

**INDEPENDENT SCHOOL
DISTRICT #624**



**SPECIAL BOARD
MEETING PACKET**

January 29, 2018

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.

NOTICE OF SPECIAL BOARD MEETING

Independent School District No. 624, White Bear Lake Area Schools

January 29, 2018

5:30 p.m.

Community Room 112 – District Center

4855 Bloom Avenue

White Bear Lake, MN

Purpose: The purpose of the special meeting will be for the Board to address items that were on the agenda for its January 22, 2018 work-study session, which was cancelled due to weather. The Board will also consider and take official action on the administration's recommendation on two student expulsions.

AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

1. Building Principals Report on Student Success and Building Initiatives to Building Liaison
2. Summary Report on Each Building from Board Members
3. Overview of Long Term Facilities Maintenance Plan and Intent to Sell Bonds
4. Overview of Reimbursement Resolution
5. 2018-2019 School Year Calendar Discussion
6. Negotiations Study Session*

C. ACTION ITEMS

1. Closed session pursuant to Minn. Stat. 13D.05, subd. 2(a)(3) for consideration of proposed student expulsions.
2. Motions to approve resolutions expelling Student A and Student B.

D. 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: Building Principals Report on Student Success and Building Initiatives

MEETING DATE: January 29, 2018

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent for Teaching and Learning
Tim Wald, Assistant Superintendent for Finance and Operations

BACKGROUND:

This evening principals will meet with the School Board liaisons in accord with the following schedule:

Board Member	Room	Liaison Building	Liaison Building	Cabinet Member
Deb Beloyed	Room 201		Vadnais Heights Elementary	Kathleen Daniels
Kim Chapman	Room 106	Birch Lake Elementary		Tim Maurer
Jessica Ellison	Room 306	Lakeaires Elementary		Tim Wald
Ellen Fahey	Room 201	WBLAHS – North Campus		Kathleen Daniels
Don Mullin	Community Room 112	Matoska International	WBLAHS – South Campus	Mitch Cooper
Marge Newmaster	Room 210	Otter Lake Elementary	Sunrise Park Middle School	Dr. Kazmierczak
Scott Wilson	Room 306		Alternative Learning Center	Tim Wald

*Early Childhood Program, Hugo Elementary, Lincoln Elementary, Oneka Elementary, Willow Lane Elementary, Central Middle School, and Transition Education Center have meet with their School Board Liaison on a different day and time.

Keeping with the fact that this is an open meeting, we are using rooms within the District Center which are all set up to provide adequate room for the public to view or listen to the conversations. Summary profiles of each site are attached.

2017-2018 Early Childhood Program

For the remainder of the school year both staff and students have a wide variety of activities they can participate in. Teachers will gain knowledge about the Fundamentals of Nature Play, partner with our districts kindergarten teachers to learn more around the differences in assessments, and spend time creating inclusive programming within the early childhood classroom.

Students and families are invited to join us for the Winter Wonderland event Thursday, Feb. 1, or come have some dinner at our 2nd Annual Pasta Feed, Friday, Feb 23, and for the first time, we are offering a professional speaker for the community about Finding Self-Control: Responses to Children's Emotional and Physical Outbursts on Thursday, Feb 22.



10 Fun Facts about Early Childhood Program

1. The early childhood program is 48 licensed staff strong.
2. Well supported by 30 support staff including clerical, paraprofessional, and health aide positions
3. Early Childhood Screening relies on the generous volunteers consisting of community members who greet and check in families on screening days.
4. We are now found in 7 different locations across the school district.
5. We also have staff whose roles take them into homes, daycares, apartment complexes, women's shelter, and other community entities working with community resources to help coordinate services for families.
6. Enrollment and Demographics:
730 students program-wide
15 languages represented
7. We offer a Family Literacy class providing early learning programming and ESL services for 12 English Language Learner parents and children.
8. Our Parent Teacher Organization has doubled in size of consistent parent participants during the last school year. We went from 4 to 9 individuals.
9. Specialty funding allowed the implementation of a new preschool program called School Readiness Plus, which targets our under-served, at-risk population of 4 year olds the year before kindergarten for children who will attend Willow Lane and Lakeaires Elementary.
10. Our Parent Educators are facilitating learning experiences for 128 parents/caregivers who participate in our parent and child ECFE classes this school year.

GETTING TO KNOW EARLY CHILDHOOD PROGRAM



**Normandy Park
2482 E County Road F
White Bear Lake, MN 55110**

651-653-3100

**School Board Liaison Discussion
January 29, 2018**

About the Building Administrators



Kate Andersen
ECFE Supervisor



Danielle Barkley
ECSE Supervisor

Kate Andersen - I have been with White Bear Lake Schools Early Childhood Programs for the past 2 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.

Danielle Barkley - This is my 6th year in the White Bear Lake Area School District and 11th year living in the community. I began my role in the district as the general education early childhood programs supervisor and after 2 years in that role, transitioned into Student Support Services Supervisor for Early Childhood Special Education. Prior to coming to WBL, I taught within the umbrella of early childhood special education programs within the Osseo School District and Saint Paul Public Schools.

Early Childhood Program 2017-2018 Action Plan

Our action plan spanning all five divisions of our Early Childhood Programs across 7 different locations is to support families and children in their readiness for Kindergarten and to help foster self-advocacy skills and educational engagement among parents.



Collaborative Inquiry Teams

We are currently working to develop a Collaborative Inquire Team (CIT) structure that is sustainable and able to be supported. With the variability of resources, job responsibilities and roles, as well as the span of our programs, we are exploring all options. Currently our teams of licensed staff meet during the designated district-wide CIT dates to discuss program and curriculum development, student progress and data, as well as parent support topics and best practices.



2017-2018 Birch Lake Elementary Events

This year we started monthly all-school assemblies to recognize students who have done an outstanding job at demonstrating our core values.

We have invited the families of each student being recognized and have included student performances and a visit by our school mascot, Birch the Bear!

This has been very well received by everyone involved and has really boosted our school spirit.

Other Notable Events Include:

- Fall Carnival
- Bingo Night
- Spring Concerts



10 Fun Facts about Birch Lake Elementary

1. We are one of the only round schools around.
2. Our school mascot is Birch the Bear.
3. We have fun "parades" around the school around winter break and Halloween.
4. Students have shown significant gains in both reading and math on the state tests for 3 years running.
5. Our school is very colorful on the inside and the office is decorated with many Birch trees.
6. Students have already received over 100 Birch PAW awards this year for demonstrating the core values.
7. Our staff loves to have fun working together, and we give each other positive "shout-outs" at the beginning of staff meetings to recognize people who go above and beyond.
8. We celebrate the diversity of our community, and some of the students with special needs are almost like celebrities as they walk down the halls because so many people want to acknowledge and connect with them.
9. We have made a special effort to engage Latino families, and we have held a "Convivio" gathering for this community to welcome and engage them.
10. The parent community has a desire to become more connected, and we created the first Birch family directory this year with the help of the PTA.

GETTING TO KNOW BIRCH LAKE ELEMENTARY



**1616 Birch Lake Ave
White Bear Lake, MN 55110**

651-653-2776

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Jonathan Luknic

Birch Lake Elementary



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 2 and 16. I also enjoy working on home improvement projects, riding my bike, or just about anything that will get me outdoors and active.

Birch Lake Elementary

2017-2018 Action Plan

The key areas of our action plan are

- Collaborative Inquiry Teams (CITs) to use student data to get better at teaching
- Professional development in literacy teaching strategies
- Making reading materials at various reading levels more readily available to teachers so that they can meet all the students' needs.



Collaborative Inquiry Teams

CITs are the main driver of teacher collaboration and learning how to be more effective at their work in reaching the students. These weekly meetings are when teachers have the opportunity to share how the students are progressing and various methods they are using to get this student growth.

Teachers are able to see the student growth through the results of short assessments they regularly give to their students. Since the teachers on each team give these same short formative assessments, they are able to compare results and discuss what each is doing in the classroom to learn from one another.

At the end of each 6-week cycle of CITs, teachers are able to share their work with the full teaching staff, making connections across grade levels and disciplines.

There is a growing excitement among the staff at the progress being made by them as professionals, and more importantly, the growth they're seeing from the students through this process.

2017-2018 Hugo Elementary

- One School, One Book- School Wide Program (Oct. 2017)
- FREE Bingo Night Event (Dec. 2017)
- Horse Logging @ Hugo Elem (Dec. 2017)
- Olympic Reading (Feb. 2018)
- FREE Roller Skating PTA Sponsored Event (April 2018)
- 5K Color Run (May 2018)



10 Fun Facts about Hugo Elementary

1. Only PreK-1 Building in ISD 624
2. We are a MN DNR Partner School
3. As a staff, we do potlucks for lunch throughout the year to build community
4. We do an annual Movember Challenge to help support the Hugo Food Shelf
5. Interesting and fun stat...every day for the past 3 years, we have had at least one adult eat lunch in our lunchroom..that's quite a feat!
6. We have a MN Reading CORP partnership and have 2 MN Reading CORP volunteer staff to help support our efforts in reading fluency
7. We have been actively involved in the CIT process for all 7 years I have been at Hugo Elementary.
8. Our staff is well represented in age and experience throughout the building.
9. This year, we are shooting for 82.5% of our students to meet their end of the year reading benchmarks.
10. Over 450 students attend Hugo Elementary in PreK-1.

GETTING TO KNOW HUGO ELEMENTARY



**14895 Francesca Ave
Hugo, MN 55038**

651-653-2798

**School Board Liaison Discussion
January 29, 2018**

Hugo Elementary 2017-2018 Action Plan

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. The K-12 principal license was obtained 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. One of my favorite quotes is, "When students come prepared our work is easy. When they come unprepared our work is even more important."

Besides spending quality time vacationing with my family, I enjoy fishing, golfing, and creating highlight videos of my vacations and my children's extra-curricular events.

Writing District/Building Initiative- building student/staff capacity to become better readers through monthly PD that my literacy coach is leading and also the half-day CIT meetings that are spread throughout the year.

Community Building- "I Belong!" campaign
This initiative helps support positive attendance.

- One School, One Book- In October, all students received a copy of a chapter book (featured on one of the 624 short videos). There were clues leading up to an assembly where they received their book and then a culminating assembly at the end.
- Pizza with the Principal (monthly award)- I look up all students that have perfect attendance for each month and I randomly select 5 students to eat Domino's Pizza with me in my office.
- Spirit Week (Homecoming)
- November Challenge- supports the local food shelf
- I Love to Read Month- Olympic Theme
- Weekly CITs (24 total)
- Supports writing, math, and reading focus from our action plans

Collaborative Inquiry Teams

CITs have an important role at Hugo Elementary and they have had an important role all 7 years I have been the administrator.

Our staff meets in their CIT groups weekly (24 CITs in all) as well as the half-day Aminata Umoja CIT's that take place a few times throughout the school year.

