs throughout the summer. Elementary principals signed up for specific weeks to provide support as well.

AGENDA ITEM: **Overview of Strategic Planning Development**

MEETING DATE: **August 28, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent**
Angela Nelson, Assistant Principal, WBLAHS – North Campus

Background:

Dr. Kazmierczak and Angela Nelson will provide an overview of the strategic planning development.

Strategic Planning Timeline

— White Bear Lake Area Schools —
2017-2018

July

- Internal Facilitator Training
 - Wayne , Tim Wald, Tim Schochenmaier, Ang Nelson, Marge Newmaster, and Ellen Fahey spent three days with Dr. Cook

August

- Awareness
 - Leadership Awareness
 - Convocation
- Planning Team formation

September

- Planning Team and Awareness
 - Planning Team meeting September 18-20
 - Board awareness session September 19
 - Awareness sessions held throughout district
 - Formation of Action Teams

October-January

- Action Teams
 - Action Team Leaders trained
 - Action Teams develop Action Plans to support strategies

February

- Second Planning Meeting
 - Review and Evaluate Action Plans
 - Final draft of Strategic Plan developed

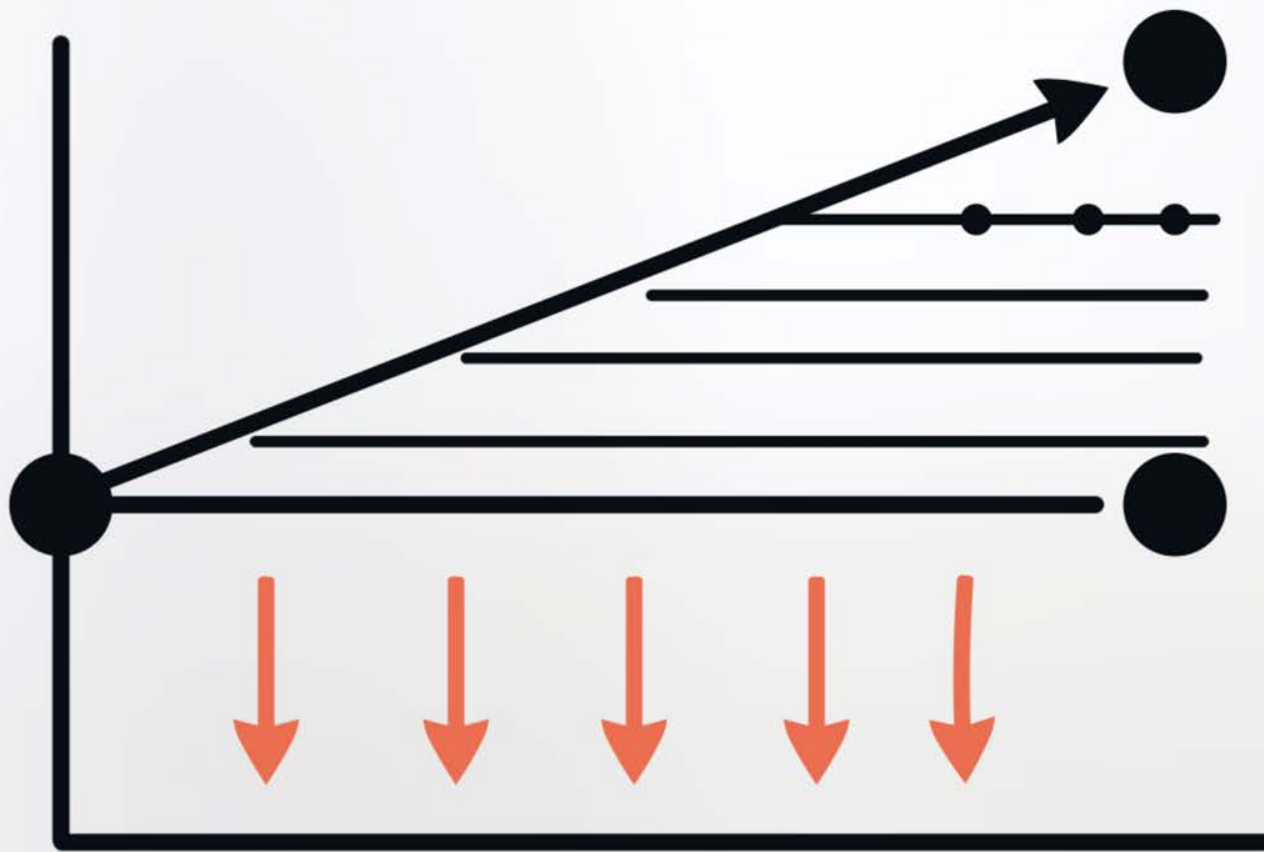
March

- Board Approval
 - Final draft of Strategic Plan submitted for Board approval
 - Strategic Plan would be implemented 2018-2019 school year

Napkin Explanation

- What do we want to be at some point in the future?
- Where are we now?
- Where would we be if we didn't interrupt how we operate?