CITs help us group students to meet their needs as well as assess students to find out the gaps in our teaching and where we can improve as instructors.



Age Level	Teacher	Classroom 1	Classroom 2
E.O.	Emily	PC	
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3.0	Emily	PC	
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2017-2018 Lakeaires Elementary Events

- Walk to School Day October 2nd
- PTO Blizzard Blast February 23rd
- PTO Spring Carnival May 18th.
- Family Fun Night February 2nd-Hosted by Lakeaires & Community Services along with local business, Saputo
- February is "I Love to Read" month and Lakeaires will have an annual theme that drives our mission to read, read, and read! The theme is still "Top Secret."
- Our annual Ice-Cream Social and Art Fair will take place on May 5th.



10 Fun Facts about Lakeaires Elementary

1. Lakeaires is 55 years old.
2. Our student population grew by 13% compared to the 16-17 school year.
3. There have been only five principals at Lakeaires Elementary: Norm Pippin, Lois Erickson, Bob Lundberg, Susan Hamilton
4. Lakeaires' office and gym addition opened in September of 2014.
5. The Travers Horizontal Climbing Wall was installed July 2017.
6. Lakeaires hosts the annual south side elementary track and field day in May.
7. Each year Lakeaires staff sing carols to the kids as they arrive on the last day before winter break.
8. Staff at Lakeaires are student focused, supporting not only academics but the social and emotional needs as well.
9. Our school is a close knit community where families feel connected to their child's school and staff.
10. Hosted a legislative breakfast in February 2017 with state legislators, county officials and district leaders in attendance.

GETTING TO KNOW LAKEAIRES ELEMENTARY



**3963 Van Dyke Street
White Bear Lake, MN 55110**

651-653-2809

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Cary Krusemark Lakeaires Elementary



As principal, I have had the privilege of working here since August of 2008. 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 6th graders before I moved into school administration. Prior to my arrival in White Bear Lake, I worked at Shakopee Junior High serving grades 7-9 as an administrator.

I am originally from Pipestone, Minnesota where my parents still live on the family farm. This life experience taught me many skills, so I'm always tinkering or fixing something. My wife and I have two energetic children to keep us busy. Gavin (born December 2007) and Madeline (born June 2010). I enjoy spending time with family, friends and my neighbors. I like to go hunting, travel to warm destinations, cook and of course, take in my children's activities.

Lakeaires Elementary 2017-2018 Action Plan

We are focusing on increasing our MCA proficiency in math from 73.1% in 16-17 to 75.0% in 2017 - 2018 and reading from 70.4% in 16-17 to 72.5% in 17-18.

We are targeting grades 1 and 2 to meet or exceed the previous years annual growth by 5% in both reading and math based on NWEA MAP assessments.

Attitude, engagement and self confidence plays a key role in learning. Lakeaires works to promote a safe, positive learning community with high student engagement in order to increase students achievement. Students learn about Growth Mindset to build confidence and an, "I Can" attitude.

Teachers utilize ENVoY nonverbal management strategies to increase curricular conversations and high levels of engagement while decreasing distractors of learning.



Collaborative Inquiry Teams

Lakeaires is in year two of a revised and district driven CIT implementation process.

Our CIT's discuss student data, review formative & summative assessments in which to drive future student instruction & approaches for differentiation.

Through our CIT's we collaborate around ways to better meet the needs of kids, both those meeting or exceeding the skills and those that are needing more support and reteaching.

Much of this process allows our staff an opportunity to have weekly check ins around student progress. This provides our teaching professionals time to make "real time" strategic instructional adjustments.



2017-2018 Lincoln Elementary Events

- Sept.-Dec.: Fall Social/BOLT Night, MN Wild Fitness program, MN Vikings STEM Science experience, PTA Gala, Hug-a-Heart Servant Events (Fall, Winter), Gr. 1/2 Music and Gr. 5 Orchestra Programs
- Jan.-June: Carlson Art and Science Fair, Lincoln Read-a-thon, Read Around Lincoln, PTA Production of Oklahoma, Hug-a-Heart Service Event (Spring), Math Around Lincoln, Gr. 3-5 Music and Gr. 5 Orchestra Programs



10 Fun Facts about Lincoln Elementary

1. K-5 Mandarin World Language Program
2. Implementation of 4 C's Classrooms (Gr. 5 and Explorations). Next year Grades 3 and 4.
3. Currently In our sixth year providing an Authentic Theater Experience for Grades 1-5 students led by parent/staff volunteers.
4. Over 170 participants this year.
5. Over 200 K-5 students and families participate in our seasonal service learning projects.
6. We support six year-long TERI teacher candidates from the University of Minnesota as they achieve their MN Teaching Licensure and Master's Degree.
7. Continue to embrace the PBIS school climate program emphasizing students' positive attributes and a proactive inclusive learning environment
8. Host the District Grade 3-5 Highly Gifted Program known as Explorations.
9. Provided students with more significant Emotional and Behavioral Needs support through our successful District EBD Cluster program.
10. Enrollment increase during my tenure at Lincoln from 340 students to 470 students.
11. Presently six languages are represented according to our Skyward student data: English, Somali, Spanish/Castilian, Vietnamese, Igbo and Ukrainian.

GETTING TO KNOW LINCOLN ELEMENTARY



**1961 6th Street
White Bear Lake, MN 55110**

651-653-2820

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Dan Schmidt

Lincoln Elementary



Prior to achieving my Bachelor of Science degree from Moorhead State University in May, 1990, I was fortunate to complete my student teaching experience in Seatoun, New Zealand. Later that summer, 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. August, 1997, I was hired as Interim Elementary Principal at Sartell Elementary, a K-2 school setting. The Spring of 1998, I was hired as Elementary Principal at Castle Elementary, a K-5 school setting, 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, in addition to a dual role as principal at Birch Lake Elementary for 3 years. It's so fulfilling supporting these communities and embracing the district community spirit that is evident among our various district communities.

Beyond the joy of parenting two children nearly into adulthood, I enjoy outdoor activities such as fishing, recreational boating and traveling. I have enjoyed a variety of sports over time but as a lifetime Vikings fan, I have really appreciated going to several of the Vikings games at US Bank Stadium with my brother.

Lincoln Elementary 2017-2018 Action Plan

Lincoln's Action Plan is based on two goals:

Goal 1: Grades 3-5, Goals (Reading MCA's): We will reduce the achievement gap between free/reduced and non free/reduced by 5% with the end result achieving 85% proficiency for Non Free/Reduced and 60% on Free/Reduced.

Goal 2: 90% of the non-free/reduced students and 70% of free/reduced students will meet their target RIT level by Spring 2018.

Key Areas of Focus:

- Data Analysis utilizing the Collaborative Inquiry Team (CIT) techniques
- Continuation of Tier 2 Intervention Implementation format
- Enhancing differentiation strategies through Thinking Maps training
- Building relationships with families of at-risk students through an Equity lens



Collaborative Inquiry Teams

The implementation of CIT's at Lincoln provides a collaborative environment pulling together evidence of student performance and molding that information into a practical instructional plan implemented over a period of time.



The discussion among staff varies from horizontal (within a particular grade level) to vertical (representative of various grade levels). Literacy Coaches and Intervention Teachers help facilitate and personalize these discussions while Special Ed. Case Managers provide instructional modification techniques for certain students on I.E.P.'s. CIT's also allow for Specialist groups to meet to discuss program needs for their specialty areas from pertinent data collected in their field.

2017-2018 Matoska International IB World School Events

- H2O for life - we are helping fund another well through H2O for life.
- Sandwich Man - our Kindergartners made over 1000 sandwiches for the homeless.
- LakeShore Players - with this partnership we have grown to over 150 students participating over three musicals



10 Fun Facts about

Matoska International IB World School

Matoska International has Action ambassadors grades 3 through 5 ... Their purpose is to educate the Matoska community about the action cycle (choose, act, reflect) and connect this to the world around them by taking action or doing service projects around something students are passionate about.

Over the years, we have raised \$19,770 to provide clean water for schools in Guatemala, Uganda, and South Sudan. That number will increase this year as we are helping a school in India

M. Masters. (Over half...have their master's degree) we are lifelong learners

A. Authentic.

T. Talented. We have dancers, gymnasts , sewers, growers, writers, soccer players, yoga, Eco

O. Open-minded to new ideas and ways off teaching inquiry base. Plus Lakeshore Players ...new partnership with three different plays produced and Co run because of outstanding staff volunteering

S. Spirited and playful.

K. Kind hearted.

A. ACTION (part of our IB focus) student driven, staff connections to opportunities: H2O for Life/ 5th grade water warriors lead by Ben and Sandwich Man Project for Kindergartners to make over 1000 sandwiches for the homeless. 10 staff volunteered for strategic plan committee..involved

S. Sensitive. To our students, their families and the stories they share

T. Thankful. To be working with each other and at such a great place

A. Astonishing. Never cease to be amazed by the energy, time and commitment

F. Friendly and welcoming environment

F. Fantastic friendships among staff

GETTING TO KNOW MATOSKA INTERNATIONAL IB WORLD SCHOOL



**2530 Spruce Place
White Bear Lake, MN 55110**

651-653-2847

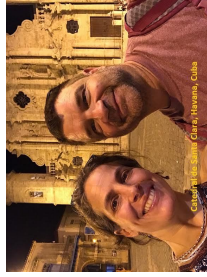
**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

John Leininger

Matoska International IB World

School



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 27 year career in White Bear with a brief stint teaching in Norway during the early 90's.

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 27 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.

Matoska International IB World School

2017-2018 Action Plan

Increase overall proficiency for all students in MCA Reading scores and increase the number of students reading at grade level by the end of the year

Expected Outcome:

Metric 1: MCA reading scores & Metric R1: Benchmark Reading Level.

MCA Reading Proficiency scores for all students will increase from 65.57% to 72%.

MCA Reading Proficiency for Black, Hispanic, or two or more students will increase from an average of 44% to an average of 72%.

MCA Reading Proficiency for Free and Reduced Lunch students will increase from 45% to 72%.

Spring Benchmark Reading Levels for all students will increase from 71.25% to 80%.



Collaborative Inquiry Teams

We are utilizing the collaborative inquiry as a structure, not an initiative. This means that the CIT system is used for all our meetings and collaborations. We implemented this because of the useful structure as well as maintaining consistency across all our initiatives. We collaborate two days each week and have a floating "agenda" which allows us to address the needs in a timely manner.

2017-2018 Oneka Elementary

- Superpowers are our school community building emphasis this year. Every student and staff member received a t-shirt with the powers of Kindness, Respect, Responsibility, Curiosity, Unity, Persistence and Humor on the back.
- We have 7 themed assemblies planned to highlight each superpower. As an example, Unity was celebrated by an all school bingo event on Halloween.
- We held an exclusive viewing of the movie "Wonder" for our families.
- We will host a 5K run in May that will raise about \$20,000 for our PTA.
- During the month of February we will participate in a One School, One Book activity by having our entire staff and student body read the book "Save Me a Seat".



10 Fun Facts about Oneka Elementary

1. We love having a social worker at our school this year.
2. More than 65% of our staff have more than ten years of teaching experience.
3. More than 70% of our certified staff have Masters Degrees or higher.
4. We are a DNR designated School Forest site.
5. Besides English, we have 8 other languages spoken by Oneka students: Spanish, Hmong, Somali, Oromo, Tagalog, Amharic, Arabic and Twi.
6. We are celebrating our 12th year of service to the Hugo community.
7. Over 500 families and staff attended an exclusive viewing of the movie "Wonder" on opening weekend.
8. All school Bingo brought out over 500 participants.
9. We are the largest elementary school in WBL at nearly 700 students in four grade levels.
10. Forty Five percent (77/173) of our 5th graders participate in Orchestra.

GETTING TO KNOW ONEKA ELEMENTARY



**4888 Heritage Parkway
Hugo, MN 55038**

651-288-1800

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

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.

Oneka Elementary 2017-2018 Action Plan

We are trying to close the opportunity gap between our students who qualify for FRL and SPED and those that do not by:

- Celebrating good attendance with monthly luncheons (parents are invited also)
- Continuing the use of Thinking Maps and digging deeper with the "Frame of Reference"
- Purposefully planning collaborative time between classroom teachers and SPED service providers



Collaborative Inquiry Teams

CITs will focus on the core areas of literacy and math.

They meet on a weekly basis to continue work on these driving questions: What do we want students to know and do? How will we know they know it? What do we do if they don't? What will we do if they already know it?

The main focus this year is to build internal capacity to run the grade level meetings and to focus on how our instructional practices can be improved to support students.



2017-2018 Otter Lake Elementary

- This year, Otter Lake is fortunate to have a STEM Coach, Kim Rasch, to help support the development of our STEM programming. Ms. Rasch supports our STEM programming by modeling lessons for teachers, co-teaching lessons, planning STEM units of instruction, and organizing our existing STEM resources.
- A group of Otter Lake staff and community members are in the development stage of creating an outdoor learning space for students.
- Otter Lake STEM Fair: February 8, 2018
- Otter Lake BINGO Night: February 16, 2018
- Otter Lake Carnival: April 6, 2018
- Otter Lake will have its first Color Run on May 11. This color run is supported through our Bear Power program.



10 Fun Facts about Otter Lake Elementary

1. Otter Lake is the second largest (by enrollment) elementary school in the WBLAS.
2. Otter Lake has an extremely active and supportive PTA. They fund and support many additional learning experiences for our students.
3. Otter Lake is a STEM school.
4. Otter Lake students visit Tamarack Nature Center three times a year
5. Otter Lake students engineer with LEGO Robotics.
6. Over 50% of OLE teachers have been teaching for more than 10 years.
7. Over 75% of OLE teachers have their master's degree.
8. Otter Lake students work on "Being a Bear" everyday and everywhere: Respectful, Responsible, and Ready
9. Otter Lake is a Minnesota Reading Corps site. We host two tutors who work one-on-one with students to develop strong reading skills.
10. Otter Lake has its own designated prairie! Students engage in scientific research while exploring our prairie.

GETTING TO KNOW OTTER LAKE ELEMENTARY



**1401 County Road H2
White Bear Lake, MN 55110**

651-653-2831

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Cynthia Mueller

Otter Lake Elementary



I began my career as a Kindergarten teacher in Pocatello, Idaho. Throughout my career I have also taught 4th grade, 1st grade, and Title 1 Reading and Math. I served as a STEM Curriculum Integration Specialist for 4 years and an Instructional Coach for 2 years. After graduating with my masters degree in literacy education, I joined Saint Mary's University as an adjunct instructor. This is my first year as a Principal.

Professionally, my interests lie in literacy education and ensuring all students are literate. I believe being literate (read, write, speak, think) is a human right and as educators ensuring all students are literate is some of the most important work we do.

In my personal life, I enjoy spending time with my family. My husband, two daughters, and I spend our time fishing, hunting, boating, and playing sports.

Otter Lake Elementary

2017-2018 Action Plan

All 3rd graders can read at grade level / All students can read at grade level

All racial and economic achievement gaps are closed

Expected Outcomes:

By May 2018, all student group proficiency levels will be identified as progressing (70-80%) or above within the MCA reading metric 1.
By May 2018, all student groups will be identified as progressing (70-80%) or above within Benchmark Reading Level metric R1.

To support the achievement of these outcomes, Otter Lake staff will focus on 4 key action areas:

- Increase teacher knowledge and successful implementation of the White Bear Lake Area Schools "Balanced/Comprehensive Literacy Framework."
- Develop, implement, and analyze frequent formative assessments aligned with state standards to guide instruction and instructional grouping.
- Analyze to redesign STEM curriculum and value-added units with a focus on integration of literacy standards and inquiry.
- Infuse literacy-based strategies and at-home literacy based support ideas into parent newsletters and OLE website.

Collaborative Inquiry Teams

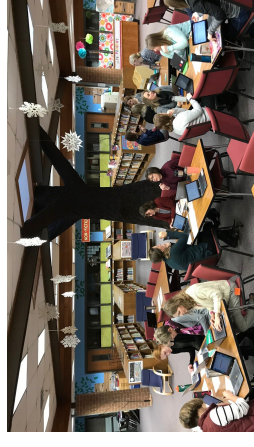
CITs provide the structure for our weekly team and monthly building-wide collaboration in order to monitor our progress toward achieving our action plan outcomes.

Each teacher meets weekly in either a team or our building-wide CIT. During team CITs, teachers analyze student data to make instructional adjustments for the upcoming week.

During monthly building-wide CITs, Otter Lake staff engage in analyzing building-wide data and professional development related to our academic and behavioral goals.

CITs play a critical role in supporting the development of our collective efficacy to achieve our goals.

Otter Lake has had a strong focus on CIT implementation this year. The OLE Leadership team members participated in professional development this past spring and summer to build their capacity to lead CITs. We believe CITs have the greatest potential to make a significant impact on student achievement because of the focus on student achievement data and instructional practices.



2017-2018 Vadnais Heights Elementary

- The Back to School Picnic in August
- White Bear Center of the Arts & Tamarack Nature Center help us kick off the new year
- Rainbow Run in October
- Goats in our Bear's Backyard in November
- Food and Toy Drive with the Vadnais Heights Lions in December
- Student Panel, focused on equity, as part of our ongoing, building PD in January
- Art Adventure field trips in February to the Mpls. Institute of Art
- Swimming at the YMCA in March
- Annual School Carnival in April
- Field Days and Track Meets in May
- Year-end celebrations in June

10 Fun Facts about Vadnais Heights Elementary

1. Vadnais has an incredibly committed and talented staff that is dedicated to providing the very best of everything to our school and students.
2. Strong community support and pride that rallies around our school and every function that we host.
3. We partner with 2 churches, local businesses, professional organizations and our parents to provide mentors and volunteers to all of our classrooms.
4. We have a 7- acre outdoor classroom named the Bear's Backyard and a rain garden that was installed by our students.
5. We partner with the U of M, University of Northwestern, Hamline and occasionally other colleges to provide student teachers within our school.
6. Our building is welcoming, family friendly and a safe environment--it's a great place for students to learn and teachers to engage students.
7. 3 field trips a year provide opportunities for our students to make connections, beyond our building, to learning in their classrooms.
8. Vadnais is a school that gathers on a regular basis to build our school community through singing, learning, skits and technology that is presented by students and staff.
9. Programs are available to students and families, beyond the school day, to inspire them to be healthy (Run Club), learn about our diverse populations (Rice and Beans) and learn to love reading and learning (WIN, REACH and Targeted Services) through dedicated staff who work beyond the school day to connect with our students.
10. Amazing students who bring life to our building and inspire adults to continue learning to positively impact every learner. Our students are at the forefront of every decision that is made at our community school.

GETTING TO KNOW VADNAIS HEIGHTS ELEMENTARY



**3645 Centerville Road
Vadnais Heights, MN 55127**

651-653-2858

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Sara Svir

Vadnais Heights Elementary



This is my 28th year working in public education. I taught for 6 years in elementary, middle and high school settings in the areas of special education and with students identified as at-risk at the secondary level. My administrative career has also spanned all 3 age settings of learners yet I have been working as an elementary principal for 17 years. Even after all this time, the first day of school is still a highlight of my year. The enthusiasm of students, parents and staff is contagious. I believe it's my job to ensure that the students' joy for learning continues, parents' satisfaction of our school and their child's growth is affirmed and staff is feeling supported and inspired to do their best work.

Our family lives in the area and we have three children who are actively involved in White Bear Lake programs. Their schedules keep us jumping from sports, concerts and many school functions. Family time is spent at the cabin and time on the water, whether I'm paddle boarding or boating, are on my list of favorite things.

Vadnais Heights Elementary 2017-2018 Action Plan

Vadnais Heights Elementary is focused on meeting or exceeding every student's grade level reading benchmark from 68% in 2016-2017 to 75% in 2017-2018 and increasing reading proficiency, for students in grades 3-5, from 56% to 65% on the MCA's.

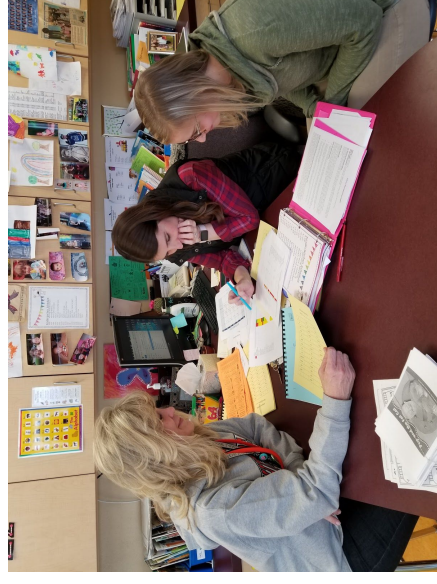
In conjunction with our reading goals we are incorporating steps to increase parent involvement with the intention of positively impacting student engagement.



Collaborative Inquiry Teams

Our collaborative inquiry teams are focused on the academic growth of every student. Weekly meetings provide the structure for our staff to look at data, consider various methods of instruction and focus their planning to meet the specific needs of each individual student.

Shared Google Site provides detailed information around the VHES Action Plan, faculty meetings, building PD, committees, and our CIT's to ensure that everyone is up to date and benefits from the work of their peers. Building Management issues are resolved through our Building Leadership and CIT agendas are coordinated through our Building Data Team.