**You are
HERE!**



AGENDA ITEM: **Local Operating Levy Renewal Information Update**

MEETING DATE: **August 28, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

The administration will provide an update on the Local Operating Levy Renewal informational campaign.

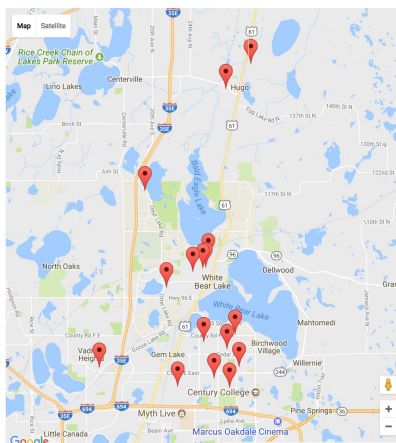
WHITE BEAR LAKE AREA SCHOOLS

Strong Schools, Strong Community, Strong Tomorrows

School Board Work-Study meeting
August 28

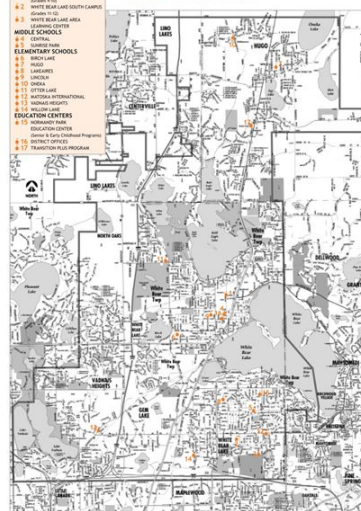


WHO WE ARE



School Directory
SENIOR HIGH SCHOOL
1 WHITE BEAR LAKE NORTH CAMPUS
2 WHITE BEAR LAKE SOUTH CAMPUS
3 LUTHERAN CENTER
4 JUNIOR HIGH SCHOOL
5 ELEMENTARY SCHOOLS
6 VADNAIS HEIGHTS
7 LUTHERAN CENTER
8 LUTHERAN CENTER
9 LUTHERAN CENTER
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17 LUTHERAN CENTER

WHITE BEAR LAKE AREA SCHOOL DISTRICT 624
DR. MICHAEL LOVETT, SUPERINTENDENT
4825 BLOOM AVENUE
WHITE BEAR LAKE, MN 55110



Our school community

District 624 serves the communities of Birchwood, Gem Lake, Hugo, Lino Lakes, Little Canada, Maplewood, North Oaks, Vadnais Heights, White Bear Lake, and White Bear Township.

WHO WE ARE

Student Enrollment - June 1, 2017

Early Childhood (birth through preschool programs)	798
Elementary (Grades K-5)	4027
Middle School (Grades 6-8)	1862
High School (Grades 9-12)	2352
Transition Plus (SPED - ages 18-24)	35
District Total K-T+	8276
District Total Birth-T+	9074

Enrollment Projections (K-12)

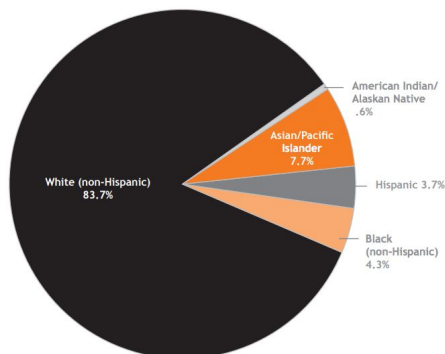
Base Year (2016-17)	8,200
5-Year Projection	8,670 to 8,960
10-Year Projection	8,880 to 9,430

WHO WE ARE

Student Demographic Information

Throughout the last decade the District has seen greater racial and economic diversity; nearly 28% of WBLAS students qualify for free and reduced lunch, and 4.3% are English-Language Learners.

TOTAL ENROLLMENT = 8,272



Student Demographics - 2016-17

Free/Reduced Price Lunch	27.8%
English Learner	3.5%
Special Education	15.1%
American Indian/Alaska Native	0.5%
Asian	6.8%
Black/African American	5.3%
Hispanic/Latino	6.5%
Native Hawaiian/Pacific Islander	0.1%
Two or more races	5.9%
White	75%

WHO WE ARE

49
home
languages

2016-17 home languages

Afan	Georgian	Nepali
Oromo/Oromo/Oromiffa	German	Norwegian
Afrikaans	Gujarati	Pilipino, Tagal
Amharic	Hiligaynon/Illo	Portuguese
Anauk	Hmong	Punjabi
Arabic	Igbo	Russian
Balinese	Italian	Sign Language, ASL
Bengali	Japanese	Somali
Bosnian	Kannada	Spanish
Cambodian/Khmer	Kiswahili, Swahili	Telugu
Chinese, Mandarin	Lao, Laotian	Thai
English	Latvian	Tigrinya
English Creolized	Lithuanian	Ukrainian
Estonian	Luganda, Ganda	Urdu
Fanti	Malayalam	Vietnamese
French	Mandar	Yoruba
Fulah	Marathi	