2017-2018 Willow Lane Elementary

- Youth Summits
- Polar Plunge
- InSciEd Out
- Color Run



10 Fun Facts about Willow Lane Elementary

1. Student-led Summits take place 1-2 times per month and focus on Character Education.
2. We use a STEM-focused curriculum for increased student engagement.
3. We have a beautiful new playground thanks to our amazing PTO!
4. Our community garden has a time capsule that was created in May 2017.
5. The ALIVE! Program supports our students with trauma-sensitive programming and support.
6. We have over 80 Reading Buddies from throughout the community that support our students!
7. Our partnership with Donatelli's Italian Restaurant creates amazing opportunities for our 5th grade students.
8. We sing happy birthday to every child on their birthday.
9. We cherish our diverse Willow Lane Community.
10. Willow received Reward School status in 2015 from the Minnesota Department of Education!

GETTING TO KNOW WILLOW LANE ELEMENTARY



**3375 Willow Ave
White Bear Lake, MN 55110**

651-773-6170

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Chris Streiff

Willow Lane Elementary



It is an honor and a pleasure to be at Willow Lane Elementary School! I have spent the last 22 years in education serving in the following roles: Teacher (grades K, 7th, 9-12th), Staff Development and Continuous Improvement Director for the Rochester Public Schools, Assistant Principal at Kellogg Middle School, and Principal at two elementary schools. In addition, I developed FISH For Schools, a nationwide curriculum to improve school culture and climate and trained staff around the U.S.

I am passionate about children, learning, collaboration, and traveling around the world. I love spending time with students, friends, and family and witnessing the strength and courage of the human spirit each day.

Willow Lane Elementary 2017-2018 Action Plan

Increase Proficiency in Literacy

- Strengthen Balanced Literacy Instruction with a focus on Guided Reading, Conferencing, and Tier II Interventions
- 40- Book Challenge

Increase Proficiency in Math

- Tier II Interventions

Science Technology Engineering and Math (STEM)

- Literacy Integration
- Increased Student Engagement and Proficiency

PBIS

- EnVOY Coaching
- ALIVE! Trauma Sensitive Programming
- Data Driven Tier II and III Interventions



Collaborative Inquiry Teams

Collaborative Inquiry Teams at Willow are Grade Level Teams working collaboratively to analyze student data and student progress toward standards.

Teams use common formative assessments to monitor student progress and determine best practice interventions and extensions to move students to proficiency and beyond.



2017-2018 Central Middle School IB World School

- Feb. 9--All School Party
- Feb. 15--Talent Show
- April 16---Mental Health Parent Info Night



8 Fun Facts about Central Middle School IB World School

1. The Central Middle School Hippodrome was featured in the movie "Ice Castles" in 1978.
2. Until 1998, the main entrance to Central was near the district office. You can still see the "THINK" door that many WBL students passed through.
3. One CMS staff member was featured in a 1980's episode of "Unsolved Mysteries".
4. The tunnel from CMS to North Campus starts outside the CMS health office. This is a joke, there is no tunnel, but many students think there is.
5. At least 7 CMS staff members had other CMS staff members as teachers when they were students in WBL.
6. The Hippodrome was one of the first indoor rinks in the country.
7. One CMS staff member received the MN Coalition of Women in Athletic Leadership's **Breaking Barriers Award** last year.
8. In January of 2018, 22 Central student were recognized for their outstanding artwork and had their pieces of art displayed at [Regis Center for the Arts West Gallery](#).

GETTING TO KNOW CENTRAL MIDDLE SCHOOL IB WORLD SCHOOL



**4857 Bloom Ave
White Bear Lake, MN 55110**

651-653-2888

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Tim Schochenmaier

Central Middle School IB World School



This is my 4th year in White Bear Lake. I have been the principal at Central Middle School and Otter Lake Elementary. Prior to working here, I was a principal for 8 years, splitting my time in Big Lake and Mora, MN. When I was teaching full-time, I was a first grade teacher in the Roseville Area School District.

I am very passionate about system change. I like thinking about problems in a different way and trying something new. I'm not afraid to fail and own it. I believe a healthy culture grows when people try new things.

In my spare time I am usually with my wife and four children. We have a little cabin in Brandon, MN where we like to fish and relax. I like to cut grass with my lawn tractor. I'm very involved with Disabled American Veterans. I am an Iraq War vet myself and I don't want to see any of my guys forgotten.

Central Middle School IB World School

2017-2018 Action Plan

Central Middle School has one main component of its Action Plan: Student Attendance.

CMS took the approach that student attendance could be influenced by three major factors in school:

1. Student climate and beliefs about school
2. Parent communication and access to information
3. Frequent use of the instructional practices of "Instructional Dialogue" and "Analysis and Inquiry"



Collaborative Inquiry Teams

Collaborative Inquiry Teams have been the large professional development push this year at Central. Central and Sunrise have teamed up on all our professional development days to focus on the data driven dialogue process for teachers. Though there have been some rough patches, most teachers are appreciative of the time to collaborate with their peers.

Besides PD days, CMS teachers meet every-other Thursday from 7:15-8:00 to work through the data driven dialogue process. The teams were formed by choice, but usually teachers who teach the same subject are working together to determine what is working/not working, who are the kids it is working for/not working for and what are we going to do to get all students to standard.

2017-2018 Sunrise Park Middle School IB World School

- AVID Family Night
- 8th Grade Community Projects
- State & National History Day
- February Follies
- Community Dinner



10 Fun Facts about Sunrise Park Middle School IB World School

1. This is Sunrise Park Middle School's 25th year since opening.
2. All 7th graders conduct research and complete History Day projects.
3. All 8th graders develop their own community service projects.
4. Sunrise provides leadership opportunities for students in AVID, WEB, NJHS, and Student Council.
5. This year, 120 Sunrise students are enrolled in AVID.
6. Sunrise AVID students raised \$1000 for Hurricane Relief by holding an after-school carnival.
7. Advisories are implementing a new program that focuses on building relationships and social skills.
8. Sunrise is using restorative circles as part of our school discipline program.
9. Sunrise Science, Language Arts, and Intervention teachers are collaborating and team teaching to provide a more rigorous experience for students.
10. Compared to MN schools with similar populations, Sunrise Park is #1 in 8th grade Math and Science MCA scores.



GETTING TO KNOW SUNRISE PARK MIDDLE SCHOOL IB WORLD SCHOOL



**2399 Cedar Ave
White Bear Lake, MN 55110**

651-653-2700

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Christina Pierre

**Sunrise Park Middle School IB
World School**



I have been the principal at Sunrise since 2015, and I have worked in White Bear Lake since 1994. I taught math for 11 years and served as a high school associate principal for 10 years before becoming the Sunrise principal. I have a bachelor's degree in mathematics, a master's in mathematics education, and a doctorate in education leadership. I earned National Board Certification as a mathematics teacher.

As a leader, I strive to make Sunrise a school where everyone is learning all the time. We use data from many sources to determine how we are doing and then work together to determine how to keep improving. I believe that our school can be most successful when we build relationships and work together with students, parents and families as our partners.

**Sunrise Park Middle School IB
World School**

2017-2018 Action Plan

The key areas of our action plan are attendance and instruction.



Collaborative Inquiry Teams

Teachers meet with colleagues who teach the same subject. They review student work and use the information to continuously improve instruction.

2017-2018 White Bear Lake Area High School - North Campus

10/23/17: ParentCamp

11/16/17: Google Conference

1/9-1/12/18: Lunch and Learns with

interested students for Career Pathway

Opportunities:

1/29-2/2/18: Advisory Olympics

1/30/18: North Campus Parent Advisory

Council Meeting

2/1/18: Breakfast of Champions

5/21/18: Sophomores' South Campus Visit

5/24-5/25/18: North Idol

Recurring Events:

Wednesdays: College Gear Day

Student Groups:

- Justice League
- Latinas Unidas
- Change = Opportunity
- Principal Student Advisory Council
- Ambassadors
- Student Council

10 Fun Facts about White Bear Lake Area High School - North

Campus

1. #1 and #2 of the teacher seniority list work at North Campus.
2. It takes 11 laps around the PE circle to equal 1 mile.
3. North Campus has the most square footage of all the schools.
4. 3,150 patrons in our community went to our fall musical, Footloose, this fall.
5. Wendy Suoja spent 4 months at the University of Salzburg, Austria as a student.
6. A family of ducks needed to be herded out of the center circle one year.
7. As a senior prank, many years ago, seniors at White Bear Lake High School filled the center circle with popcorn.
8. Josh Lehr was part of the "612 Crew" an in-line skater group in Apple Valley.
9. The storage room of Room 214 in Production Hall was used as a Dark Room.
10. Over the past 5-6 years, 5 current North Campus teachers have welcomed twin babies into their families

GETTING TO KNOW WHITE BEAR

LAKE AREA HIGH SCHOOL - NORTH CAMPUS



5045 Division Ave

White Bear Lake, MN 55110

651-653-2920

School Board Liaison Discussion

January 29, 2018

About the Building Principal

Dr. Alison Gillespie

White Bear Lake Area High School - North Campus



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 (10) and Raegen (3) who my husband and I spoil tremendously. I run, go to Pilates, play golf, and recently played on a co-ed kickball team. I am enjoying reading for fun again after completing my dissertation in early 2017.

White Bear Lake Area High School - North Campus

2017-2018 Action Plan

100% of our 10th grade students will be college and career ready as measured by the PreACT:

- CIT
- Use of AVID WICOR Strategies
- Examine College Readiness and what this means at North Campus

We will increase student and family engagement:

- ParentCamp
- Parent Advisory Council
- Student Engagement Inventory
- Student Advisory Council



Collaborative Inquiry Teams

CITs are examining data from assessments and/or student work. From this analysis, common action steps/strategies are agreed upon and implemented to impact student achievement of priority standards and content.

CITs meet regularly to either create assessments, examine data, and/or improve curriculum through embedding AVID WICOR strategies and culturally relevant materials.



2017-2018 White Bear Lake Area High School - South Campus Events

- Successful Career Event for Students
- Blood Drive
- Casa de Esperanza
- Food Drive
- Many other student led service projects
- Mock car crash in the spring
- Staff professional development focused on collaboration
- Career pathway opportunities.



10 Fun Facts about White Bear Lake Area High School - South Campus

1. Caring and passionate staff
2. Students who value their education
3. Increased career pathway opportunities for students
4. Numerous opportunities for academic student support
5. Offer close to 50 college credit course opportunities
6. Music programs consistently receive superior awards in the SEC conference
7. Drama department receives some of the highest awards from Hennepin Theater Trust annually
8. 70% of staff have a masters degree
9. 68% of staff have ten plus years of educational experience
10. 96% of our students graduate



GETTING TO KNOW WHITE BEAR LAKE AREA HIGH SCHOOL - SOUTH CAMPUS



**3551 McKnight Road
White Bear Lake, MN 55110**

651-773-6200

**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Don Bosch

**White Bear Lake Area High School
- South Campus**



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 Schools in 2009 and am currently the Principal at White Bear Lake Area High School - South Campus.

My interests include anything sports related. I also like to spend time woodworking with my novice skills.