WHO WE ARE

49
home
languages

2016-17 home languages

Afan	Georgian	Nepali
Oromo/Oromo/Oromiffa	German	Norwegian
Afrikaans	Gujarati	Pilipino, Tagal
Amharic	Hiligaynon/Illo	Portuguese
Anauk	Hmong	Punjabi
Arabic	Igbo	Russian
Balinese	Italian	Sign Language, ASL
Bengali	Japanese	Somali
Bosnian	Kannada	Spanish
Cambodian/Khmer	Kiswahili, Swahili	Telugu
Chinese, Mandarin	Lao, Laotian	Thai
English	Latvian	Tigrinya
English Creolized	Lithuanian	Ukrainian
Estonian	Luganda, Ganda	Urdu
Fanti	Malayalam	Vietnamese
French	Mandar	Yoruba
Fulah	Marathi	

District profile (2010-11)

In addition
to English,
students
in our district
speak
25
Home
languages

- Afrikaans
- Amharic
- Arabic
- Balinese
- Bengali
- Cambodian
- Cebuano
- Chinese (Mandarin)
- French
- Fulah
- Ga
- Gio
- Greek
- Hindi
- Hmong
- Igbo
- Khmer
- Lao
- Punjabi
- Russian
- Somali
- Spanish
- Ukrainian
- Vietnamese
- Yoruba

A photograph of four graduates in black caps and gowns. From left to right: a woman with long brown hair, a man with short dark hair wearing an orange stole, a man with short blonde hair, and a man with short brown hair. They are all smiling. In the background, other graduates are visible. An orange banner in the top left corner contains the text 'HOW OUR STUDENTS ARE DOING'.



WHITE BEAR LAKE AREA SCHOOLS

Strong Schools,
Strong Community,
Strong Tomorrows

.....

STRONG TOMORROWS -
LEVY RENEWAL

Don't forget to
VOTE
on Tuesday,
Nov. 7

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

White Bear Lake School District, ISD 624
Estimated Referendum Revenue and Tax Rates
Proposed Renewal of Referendum Levy for Taxes Payable 2019, FY 2019-20
(Including Equity and Local Optional Revenue)

Renewed Referendum
\$1,538.31 Per Pupil Unit

July 14, 2017

Year Taxes are Payable Fiscal Year	2017 2017-18 Existing Authority	2018 2018-19 Existing Authority	2019 2019-20 Renewed Authority
1. Est. Adjusted Pupil Units (APU) *	9,091.30	9,165.43	9,269.09
2. Est. Resident Pupil Units (RPU)	9,989.90	10,082.96	10,162.42
3. Net Referendum Authority per APU	1,507.44	1,538.31	1,538.31
4. Initial Referendum Revenue (#1 x #3)	\$13,704,589	\$14,099,272	\$14,258,735
5. Referendum Market Value (RMV)	6,573,881,600	6,904,085,300	7,042,167,006
6. RMV per Resident Pupil Units (#5 / #2)	658,053	684,728	692,962
FIRST TIER OF REVENUE			
7. Revenue per Pupil Unit (lesser of #3 or \$300)	300.00	300.00	300.00
8. Revenue (#1 x #7)	2,727,390	2,749,629	2,780,727
9. State Equalizing Factor	880,000	880,000	880,000
10. Levy Portion of Revenue (lesser of 100% or #6 / #9)	74.78%	77.81%	78.75%
11. Aid Portion of Revenue (100% - #10)	25.22%	22.19%	21.25%
12. First Tier Aid (#8 x #11)	687,882	610,142	591,026
SECOND TIER OF REVENUE			
13. Revenue per Pupil Unit (lesser of \$460 or #3 - #7)	460.00	460.00	460.00
14. Revenue (#1 x #13)	4,181,586	4,210,090	4,263,152
15. State Equalizing Factor	510,000	510,000	510,000
16. Levy Portion of Revenue (lesser of 100% or #6 / #15)	100.00%	100.00%	100.00%
17. Aid Portion of Revenue (100% - #16)	0.00%	0.00%	0.00%
18. Second Tier Aid (#14 x #17)	-	-	-
THIRD TIER OF REVENUE			
19. Revenue per PUP (lesser of (25% of Basic Allow) or #3 - #7 - #13)	747.44	758.15	758.15
20. Revenue (#1 x #19)	6,795,251	6,935,639	7,014,364
21. State Equalizing Factor	260,000	260,000	260,000
22. Levy Portion of Revenue (lesser of 100% or #6 / #21)	100.00%	100.00%	100.00%
23. Aid Portion of Revenue (100% - #22)	0.00%	0.00%	0.00%
24. Third Tier Aid (#20 x #23)	-	-	-
TOTALS			
25. Initial Referendum Aid (#12 + #18 + #24)	687,882	610,142	591,026
26. Tax Base Replacement Aid	16,224	16,224	16,224
27. FY 2015 Old Law Referendum Net Aid Quarantine Balance	0	0	0
28. Net Referendum Aid (greater of 0 or #25 - #26)	671,658	593,918	574,802
29. Certified Referendum Levy (#4 - #28)	13,036,797	13,489,130	13,687,799
30. Referendum Fiscal Disparities Distribution Amount **	1,367,867	1,367,867	1,367,867
31. Net Levy (#29 - #30) ***	11,668,930	12,121,263	12,319,932
32. Taxable Referendum Market Value + Est. Percentage change in value	6,904,085,300	7,042,167,006	7,042,167,006
33. Tax Rate for referendum (#31 / #32)	0.16907%	0.17227%	0.17480%
34. Total Referendum Aid (#25 + #28)	867,882	610,142	591,026
35. Total Referendum Levy (#31)	13,036,797	13,489,130	13,687,799
36. Total Referendum Revenue (#34 + #35)	13,704,589	14,099,272	14,258,735
ESTIMATED EQUITY REVENUE			
37. Est. Equity Aid	0	0	0
38. Est. Equity Levy	791,284	863,498	883,193
39. Est. Equity Revenue	791,284	863,498	883,193
40. Tax Rate for Equity Revenue (#37 / #39)	0.01140%	0.01236%	0.01260%
ESTIMATED LOCAL OPTIONAL REVENUE			
41. Est. Local Optional Aid	0	0	0
42. Est. Local Optional Levy	3,854,711	3,886,142	3,930,384
43. Est. Local Optional Revenue	3,854,711	3,886,142	3,930,384
44. Tax Rate for Local Optional Revenue (#42 / #43)	0.05836%	0.05591%	0.05591%
ESTIMATED TOTAL REVENUE (Referendum + Equity + Local Optional)			
45. State Aid (#34 + #37 + #41)	867,882	610,142	591,026
46. Total Revenue (#35 + #39 + #43)	17,662,712	18,395,564	18,699,209
47. Total Revenue (#45 + #46)	18,530,694	19,005,706	19,290,235
48. Combined Tax Rate (#43 + #44) + #46)	0.22016%	0.22187%	0.22187%

* Pupils units for 2017-18 are estimated pupil units used to compute Payable 2017 Leases. Pupil units for 2018-19 and 2019-20 are the most recent audited estimates.
** Fiscal disparities distribution amounts for taxes payable in 2018 and 2019 are estimated to be the same as for taxes payable in 2017.
*** Tax payments shown above include the "seller's premium" rate, and do not include adjustments for prior years' levies.
* For all referendum authority, calculations are based on the total RMV of the tax district.



Op Ref WBL 17b

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

White Bear Lake School District, ISD 624
Analysis of Tax Impact for Referendum Levy Renewal
July 14, 2017

Year Taxes are Payable	2018 Expired Authority	2019 Renewed Authority	NET CHANGE
Revenue per Pupil Unit	\$1,538.31	\$1,538.31	\$0.00
Est. Net Change in Ref. Rev.	-\$14,099,272	\$14,258,735	\$159,462
Est. Market Value Tax Rate	-0.17729%	0.17480%	-0.00249%

Type of Property	Estimated Market Value	Estimated Taxes for Referendum Levy Only*
\$100,000	\$177	\$175
125,000	-222	219
150,000	-266	262
175,000	-310	306
200,000	-355	350
225,000	-400	394
250,000	-443	437
300,000	-542	536
350,000	-621	612
400,000	-709	699
450,000	-798	787
500,000	-886	874
600,000	-1,074	1,062
700,000	-1,241	1,224
800,000	-1,418	1,398
900,000	-1,596	1,573
1,000,000	-1,773	1,748
1,250,000	-2,216	2,185
1,500,000	-2,659	2,622
2,000,000	-3,546	3,496

* The figures in the table are based on school district taxes for the referendum levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the Minnesota Homestead Credit Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the referendum levy for many property owners.

NOTE: Agricultural property will pay taxes for the proposed referendum based only on the value of the house, garage and one acre. Seasonal recreational residential property (i.e., cabins) will pay no taxes for the proposed referendum.