White Bear Lake Area High School

- South Campus

2017-2018 Action Plan

Increasing the percentage of students who will be post secondary ready for math based on the ACT benchmarks.

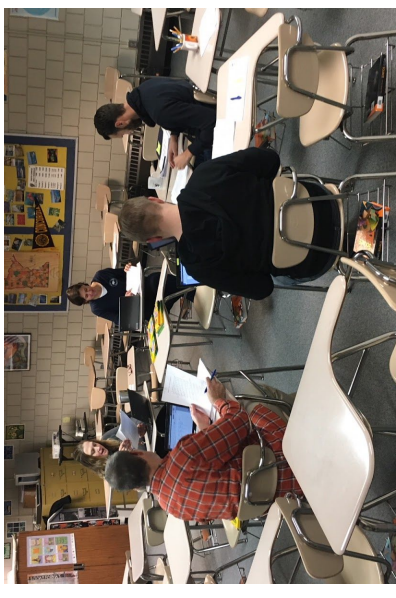
Maintain and increase the number of students enrolling in a college credit bearing course.



Collaborative Inquiry Teams

Collaborative Inquiry teams work together as a team to discuss and analyze student work around common formative and summative assessments.

All CIT's use the Data Driven Dialogue process which grounds them in their work.



2017-2018 White Bear Lake Area Learning Center

January 30 - Stop and Think All School
Speaker

January 25 - Mid-Term Graduation

February 7 - 9 - MAAP Conference

February 28 - MAAP Legislative Day

April 10 - 11 MAAP Stars Spring Conference

April 17 - 20 Audubon Outdoor Education

June 7 - ALC Graduation



10 Fun Facts about White Bear Lake Area Learning Center

1. Every Monday morning, students with perfect attendance the previous week are honored with a coffee/hot chocolate/beverage bar.
2. Insight is the 4th school in the nation, and the 1st in the state to achieve accreditation through the Association of Recovery Schools; Insight is one of six recovery schools in the state of Minnesota.
3. The Wall of Fame on the first floor hallway celebrates the ALC's honor students and scholarship recipients for the 21 school years that the ALC has been in existence. Some students have even discovered their parents' names there!
4. Every year, at least one student celebrated at graduation is the 1st high school graduate in their family.
5. Seven students will attend Century College this spring through the Early/Middle College program.
6. The graduating class of 2017 was awarded 3 STRIVE scholarships due to the high quality of applicants.
7. 50 students are involved in the work study program.
8. The "Read Box" in the school lobby celebrates the books students have read during SSR.
9. 47 students have been served through the Independent Study program this year, with 14 of them completing their graduation requirements.
10. The ALC is a strengths-based school, and all students and staff have completed the StrengthsFinder.

GETTING TO KNOW WHITE BEAR LAKE AREA LEARNING CENTER



**2449 Orchard Lane
White Bear Lake, MN 55110**

651-773-6400

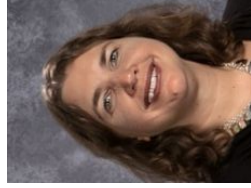
**School Board Liaison Discussion
January 29, 2018**

About the Building Principal

Gretchen Harriman

White Bear Lake Area Learning

Center



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 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.

My curiosity, passion for learning, and fascination with stories contributes to my love of reading. I try to read at least a book each week, and love sharing book titles with others. I also love traveling and spending time outdoors with my family. Our family's hobby farm has led me to explore interests in foraging, maple syruping, canning and gardening.

White Bear Lake Area Learning Center

2017-2018 Action Plan

We will work to increase the number of students who are absent less than 9 times a year from 10.4% to 20%.

We will work to increase the number of students who are considered on track to graduate with their class from 43.6% to 48.6%.



Collaborative Inquiry Teams

The ALC has three Collaborative Inquiry Teams. Each one includes at least one member of the Student Support Team.

Teams have data driven dialogues using student credit and attendance data, as well as data from the behavior interventionist. Strategies and interventions are identified to support students who are behind, and challenge those who are on-track or excelling at ALC.



2017-2018 Transition Education Center Events

- Transition Fair: November 2, 2017 at South Campus 4:00-7:00 pm
- Project Search Information Night: February 20, 2018 at Gillette 5:00-6:30 pm
- Community Partner Event: February 22, 2018 at TEC 4:45-6:15 pm
- Social Event for TEC Families: April 26, 2018 at TEC 3:30-6:30 pm
- Project Search Graduation Celebration: June 5, 2018 at Gillette 11:30-12:30 pm
- Transition Education Center Graduation: June 6, 2018 at Community Auditorium 12:30-1:45 pm
- In the Spring, the TEC Student Leadership Team will plan a welcoming event for incoming TEC students from South Campus.



10 Fun Facts about TEC

1. The 2017-18 TEC students have a variety of primary disabilities including DCD-SP, DCD-MM, EBD, OHD, PI and ASD
2. 5 new courses offered to TEC students:
Mastering Math Concepts, Exploration of Social Studies, Bon Appetit, Academy of Fine Arts and My PHD (Physical Fitness, Health and Diet)
3. The following PSEO courses have been taken by TEC students this school year: Physics, Statistics, Communication, Psychology, Criminal Justice, Cyber Security, and Technology Career Planning
4. 14 TEC students have paid employment and 13 have unpaid work opportunities, for a total of 27 students gaining work skills
5. TEC students will participate in 20 community based instructional opportunities this school year
6. 5 new TEC initiatives: Bear Express Delivery, Student Leadership Team, 5 Points of Pride, Self-Determination Process and Project Search
7. TEC's staff hold 15 different special education and general education licenses
8. 6 students from 3 districts were selected to participate in the Project Search program, a collaboration with Gillette Speciality Healthcare
9. 15 TEC staff are trained to drive the district's van or the busette to provide community based instruction to students
10. The AWARE program collaborates with Second Harvest Heartland, Lincoln Reading Buddies, Pillows for Patients at Gillette, Sleeping Mats for the Homeless/Dorothy Day Center, Wood Chopping with Tamarack Nature Center, Survival Bracelets for Soldiers/City of Hugo, and Keystone Assisted Living/City of Hugo

GETTING TO KNOW TRANSITION EDUCATION CENTER



**13497 Fenway Boulevard Circle N
Hugo, MN 55038**

651-773-6051

**School Board Liaison Discussion
January 29, 2018**

About the Building Administrator

Sara Derby

Transition Education Center



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. Before obtaining my Director of Special Education license and K-12 Principal license, I also worked as a Due Process Facilitator, supporting staff with special education compliance.

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 been the building administrator at the Transition Education Center for the past five school years. Beginning this year, I am also the administrator of the district's Project Search program housed at Gillette Specialty Healthcare in St. Paul. In addition to overseeing the Transition Education Center, I also oversee the special education programs at White Bear Lake Area High School-South Campus and the Area Learning Center. My duties further include overseeing the district's speech-language pathologists, the homebound and home-based process, and extended school year programming in the summer.

My interests include: golfing, live music, traveling, collecting antiques, and playing board games.

TEC 2017-2018 Action Plan

The Transition Education Center strives to ensure the individual needs of all students are met, through partnerships and opportunities that promote lifelong learning, independence and self-advocacy.

The Transition Education Center is made up of four unique programs:

1. Transition Plus
2. Transition and Post-Secondary Preparation Program
3. Project Search
4. Accountability with Academics and Restorative Education

The first three programs support students receiving special education services grade 11 through the age of 21. When a student with a disability who receives special education services reaches 9th grade, the individual education program (IEP) will begin to incorporate three transition areas. These transition areas are to identify and help plan what skills the student will need to focus on to prepare for life beyond high school. The three transition areas are:

- Secondary Education or Training
- Employment
- Independent Living (where appropriate: home living, recreation and leisure and community participation)

The fourth program at the Transition Education Center is Accountability with Academics and Restorative Education and supports general education and special education students in grades 6-12. AWARE is an alternative to dismissal program that provides students with education in a structured setting to complete schoolwork, process their decisions, and learn strategies for solving issues and problems.

Collaborative Inquiry Teams

The Transition Education Center's Collaborative Inquiry Team is focusing on developing course outcomes, learning objectives, and course artifacts through teamwork and shared expertise. The staff have been meeting together to analyze TEC courses and determine how the courses are meeting our student's individualized needs.

TEC's collaborative inquiry team is working together to clarify, review data and make adjustments to increase student achievement and develop data tracking/artifacts as a means to assess exposure to a variety of topics, increase participation and to measure student progress.



AGENDA ITEM: Summary Report on Each Building from Board Members

MEETING DATE: January 29, 2018

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent for Teaching and Learning
Tim Wald, Assistant Superintendent for Finance and Operations

BACKGROUND:

Each School Board member will provide a brief report or reflection on discussions they had with school principals and program leaders.

AGENDA ITEM: **Overview of Long Term Facility Maintenance Plan and Intent to Sell Bonds**

MEETING DATE: **January 29, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne A. Kazmierczak, Superintendent; Tim Wald, Assistant Superintendent for Finance and Operations; and Tom Wieczorek, Director of Finance**

BACKGROUND:

The Long Term Facilities Maintenance (LTFM) Revenue Program is a flexible tool for financing certain types of facility maintenance and improvement projects. The LTFM program was established by the 2015 Legislature to replace Health and Safety Revenue, Deferred Maintenance Revenue, and Alternative Facilities Bonding and Levy programs beginning in fiscal year 2017. LTFM revenue is a per pupil formula revenue and is being phased in over three years, starting with \$193 per pupil unit for fiscal year 2017, \$292 for fiscal year 2018, and \$380 for fiscal year 2019 and subsequent years. Districts can finance approved projects by issuing bonds, using their annual tax levy to cover each year's expenses, or a combination of both methods. White Bear Lake has relied primarily on the issuance of bonds.

District administration has worked closely with our municipal advisors, Ehlers, Inc., to develop a revenue plan for the coming years. At the January 22, 2018 School Board work session, an overview of the District's LTFM plan will be provided. Note that the District will act on a resolution at the February 12, 2018 School Board meeting that states the intention of the District to issue general obligation bonds to finance projects included in the District's approved 10-year facility plan. Bonds in the total principal amount of up to \$16.13 million will be issued as part of this plan. Additionally, the School Board will approve 10-year LTFM expenditure and revenue plans.

Attached please find four documents: 1) The timeline for the upcoming bond issuance; 2) The District's detailed LTFM plan for the next five fiscal years (FY18-FY22); 3) The District's 10-year LTFM expenditure plan that will be submitted to the Minnesota Department of Education (MDE); and 4) The District's 10-year LTFM revenue plan that will be submitted to the MDE.