Op Ref WBL 17b

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

White Bear Lake School District, ISD 624
Estimated Referendum Revenue and Tax Rates

Proposed Renewal of Referendum Levy for Taxes Payable 2019, FY 2019-20
(Including Equity and Local Optional Revenue)

Renewed Referendum
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36. Total Referendum Revenue (#34 + #35)	13,704,589	14,099,272	14,258,735
ESTIMATED EQUITY REVENUE			
37. Est. Equity Aid	0	0	0
38. Est. Equity Levy	791,284	863,498	893,193
39. Est. Equity Revenue	791,284	863,498	893,193
40. Tax Rate for Equity Revenue (#38 / #32)	0.01146%	0.01226%	0.01268%
ESTIMATED LOCAL OPTIONAL REVENUE			
41. Est. Local Optional Aid	0	0	0
42. Est. Local Optional Levy	3,854,711	3,886,142	3,930,094
43. Est. Local Optional Revenue	3,854,711	3,886,142	3,930,094
44. Tax Rate for Local Optional Revenue (#42 / #32)	0.05583%	0.05518%	0.05581%
ESTIMATED TOTAL REVENUE (Referendum + Equity + Local Optional)			
45. State Aid (#34 + #37 + #41)	687,882	610,142	591,026
46. Tax Levies (#35 + #38 + #42)	17,662,702	18,238,770	18,490,996
47. Total Revenue (#45 + #46)	18,350,584	18,848,912	19,082,022
48. Combined Tax Rate (#33 + #40 + #44)	0.23616%	0.23971%	0.24329%

* Pupil units for 2017-18 are estimated pupil units used to compute Payable 2017 taxes. Pupil units for 2018-19 and 2019-20 are the most recent pupil unit estimates.

** Fiscal disparities distribution amounts for taxes payable in 2018 and 2019 are estimated to be the same as for taxes payable in 2017.

*** Levy amounts shown above include the "initial levy limitation" only, and do not include adjustments for prior years' levies.

+ For all referendum authority, calculations are based on the total RMV of the district.



Op Ref V

	\$100,000	-\$177	\$175	-\$2
	125,000	-222	219	-3
	150,000	-266	262	-4
	175,000	-310	306	-4
	200,000	-355	350	-5
	225,000	-399	393	-6
	250,000	-443	437	-6
	300,000	-532	524	-8
Residential	350,000	-621	612	-9
Homesteads,	400,000	-709	699	-10
Apartments,	450,000	-798	787	-11
and Commercial-	500,000	-886	874	-12
Industrial Property	600,000	-1,064	1,049	-15
	700,000	-1,241	1,224	-17
	800,000	-1,418	1,398	-20
	900,000	-1,596	1,573	-23
	1,000,000	-1,773	1,748	-25
	1,250,000	-2,216	2,185	-31
	1,500,000	-2,659	2,622	-37
	2,000,000	-3,546	3,496	-50

* The figures in the table are based on school district taxes for the referendum levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the Minnesota Homestead Credit Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of

Stewardship

- We are one of a small number of MN districts with a **AA bond rating**, awarded from Standard and Poor's in 2008, 2011, 2012, 2014 and again in 2015.
- Our district received **excellence in financial reporting awards** from both the Association of School Business Officials and Government Finance Officers Association for 17 consecutive years.

Increased student opportunities

- Our high school students can choose from **42 college-credit courses**. The total value of credits earned by WBLAHS students was more than **\$1.9 million** at University of Minnesota tuition rates last year.
- **Career Pathways** programs are available to our high school students in four areas: Manufacturing, Construction, Information Technology and Healthcare.
- Innovative programs provide individual **advancement and support** for students.
- District-wide world language, orchestra and gifted program offerings have expanded.
- The district's **impressive graduation rate** has continued to increase.

Partnership

Innovative opportunities for students through:

- Program and facility **community partnerships** with YMCA, MacPhail Center for Music, White Bear Center for the Arts, and Tamarack Nature Center.
- **Academic partnerships** with local universities and international schools.

Sustainable investment

This spring, our school board reviewed our current and anticipated needs for the local operating levy renewal and surveyed our school community:

- Community showed **strong support** for the White Bear Lake Area Schools and a belief that “the **district could be trusted** to properly manage additional local tax revenue.”
- More than 80% of the community expressed **support** of the local operating levy renewal, which **will not increase current taxes**.

Looking forward

The district's student enrollment numbers are strong, with ***continued growth projected*** in coming years. The district will begin work on a new ***Strategic Plan*** in the fall of 2017, to be followed by a ***Comprehensive Facilities Planning*** process later in the year.

WHITE BEAR LAKE AREA SCHOOLS

Strong Schools,
Strong Community,
Strong Tomorrows



AGENDA ITEM: **Elementary Art Discussion**

MEETING DATE: **August 28, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Wald, Assistant Superintendent for Finance and Operations; and Sara Paul, Assistant Superintendent for Teaching and Learning**

Background:

Attached is a draft contract with the Center for the Arts for the 2017-18 school year that will be discussed at the August 28, 2017 work study meeting. The attachment provides a framework of the agreement with additional details to be worked out with the Center for the Arts in the next week. A finalized agreement will be presented to the Board for action on September 11, 2017. The service provided and the overall cost of the program will remain consistent with 2016-17 school year levels.

AGREEMENT

This Agreement is entered into by and between Independent School District No. 624 ("District") and White Bear Center for the Arts ("WBCA").

WHEREAS, WBCA is in the business of utilizing qualified local artists to provide art experiences to elementary school students; and

WHEREAS, the District would like to contract with WBCA to have local community artists provide art experiences to elementary school students in the District;

NOW, THEREFORE, IN CONSIDERATION OF the promises contained in this Agreement and other valuable consideration, the sufficiency of which is acknowledged, WBCA and the District agree as follows:

1. **Term.** This Agreement takes effect on September , 2017 and terminates on June 30, 2018. However, either party may terminate the Agreement early by providing written notice of termination to the other party thirty (30) calendar days before the effective date of termination. This Agreement will not automatically renew. If early termination has not occurred and the parties have not entered into a new written agreement by June 30, 2018, this Agreement will automatically terminate at 5:00 p.m. on June 30, 2018.
2. **Services to Be Provided.** WBCA will assign qualified local community artists to provide art lessons to students who attend elementary school in the District. During the 2017-2018 school year, the local community artists will provide a total of SIX? lessons to each elementary school classroom, kindergarten through fifth grade, in the District. Three the lessons will focus on watercolor, two lessons will focus on drawing, and one lesson will focus on multi-cultural paper arts and simple 3D art. Each lesson will be approximately FORTY-FIVE minutes in length. Students will not receive a grade and will not receive or lose credit based on the lessons that are provided. The District will require that a licensed classroom teacher be in the classroom when the local community artists are providing the art lessons.
3. **Payment.** Within thirty (30) calendar days after receiving the required invoice, the District will pay WBCA at the rate of and zero cents (\$_.00) [IDENTIFY UNIT. FOR EXAMPLE: PER HOUR FOR EACH HOUR OF INSTRUCTION; PER CLASS; PER DAY THAT A QUALIFIED LOCAL ARTIST PROVIDES PURSUANT TO THIS AGREEMENT]. However, under no circumstance will the District be required to pay WBCA more than seventy thousand seven hundred dollars and zero cents (\$70,700.00) for all services provided under this Agreement.
 - a. Neither WBCA nor any of its employees, agents, or representatives will receive compensation for any services provided outside of this Agreement.
 - b. The District will not pay or reimburse WBCA or any of its employees for any art supplies and materials, mileage costs, or other costs or expenses incurred by WBCA or its employees.

- c. If early termination occurs pursuant to this Agreement, the District will not be obligated to pay for any instruction that is provided after the effective date of termination.
4. **Billing.** Within ten (10) business days after the end of each month that WBCA assigns a local artist to provide instruction pursuant to this Agreement, WBCA must submit an invoice to the District's Director of Finance and Operations. The invoice must document the hours of instruction by date, the names of the local artists who provided the instruction, and the school and classroom in which the instruction was provided. Absent a good faith dispute over an invoice, the District will make payment within thirty (30) calendar days.
5. **Criminal Background Checks.** At its own expense, WBCA must obtain criminal background checks on all local artists and other employees who will have any contact with students in the District. The background check must be completed before the individual begins providing services to the Student. Upon request, the results of all criminal background checks must be provided to the District. If a local artist has committed a crime involving children or dishonesty, WBCA may not assign the local artist to provide instruction in the District's schools.
6. **Nature of Relationship.** Each party to this Agreement is considered an independent contractor relative to the other party. Nothing in this Agreement may be construed to create a partnership, joint venture, joint enterprise, agency relationship, or employment relationship between WBCA and the District or between the District and any local artists who is assigned to provide instruction under this Agreement. Aside from enforcing the terms of this Agreement, WBCA and the District have no power to take any action that could legally bind the other.
7. **Employment Status.** Local artists who provide art lessons pursuant to this Agreement may be considered to be an official, employee, loaned employee, or agent of the District for any purpose, and no local artist may make any representation to the contrary. At all times and for all purposes, WBCA will be the sole and exclusive employer of every local artist who is assigned to provide art lessons pursuant to this Agreement. WBCA maintains full control over its employees, including all local artists it assigns to provide lessons to students in the District. Accordingly, WBCA is solely responsible for any and all employment and administrative functions related to any assigned local artists, including, but not limited to, the following: paying wages; maintaining payroll records; withholding and remitting payroll taxes and social security payments; providing employment benefits; and maintaining workers' compensation insurance, unemployment compensation insurance, general liability insurance, and professional liability insurance; and resolving all employment-related disputes or grievances. This Agreement is between the District and WBCA and does not create an express or implied contract between the District and any local artist that WBCA assigned by WBCA.
8. **Data Practices.** Neither WBCA nor any local artist who is assigned to provide instruction in the District's schools may collect data on any students in the District. In the event that WBCA or its local artists violates this provision, WBCA will be solely responsible for claims and damages that arise under the Minnesota Government Data Practices Act, or

under any other law related to the privacy of records. This provision survives the termination of this Agreement.