Draft Checklist and Timeline for Issuance of Facilities Maintenance Bonds

Activity or Action to Be Completed	Completion Date
Determine project scope and budget	Now
Revise 10 year LTFM revenue & expenditure plan to include bond and project costs	Before 2/12
Board adopts resolution of intent to issue bonds	February 12, 2018
-- includes revising 10 year LTFM revenue & expenditure plan and authorizing submittal to MDE	
Send notice of intent to issue bonds to newspaper for publication	February 13, 2018
Newspaper publishes notice (secure affidavit of publication)	Feb. 2018
Submit resolutions, project narrative, revised 10 Year LTFM plan, proposed bond schedule to MDE for approval	February 13, 2018
Waiting period ends (20 days following publication of notice)	20 days after published
Secure MDE letter authorizing issuance of bonds	March 2018
Process credit enhancement application (Coordinated by Ehlers)	Feb. 2018
General certificate to be completed and returned to Ehlers	Early March 2018
Ehlers to complete Preliminary Official Statement	Late March 2018
Schedule and have a bond rating interview	Week of March 26
Ehlers to conduct bond sale (accept bids)	April 9, 2018
Board adopts resolution to award the sale of bonds	April 9, 2018
Close on bond issue	May 3, 2018

White Bear Lake Area Schools LTFM Plan (FY17-FY22)

Revised 1/10/18

FY 2017	
Door Replacement(Cen, So, Birch, North)	\$80,000
North and South Gym lighting	\$31,000
Dist-wide Fence replacement backstops	\$50,000
Sr. Center-Flooring replace	\$19,000
hugo-brick repair gym	\$100,000
Normandy-replace dock leveler	\$5,200
flooring TBD (willow 2900)	\$87,295
Matoska-Flooring Replacement abate 7rms	\$40,000
South Track surfacing repair/paint	\$80,000
District-wide Painting	\$80,000
Professional services and salaries	\$550,000
Vadnais South side walk and dock replace	\$11,500
Sunrise Concrete Replacement front walk	\$13,250
sidewalk repair TBD	\$56,034
Central/DC Sidewalk repair	\$10,750
South Campus Gym curtain replace	\$10,000
Sunrise-Tennis court asphalt/ paint	\$102,000
District-wide Roofing Maintenance	\$90,000
Birch Roofing Replacement	\$650,000
ADA Improvements (signage)	\$25,000
Parking lot Seal Coating/crack fill pothole tbd	\$100,000
Lakeaires playground asphalt	\$12,385
south hvac phase 3	\$1,677,000
south temp control	\$320,000
sunrise hvac univents	\$200,000
Central- Carpet orchestra rms	\$7,800
Sunrise-carpet band area	\$13,500
South- Press box replace	\$220,000
Central-Replace Lockers	\$225,381
Lincoln/Matoska-Replace hooks/shelves	\$20,000
Automation Repairs Various	\$66,905
Sunrise warming house+hky board repairs	\$35,000
HEALTH SAFETY	\$700,000
Total	\$5,689,000

FY 2018	
District-wide-Door Replacement (exterior)	\$50,000
District-wide-Door Replacement (interior)	\$30,000
District-wide-Roof maintenance	\$100,000
District-wide-Flooring	\$50,000
District-wide-Sidewalk maintenance	\$50,000
District-wide-Parking lot maintenance	\$50,000
District-wide-Painting	\$60,000
Professional services and salaries	\$400,000
Birch-Library carpet	\$15,000
Central-Partial blind replacement	\$10,000
Central-Replace roof section P and P1	\$225,000
lincoln- library carpet replacement	\$15,000
Oneka-replace chiller compressor	\$39,500
Oneka-Extended day rm flooring	\$4,950
Willow- carpet 6rms	\$20,000
Willow-Playground stairs, dock and railing	\$20,000
South-Parking lot light repair	\$16,500
South campus-water pipe replacement	\$10,000
Otter- Hallway carpet replacement	\$36,500
Normandy/ partial Bellaire parking lot resurfacing	\$220,000
North Campus- Window replacement (defer 2020)	\$359,712
North-Library carpet replacement	\$19,500
North-Condensate Return tank replacement	\$6,000
North-Library lighting	\$20,000
North-Cafeteria floor repair	\$5,000
Sunrise /Central Gym lights	\$30,000
District Center-stage lights	\$8,057
Vadnais-Railing replacement	\$5,000
District Center-Window Caulking	\$6,000
Central-Tennis Court resurfacing	\$150,000
HEALTH SAFETY	\$700,000
Physical Hazards (\$175,000)	
Hazardous materials (\$40,000)	
Env, H/S management (\$265,000)	
Asbestos removal (\$ 90,000)	
Fire Safety (\$120,000)	
Indoor Air Quality (\$10,000)	
Total	\$2,731,719

FY 2019	
Door Replacement exterior	\$90,000
Door Replacement Interior	\$90,000
Fence replacement (South, Otter, various)	\$90,000
Flooring Replacement	\$100,000
Painting	\$100,000
Professional services and salaries	\$550,000
Parking lot repairs/crackfilling and sealcoating	\$150,000
Concrete Replacement (north,alc,various)	\$100,000
Roofing Maintenance	\$90,000
Central Tennis Court completion	\$475,000
Birch-carpet 137, small library rooms,3 others	\$40,000
DC-recarpet upper auditorium area/conf rms	\$30,000
Lin,Bir,South,Willow-overlay paths	\$60,000
Lincoln-stage and gym curtain replace	\$20,000
Hugo-window replace-old section/partial	\$25,000
ALC/Lakeaires-Walk in cooler doors	\$10,000
Replace handwash sinks-all kitchens	\$5,000
Normandy- Automation replacement	\$15,000
Otter- Partial window replacement	\$80,000
Otter Lake-Loading dock repair	\$25,000
Otter- Hallway carpet replacement-finish	\$87,039
Normandy and Bellaire lot completions	\$200,000
North- Exterior doors "E" and glass	\$50,000
North- Window Replacement	\$350,000
North-Stairway railing replacement	\$45,000
North-ceiling and lighting Office hall circle	\$220,000
South-replace 8 gym doors with steel doors	\$30,000
South- exterior door "c" replacement	\$22,000
South-Generator replacement	\$45,000
South- replace kitchen dishwasher	\$55,000
South-Flooring-halls and classrooms	\$150,000
North- Music room carpets	\$35,000
North- Carpet 4 old computer rooms and band	\$35,000
Central Blinds	\$65,000
Lakeaires- New gas and storage rm doors	\$15,000
North-New doors and gates in mezz	\$50,000
Sun/Cent- phy ed lockers 4 lockerrooms	\$300,000
Willow-loading dock repair	\$15,000
Willow-carpet and abate media ctr	\$25,000
Oneka-automation replacement	\$45,000
Lakeaires-2nd floor carpet + abate	\$80,000
6 schools- boiler cleanout plug replacement,hug,nor,c	\$60,000
automation software upgrade hug,no,cen	\$18,000
Matoska-divider curtain replacement	\$18,000
Sunrise roof 1/3 cost- June 2020 project	\$205,085
South Roof 1/3 cost June	\$298,788
Normandy Roof- June 2020 1/3	\$185,000
North roof 1/3startup	\$549,588
North- Parking lot and building light repairs	\$20,000
North-circulating pump main loop	\$6,500
HEALTH SAFETY	\$700,000
Total	\$6,125,000

FY 2020	
Door Replacement exterior	\$90,000
Door Replacement Interior	\$90,000
Fence Replacement	\$80,000
Flooring replacement	\$150,000
Painting	\$100,000
Professional services and salaries	\$650,000
Parking lot repairs/crackfilling/sealcoating	\$159,000
Concrete Replacement	\$100,000
Roofing Maintenance	\$90,000
South Blind Replacement	\$75,000
Sunrise roof (A,B,C,E) 32,709 sq ft	\$416,386
North Campus roof- 86864 sq ft	\$1,100,828
South Campus roof (47652 sq ft)	\$597,556
Normandy Roof replacement entire	\$370,000
Birch Lake-gym floor replacement	\$80,000
ALC LA-Kitchen-compressor/evap replacement	\$13,230
Willow-Tuck Pointing	\$150,000
Otter- Tuck Pointing	\$190,000
Matoska-Tuck Pointing	\$180,000
Lakeaires- Tuck Pointing	\$150,000
ALC-Tuck Pointing	\$180,000
North-Tuck Pointing	\$180,000
Sunrise HVAC improvements	\$1,950,000
Lincoln- Tile replacement	\$60,000
Birch Lake- Gym divider curtain replacement	\$18,000
Otter Lake- Replace loading dock	\$25,000
South Campus- Loading dock repairs	\$40,000
South Flooring	\$100,000
Vadnais- Replace kitchen dishwasher	\$45,000
Various AHU replacement	\$150,000
Central boiler replacement	\$700,000
Normandy- replace rooftop AHU's	\$200,000
ALC Parking lot overlay	\$60,000
Matoska- South lot overlay	\$80,000
Bus lot- overlay	\$80,000
Central/DC lot overlay	\$100,000
South- Plumbing piping replacement	\$100,000
Birch Lake- replace boilers	\$400,000
Health Safety	\$700,000
Physical Hazards (\$175,000)	
Hazardous Materials (\$40,000)	
Env, HS Management (\$265,000)	
Asbestos Removal (\$90,000)	
Fire Safety (\$120,000)	
Indoor Air Quality (\$10,000)	
Total	\$10,000,000

FY 2021	
Door Replacement	\$50,000
Flooring Replacement	\$75,000
Painting	\$90,000
Professional services and salaries	\$200,000
Parking lot repairs/sealcoating	\$100,000
Concrete Replacement	\$60,000
Roofing Maintenance	\$70,000
Roofing Replacement Central	\$455,000
Health Safety	\$700,000
Total	\$1,800,000

FY 2022	
Door Replacement	\$75,000
Flooring Replacement	\$95,000
Painting	\$100,000
Professional services and salaries	\$200,000
Parking lot repairs/sealcoating	\$100,000
Concrete Replacement	\$60,000
Roofing Maintenance	\$70,000
Boiler Replacement TBD	\$400,000
Window Replacement	\$200,000
Health Safety	\$700,000
Total	\$2,000,000

[illegible]

Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection													Revised 1/17/2018										
624 <= Type in School District Number																							
WHITE BEAR LAKE SCHOOL DISTRICT																							
Calculations for Ten Year Projection													Pay17	Current Estimate									
													LLC #	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1 Type your district number in cell A2 (Minneapolis = 1,2)																							
2 Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 17 to 18, 20, 21, 26, 27 and 50																							
3 Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33																							
4 Look-up data from following tabs																							
5 Initial Formula Revenue																							
6 Current year APU													55	9,091.30	9,207.29	9,207.29	9,207.29	9,207.29	9,207.29	9,207.29	9,207.29	9,207.29	9,207.29
6a Additional Pre-K Pupil Units (line 19 of Pre-K application)																							
6b Total Adjusted Pupil Units = (6) + (6a)																							
7 District average building age (uncapped)													402	48.50	49.50	50.50	51.50	52.50	53.50	54.50	55.50	56.50	57.50
8 Formula allowance													\$	292.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00
9 Building age ratio = (Lesser of 1 or (7) / 35)													403	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10 Initial revenue = (6) * (8) * (9)													404	2,664,476	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769
11 Added revenue for Eligible H&S Projects > \$100,000 / site																							
12 Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess													702	-	-	-	-	-	-	-	-	-	-
13 Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)													758	-	-	-	-	-	-	-	-	-	-
14 Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)													701	-	-	-	-	-	-	-	-	-	-
15 Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)													757	-	-	-	-	-	-	-	-	-	-
17 Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue													703	-	-	-	-	-	-	-	-	-	-
18 Pay as you go revenue for eligible new H&S projects > \$100,000 / site													407	-	-	-	-	-	-	-	-	-	-
19 Total FY 17 revenue for eligible H&S projects > \$100,000 / site (12) - (13) + (14) - (15) + (17) + (18)													408	-	-	-	-	-	-	-	-	-	-
Added revenue for Pre-K remodeling (for VPK approvals only)																							
20a Net debt service for bonds approved for Pre-K remodeling													704	-	-	-	-	-	-	-	-	-	-
20b Pay as you go for projects approved for Pre-K remodeling													409	-	-	-	-	-	-	-	-	-	-
20c Total Pre-K revenue																							
20d Total New Law Revenue (10) + (19) + (20c)													410	2,664,476	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769	3,498,769
Old Formula revenue																							
21 Old formula Health & Safety revenue (accumulated project costs - accumulated revenue)													411	700,000	-	-	-	-	-	-	-	-	-
22 Old formula alt facilities debt revenue (1A) - gross before debt excess - also includes estimates for proposed new FM bonds from Line 63																							
23 Debt Excess allocated to line 22																							
24 Old formula alt facilities debt revenue (1A) - debt excess													765	1,349,215	1,371,475	4,792,952	5,358,482	5,612,792	7,425,053	7,121,865	7,465,793	6,632,253	2,792,948
25 Old formula alt facilities debt revenue (1B) = (12) - (13)													766	1,349,215	1,371,475	4,792,952	5,358,482	5,612,792	7,425,053	7,121,865	7,465,793	6,632,253	2,792,948
26 Old formula alt facilities pay as you go revenue (1A)													414	-	-	-	-	-	-	-	-	-	-
27 Old formula alt facilities pay as you go revenue (1B) > \$500,000													417	-	-	-	-	-	-	-	-	-	-
27a LTFM "H&S > 100K per site" bonds													703	-	-	-	-	-	-	-	-	-	-
27b LTFM "other" bonds for 1A hold harmless													705	-	-	-	-	-	-	-	-	-	-
28 Old formula deferred maintenance revenue																							
29 Total old formula revenue = (21)+(24)+(25)+(26)+(27a)+(27b)+(28) = (if (22) + (26) = 0, (10) * (\$64 / formula allowance))													422	1,919,859	-	-	-	-	-	-	-	-	-
30 Total LTFM Revenue for Individual District Projects = Greater of (20d) or (29) + (20c)													423	1,349,215	1,371,475	4,792,952	5,358,482	5,612,792	7,425,053	7,121,865	7,465,793	6,632,253	2,792,948
31 District Requested Reduction from Maximum LTFM Revenue (to ewly less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number													424	2,654,660	3,498,769	4,792,952	5,358,482	5,612,792	7,425,053	7,121,865	7,465,793	6,632,253	3,498,769
32 District LTFM Revenue (30) - (31)													425	-	-	-	-	-	-	-	-	-	-
33 LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)													426	2,654,660	3,498,769	4,792,952	5,358,482	5,612,792	7,425,053	7,121,865	7,465,793	6,632,253	3,498,769
34 Grand Total LTFM Revenue (32) + (83)													427	21,879	-	-	-	-	-	-	-	-	-
													428	2,676,539	3,498,769	4,792,952	5,358,482	5,612,792	7,425,053	7,121,865	7,465,793	6,632,253	3,498,769

Notes:

1. Underlay on general fund equalized levy results in proportionate reduction in associated aid.
2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan.
3. For 1A districts with old AIF Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.

AGENDA ITEM: **Overview of Reimbursement Resolution**

MEETING DATE: **January 29, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne A. Kazmierczak, Superintendent; Tim Wald, Assistant Superintendent for Finance and Operations; and Tom Wiczorek, Director of Finance**

BACKGROUND:

School districts are required to establish procedures for the approval of expenditures for which it intends to reimburse itself from a future bond issuance. If, for example, the District expends from the General Fund for property acquisition for a future school site, proceeds from a subsequent bond issue would be used to reimburse the General Fund for those expenditures.

Attached please find a document titled *Resolution Establishing Procedures for Reimbursement of Certain Expenditures from Proceeds of Future Bond Issues or Other Borrowings* which was prepared by the District's bond counsel, Mr. Thomas Deans from the law firm Knutson, Flynn & Deans, P.A. The School Board will be asked to act on this resolution at its February 12, 2018 meeting.

CERTIFICATION OF MINUTES

ISSUER: INDEPENDENT SCHOOL DISTRICT NO. 624
(WHITE BEAR LAKE AREA SCHOOLS)
WHITE BEAR LAKE, MINNESOTA

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A _____ meeting held _____, 2018, at _____ o'clock p.m., in the School District.

MEMBERS PRESENT:

MEMBERS ABSENT:

DOCUMENTS ATTACHED: Extract of Minutes of said meeting.

RESOLUTION ESTABLISHING PROCEDURES FOR
REIMBURSEMENT OF CERTAIN EXPENDITURES
FROM PROCEEDS OF FUTURE BOND ISSUES OR
OTHER BORROWINGS

I, the undersigned, being the duly qualified and acting recording officer of the public corporation referred to in this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, as listed above; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this _____ day of _____, 2018.

School District Clerk

Member _____ moved the adoption of the following resolution:

RESOLUTION ESTABLISHING PROCEDURES FOR
REIMBURSEMENT OF CERTAIN EXPENDITURES
FROM PROCEEDS OF FUTURE BOND ISSUES
OR OTHER BORROWINGS

BE IT RESOLVED by the School Board of Independent School District No. 624, State of Minnesota, as follows:

1. Purpose. The Internal Revenue Service has issued Treasury Regulations Section 1.150-2 (the "Regulations") to provide rules governing Bonds issued after June 30, 1993, the proceeds of which are allocated to reimburse an Issuer for certain expenditures made prior to the date of issue of those Bonds. An allocation of the proceeds of a Bond issue to reimburse certain previously paid expenditures must comply with the Regulations to be an expenditure of Bond proceeds. If a Bond meets the requirements of the Regulations, the Bond proceeds are deemed to be spent when they are allocated to reimburse the prior expenditure. The Board of Independent School District No. 624 (the "District") desires to establish procedures necessary to comply with those Regulations. The terms used in this resolution shall be as defined in the Regulations.

2. Official Intent Requirement. The Regulations, in those situations in which they are applicable, require a District to declare a reasonable official intent (the "Official Intent Declaration") to reimburse itself for certain previously paid expenditures from the proceeds of subsequent Bonds or other borrowings of the District (the "Bonds"). The Board hereby authorizes the superintendent or the business manager to make the District's Official Intent Declarations or to delegate that responsibility from time to time to other appropriate District officers or employees. Each Official Intent Declaration shall comply with the requirements of the Regulations, including, without limitation, the following:

a) Each Official Intent Declaration shall be made not later than sixty (60) days after the date the District pays the applicable expenditure and shall state that the District reasonably intends to reimburse itself for those expenditures with the proceeds of a future borrowing;

b) Each Official Intent Declaration shall, at a minimum, contain a general functional description of the property, project or program for which the expenditure to be reimbursed is paid (for example, "acquisition and betterment of school facilities" or a specific identifiable project). In the alternative, a description is sufficient if it identifies the fund or account from which the expenditure is to be paid and a general functional description of that fund or account (for example: General Fund - general school district operations and maintenance; Capital Expenditure Fund - school district equipment and capital improvements);

- c) Each Official Intent Declaration shall contain a statement of the maximum principal amount of debt to be issued for the purposes of the specified property, project or program;
- d) Each Official Intent Declaration shall be considered public data and shall be made available for public inspection in compliance with the Minnesota Government Data Practices Act at the main administrative offices of the District within a reasonable period of time, but not to exceed 30 days, after the date of said declaration. An Official Intent Declaration shall remain available for public inspection until at least the day after the issuance of the Bonds from which the prior expenditures are to be reimbursed, and shall be made available to the Bond counsel for that issue.

It is the intention of the Board that an Official Intent Declaration shall be made only if, as of the date of the declaration, the District reasonably expects that it will reimburse the expenditure with Bond or borrowing proceeds. The Board understands that the determination as to whether the expectation to reimburse is reasonable is based on all relevant facts and circumstances, including the purpose for the declaration, the history of actual reimbursement of other expenditures for which official intent was declared and which were actually paid, and the District's actions taken toward reimbursement of the expenditures.

3. Reimbursement Period Requirement. The administration shall advise the Board from time to time on timing issues relating to reimbursements for which Official Intent Declarations have been made, including recommendations on the timing of the issuance of Bonds so that the reimbursement allocations occur not earlier than the dates on which the expenditures are paid and not later than eighteen (18) months after the later of (a) the date on which the expenditure is paid or (b) the date on which the property is placed in service or abandoned (but in no event more than three (3) years after the original expenditure, except as provided in Treas. Reg. 1.150-2(2)(d)(ii) and (iii)). The officials designated above to make the Official Intent Declarations shall also be responsible for making the appropriate reimbursement allocations to reimburse the source of temporary financing used by the District to make the payments for the prior expenditures. Each allocation shall be evidenced by an entry on the official books, records or accounts of the District maintained for such reimbursement Bonds; shall specifically identify the actual prior expenditure being reimbursed or, in the case of a reimbursement of a particular fund or account, the fund or account from which the expenditure was previously paid. This allocation shall be effective to relieve the Bond proceeds involved from any restrictions under the Bond resolution or other relevant legal documents for those Bonds and under any other state statute applicable to unspent proceeds of that Bond issue.