9. **Insurance.** At its own expense, WBCA must maintain general liability and professional liability insurance covering its operations and all local artists who perform services under this Agreement. Each policy of insurance must provide coverage in an amount not less than one million five hundred thousand dollars (\$1,500,000) for any number of claims arising out of a single occurrence. Within ten (10) business days after receiving a fully executed copy of this Agreement, WBCA must provide the District with proof that the insurance required under this paragraph is in effect. At its own expense, WBCA must also maintain all other forms of required insurance for local artists who perform services under this Agreement, including, but not limited to, workers' compensation insurance, unemployment compensation insurance, and health insurance to the extent required under the Affordable Care Act.
10. **Notices.** WBCA must provide all notices under this Agreement to the District's Director of Finance and Operations at Independent School District No. 624, 4855 Bloom Avenue, Room 209, White Bear Lake, MN 55110. The District must provide all notices under this Agreement to [REDACTED] at 2228 4th Street, White Bear Lake, Minnesota 55110
11. **Compliance with All Applicable Laws.** All local artists who are assigned by WBCA to provide services under this Agreement must comply with: (a) the Family Educational Rights Privacy Act and the Minnesota Government Data Practices Act; (b) all laws governing the mandatory reporting of maltreatment of minors and vulnerable adults; (c) all anti-discrimination, harassment, bullying, and hazing laws that apply to a public school district; (e) all Minnesota laws governing corporal punishment of students; and (d) all laws governing a public school district's search of a student or seizure of an item from a student. This provision survives expiration or termination of this Agreement.
12. **Indemnification for Injury to Property or Persons.** WBCA agrees to defend, indemnify, and hold harmless the District, its employees, officers, directors, insurers, attorneys, and agents against any and all claims, demands, suits, costs, judgments, or other forms of liability, actual or claimed, including attorneys' fees and punitive damages, for injury to property or persons, arising out of any actions or omissions by WBCA or WBCA's employees, officers, directors, agents, or independent contractors. The District shall have the right to choose its own legal counsel and seek reimbursement from WBCA or its insurer for the cost of defending itself in any legal action or administrative proceeding identified in this paragraph. WBCA's duty to defend, indemnify, and hold the District harmless survives the expiration and termination of this Agreement. The District will be legally or financially responsible for any and all liability arising out of any actions or omissions by the District's employees.
13. **Equal Employment Opportunity.** WBCA agrees to provide equal opportunities to all employees and applicants for employment in accordance with applicable laws, directives and regulations of federal, State, and/or local governing bodies. No person shall, on the grounds of race, color, religion, age, sex, disability, marital status, sexual preference, HIV status, public assistance status, creed or national origin be excluded from full employment

rights in, participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program, service, or activity under the provisions of any or all applicable Federal and state law including, but not limited to, the Civil Rights Act of 1964 and Minnesota Statutes Chapter 363A.

14. **Choice of Law and Forum.** This Agreement shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this Agreement, or breach of this Agreement, must be in Minnesota state or federal court.
15. **Equal Drafting and Severability.** In the event that either Party asserts that a provision of this Agreement is ambiguous, this Agreement must be construed to have been drafted equally by the parties. If any provision of this Agreement is held unenforceable by a court of law, the remaining portions of the Agreement will remain in full force and effect unless the remaining portions would not serve the original purpose of the Agreement.
16. **Entire Agreement.** The terms of this Agreement constitute the entire agreement of the parties. Except as stated in this Agreement, no party has relied on any statement, promise, inducement, or representation. This Agreement supersedes any and all prior statements and agreements between the Parties relating to the subject matter of this Agreement. No variation, modification, or waiver of any provision of this Agreement will be valid unless both parties agree to the change in writing, as evidenced by a duly signed addendum to this Agreement. A copy of this Agreement will have the same legal effect as the original.

BY SIGNING BELOW, EACH PARTY SPECIFICALLY ACKNOWLEDGES THAT IT HAS REVIEWED THIS AGREEMENT, THAT IT FULLY UNDERSTANDS AND AGREES TO ALL THE TERMS SET FORTH IN THIS AGREEMENT, AND THAT IT IS AUTHORIZED TO ENTER INTO THIS AGREEMENT. THIS AGREEMENT WILL NOT TAKE EFFECT UNLESS AND UNTIL IT IS APPROVED BY THE DISTRICT'S SCHOOL BOARD.

White Bear Center for the Arts

By: _____
Its: President

Date: _____

Independent School District No. 624

By: _____
School Board Chair

Date: _____

By: _____
School Board Clerk

Date: _____

RASW: 93829

Dear School Board Members,

On behalf of the White Bear Lake Area School District's middle and high school visual arts department, we would like to thank you for the investment our school district has made in support of the visual arts. Many of the students who have passed through our classrooms speak fondly of their exposure to art through Mr. Kyle at The White Bear Center for the Arts and other volunteers separate from this program.

Over the years our department has had many conversations around curriculum development, aligning state standards, and best practice. Seeing a need for an elementary art program, we were excited for this collaboration between the elementary schools and the White Bear Center for the Arts. As we completed our curriculum mapping and course alignment over the years we often wondered what lessons the White Bear Center for the Arts were providing and how they aligned with our standards. We see the product of this collaboration first hand, children enthusiastic about art, but we also see gaps in understanding main concepts.

With the middle school becoming an IB World School, there is only one required visual arts course for one quarter (nine weeks) while students are in the 6th Grade. This puts a great deal of pressure on our teachers to not only prepare students for their high school visual arts course during this time but to also cover K-5 and 6-8 Visual Arts Standards set by the Minnesota Department of Education. Ideally, this task would be eased with an elementary art program, aligning instruction with the K-5 Visual Arts Standards. While the White Bear Center for the Arts is exposing students to art concepts, the perception the Center is meeting K-5 Visual Arts Standards is misleading. It is our understanding the White Bear Center for the Arts is meeting with teachers to support Social Studies and Science Standards. If so, who is focusing on the K-5 Visual Arts Standards and how can they be met?

During the 2013-2014 school year, our art department met with the White Bear Center for the Arts as a group on two occasions. The initial meeting was arranged by Dr. Lovett in order to strengthen the relationship between our department and the Center. At this time the Center had just opened at its new location and it was our perception they had many initiatives happening. At these meetings we discussed the following:

- The art department and the White Bear Center for the Arts would like to collaborate and work together. We are art advocates and a great resource to each other.
- The art department would like to display student artwork in the community throughout the school year, specifically an end-of-year show celebrating students whose hard work was recognized at various art shows. We currently do not have space for such an installation.
- The White Bear Center for the Arts sees a lot of elementary students attending their classes and would like to see students continue attending their classes as they grow into the middle and high school.

- The White Bear Center for the Arts would like to offer classes for teenagers that the art department cannot offer in our curriculum.

After these meetings, our art department was motivated and excited to work with the White Bear Center for the Arts. As a result of these meetings, the following actions took place:

- Molly Vadnais at Central Middle School attempted to coordinate a field trip to the White Bear Center for the Arts.
- Margaret Jakoblich (Nelson) at North Campus walked to the White Bear Center for the Arts with 60 Drawing & Painting students for a one-hour watercolor lesson. The art department brought their own materials and paid \$3.00 per student to the instructors.
- Shawn Gritzmacher at South Campus worked with the White Bear Center for the Arts to orchestrate and host an annual [High School Visual Arts Contest](#) for the North East Metro Area.
- Shawn Gritzmacher took groups of students to the White Bear Center for the Arts to take a Labyrinth Course at no charge.
- The White Bear Center for the Arts offered a free pottery class for teenagers after school, taught by Adama Sow. The class met once a week, we are unsure if this continued past one year.
- The White Bear Center for the Arts encouraged teens to take adult classes as recommended by their instructor. Scholarships were available.
- The White Bear Center for the Arts emailed art teachers a list of teen classes and asked if we could share them with our students. At this time they were also looking for teen volunteers to help staff their Imagine Art Summer Camp.

The art department has not met with the White Bear Center for the Arts as a group since the Spring of 2014. As for their elementary art program, we discussed it in passing but the Center was not ready to approach curriculum alignment. There has been additional collaboration between the high school art department as they continue to work with the Center in hosting the High School Visual Arts Contest. Additionally, during the 2016-2017 school year, the Center wrote and received a grant from the State Arts Board to host visiting artist Wing Young Huie. During this time, Wing Young Huie worked with our high school students across all curriculum areas providing professional development.

As we prepare for the upcoming school year the art department will continue to focus on curriculum development, aligning standards, and best practice. Being passionate advocates within our field, we have looked at five surrounding school districts and learned our district offers the second fewest hours of visual arts instruction. As evidenced by the Hugo PTA, our community has recognized this shortcoming as well and has been gathering resources of their own to supplement visual arts instruction for their children. As the conversation around elementary art continues, we will support the need for a licensed art teacher delivering K-5 Visual Art Standards. We would also like to see the White Bear Center for the Arts continue to support our schools, they are a great resource and an integral part of our community.

If you have any questions, please do not hesitate in contacting us. We are eager and enthusiastic to join this conversation.

Thank you,
Shawn Gritzmacher
Margaret Jakoblich
Jennifer Latuff
Karen Reiland
Molly Vadnais

AGENDA ITEM: **Negotiations Study Session**

MEETING DATE: **August 28, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

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

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