4. Capital Expenditure Requirement.

a) General. An original expenditure to be reimbursed from Bond proceeds must be a capital expenditure, a cost of issuance for a Bond or an expenditure defined in the applicable Treasury Regulation.

b) Capital Expenditures. The term "capital expenditure" as used in the Regulations means any cost of a type that is properly chargeable to a capital account. Whether an expenditure is a capital expenditure is determined at the time the expenditure is paid. Capital expenditures do not include expenditures for items of current operating expense that are not properly chargeable to a capital account. Costs incurred to acquire, construct or improve land, buildings, and equipment generally are capital expenditures. Under the Regulations, the issuance costs of issuing reimbursement Bonds are also treated as capital expenditures.

c) Preliminary Expenditures. The Official Intent Requirement does not apply to preliminary expenditures that are reimbursed with proceeds of a Bond that finances all or a portion of the property, project or program with respect to which the preliminary expenditures were incurred. The term "preliminary expenditures" includes architectural, engineering, surveying, soil testing, reimbursement Bond issuance, and similar costs that are incurred prior to commencement, rehabilitation or acquisition of a property, project or program, but does not include land acquisition, site preparation and similar costs incident to commencement of construction. Preliminary expenditures include only amounts that do not exceed in the aggregate twenty percent (20%) of the issue price of that portion of a Bond issue or Bond issues that finance the property, project or program with respect to which the preliminary expenditures were incurred.

d) Transition Rule Expenditures. The Official Intent Requirement also does not apply to certain expenditures paid by the Issuer if the expenditures comply with the transition rule provisions of the Regulations.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____, and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

DECLARATION OF OFFICIAL INTENT

The undersigned, being the duly appointed and acting _____
(title)

of Independent School District No. 624 (the "District") pursuant to and for purposes of compliance with Treasury Regulations Section 1.150-2 (the "Regulations"), which have been promulgated under the Internal Revenue Code of 1986, as amended, hereby states and certifies as follows:

1. Purpose. The undersigned has been and is on the date hereof duly authorized by the School Board of the District, to make and execute this Declaration of Official Intent (the "Declaration") for and on behalf of the District. This Declaration is a declaration of official intent under Treasury Regulations Section 1.150-2.

[Note: the following paragraphs 2a and 2b are alternatives; one or the other of those paragraphs must be completed, both may be, if applicable.]

2a. Project Description. The property, project, or program for which the Expenditures to be reimbursed will be paid is generally and functionally described as follows:

(check and complete, as applicable)

- ☐ Acquisition and betterment of school facilities
- ☐ Other use - (specify) _____
- ☐ A specific identifiable project - (specify) _____

2b. Fund or Account Description. The specific fund or account of the District from which the expenditure to be reimbursed will be paid, and the general functional purpose of that fund or account, are as follows:

(check and complete, as applicable)

- ☐ General Fund - District operations and maintenance
- ☐ Capital Expenditure Fund - District equipment and capital improvements
- ☐ Other Fund or Account: Specify and describe _____

3. Loans or Grants.

(check if this paragraph is applicable)

☐

YES

The District intends to make the reimbursements described above from the proceeds of Bonds or other borrowings only if a grant or loan that the District is expecting for that property, project or

☐

NO

program is not received or is received a substantial period of time after the expenditures have been paid.

4. Debt to be Issued. The maximum principal amount of the debt expected to be issued by the District for the purpose of reimbursing the expenditures to which this Declaration relates (the "Expenditures") is on the date hereof reasonably estimated to be \$_____. Each of the Expenditures is (or would be with a proper election) a capital expenditure under federal tax law principles, as described in the Regulations.

5. Reasonable Expectation to Reimburse. This Declaration has been made within sixty (60) days after the date the District has paid the Expenditures and the District intends and reasonably expects to reimburse itself for the payment of the Expenditures out of the proceeds of a borrowing (the "Bonds"), which the District reasonably expects to make after the date of payment of the Expenditures.

6. Reasonableness. As of the date hereof, there are no sources of District funds which have been or are reasonably expected to be allocated or available on a long-term basis, reserved, or otherwise set aside to provide permanent financing for the Expenditures, other than pursuant to the subsequent issuance of the Bonds. On the basis of the foregoing, the statements and certifications contained in this Declaration are believed to be reasonable and accurate, and this Declaration is believed to be consistent with the District's budgetary and financial circumstances as they exist or as are reasonably foreseeable on the date hereof, all within the meaning of the Regulations.

7. Public Availability. This Declaration is and shall remain a part of the publicly available official books, records, or proceedings of the District and shall be continuously available for inspection by the general public at the main administrative offices of the District during the District's regular business hours for a period ending not earlier than the day after the issuance of the Bonds from which the Expenditures are to be reimbursed. Upon request, the Declaration shall be made available to the Bond counsel for those Bonds subsequently issued.

IN WITNESS WHEREOF, the undersigned duly authorized individual has executed this Declaration and placed it on file in the official records of the District on the date specified below.

_____, 2018

/s/ _____
Title _____
Independent School District No. 624
White Bear Lake, Minnesota

STATUTORY AUTHORITY

Sec. 1.150-2 **Proceeds of bonds used for reimbursement.**

(a) Table of contents. This table of contents contains a listing of the headings contained in Sec. 1.150-2.

- (a) Table of contents.
- (b) Scope.
- (c) Definitions.
- (d) General operating rules for reimbursement expenditures.
 - (1) Official intent.
 - (2) Reimbursement period.
 - (3) Nature of expenditure.
- (e) Official intent rules.
 - (1) Form of official intent.
 - (2) Project description in official intent.
 - (3) Reasonableness of official intent.
- (f) Exceptions to general operating rules.
 - (1) De minimis exception.
 - (2) Preliminary expenditures exception.
- (g) Special rules on refundings.
 - (1) In general--once financed, not reimbursed.
 - (2) Certain proceeds of prior issue used for reimbursement treated as unspent.
- (h) Anti-abuse rules.
 - (1) General rule.
 - (2) One-year step transaction rule.
- (i) Authority of the Commissioner to prescribe rules.
- (j) Effective date.
 - (1) In general.
 - (2) Transitional rules.

(b) Scope. This section applies to reimbursement bonds (as defined in paragraph (c) of this section) for all purposes of sections 103 and 141 to 150.

(c) Definitions. The following definitions apply:

Issuer means--

(1) For any private activity bond (excluding a qualified 501(c)(3) bond, qualified student loan bond, qualified mortgage bond, or qualified veterans' mortgage bond), the entity that actually issues the reimbursement bond; and

(2) For any bond not described in paragraph (1) of this definition, either the entity that actually issues the reimbursement bond or, to the extent that the reimbursement bond proceeds are to be loaned to a conduit borrower, that conduit borrower.

Official intent means an issuer's declaration of intent to reimburse an original expenditure with proceeds of an obligation.

Original expenditure means an expenditure for a governmental purpose that is originally paid from a source other than a reimbursement bond.

Placed in service means, with respect to a facility, the date on which, based on all the facts and circumstances--

(1) The facility has reached a degree of completion which would permit its operation at substantially its design level; and

(2) The facility is, in fact, in operation at such level.

Reimbursement allocation means an allocation in writing that evidences an issuer's use of proceeds of a reimbursement bond to reimburse an original expenditure. An allocation made within 30 days after the issue date of a reimbursement bond may be treated as made on the issue date.

Reimbursement bond means the portion of an issue allocated to reimburse an original expenditure that was paid before the issue date.

(d) General operating rules for reimbursement expenditures. Except as otherwise provided, a reimbursement allocation is treated as an expenditure of proceeds of a reimbursement bond for the governmental purpose of the original expenditure on the date of the reimbursement allocation only if:

(1) Official intent. Not later than 60 days after payment of the original expenditure, the issuer adopts an official intent for the original expenditure that satisfies paragraph (e) of this section.

(2) **Reimbursement period--(i) In general.** The reimbursement allocation is made not later than 18 months after the later of--

(A) The date the original expenditure is paid; or

(B) The date the project is placed in service or abandoned, but in no event more than 3 years after the original expenditure is paid.

(ii) Special rule for small issuers. In applying paragraph (d)(2)(i) of this section to an issue that satisfies section 148(f)(4)(D)(i) (I) through (IV), the "18 month" limitation is changed to "3 years" and the "3-year" maximum reimbursement period is disregarded.

(iii) Special rule for long-term construction projects. In applying paragraph (d)(2)(i) to a construction project for which both the issuer and a licensed architect or engineer certify that at least 5 years is necessary to complete construction of the project, the maximum reimbursement period is changed from "3 years" to "5 years."

(3) Nature of expenditure. The original expenditure is a capital expenditure, a cost of issuance for a bond, an expenditure described in Sec. 1.148-6(d)(3)(ii)(B) (relating to certain extraordinary working capital items), a grant (as defined in Sec. 1.148-6(d)(4)), a qualified student loan, a qualified mortgage loan, or a qualified veterans' mortgage loan.

(e) Official intent rules. An official intent satisfies this paragraph (e) if:

(1) **Form of official intent.** The official intent is made in any reasonable form, including issuer resolution, action by an appropriate representative of the issuer (e.g., a person authorized or designated to declare official intent on behalf of the issuer), or specific legislative authorization for the issuance of obligations for a particular project.

(2) **Project description in official intent--(i) In general.** The official intent generally describes the project for which the original expenditure is paid and states the maximum principal amount of obligations expected to be issued for the project. A project includes any property, project, or program (e.g., highway capital improvement program, hospital equipment acquisition, or school building renovation).

(ii) Fund accounting. A project description is sufficient if it identifies, by name and functional purpose, the fund or account from which the original expenditure is paid (e.g., parks and recreation fund--recreational facility capital improvement program).

(iii) Reasonable deviations in project description. Deviations between a project described in an official intent and the actual project financed with reimbursement bonds do not invalidate the

official intent to the extent that the actual project is reasonably related in function to the described project. For example, hospital equipment is a reasonable deviation from hospital building improvements. In contrast, a city office building rehabilitation is not a reasonable deviation from highway improvements.

(3) Reasonableness of official intent. On the date of the declaration, the issuer must have a reasonable expectation (as defined in Sec. 1.148-1(b)) that it will reimburse the original expenditure with proceeds of an obligation. Official intents declared as a matter of course or in amounts substantially in excess of the amounts expected to be necessary for the project (e.g., blanket declarations) are not reasonable. Similarly, a pattern of failure to reimburse actual original expenditures covered by official intents (other than in extraordinary circumstances) is evidence of unreasonableness. An official intent declared pursuant to a specific legislative authorization is rebuttably presumed to satisfy this paragraph (e)(3).

(f) Exceptions to general operating rules--(1) De minimis exception. Paragraphs (d)(1) and (d)(2) of this section do not apply to costs of issuance of any bond or to an amount not in excess of the lesser of \$100,000 or 5 percent of the proceeds of the issue.

(2) Preliminary expenditures exception. Paragraphs (d)(1) and (d)(2) of this section do not apply to any preliminary expenditures, up to an amount not in excess of 20 percent of the aggregate issue price of the issue or issues that finance or are reasonably expected by the issuer to finance the project for which the preliminary expenditures were incurred. Preliminary expenditures include architectural, engineering, surveying, soil testing, reimbursement bond issuance, and similar costs that are incurred prior to commencement of acquisition, construction, or rehabilitation of a project, other than land acquisition, site preparation, and similar costs incident to commencement of construction.

(g) Special rules on refundings--(1) In general--once financed, not reimbursed. Except as provided in paragraph (g)(2) of this section, paragraph (d) of this section does not apply to an allocation to pay principal or interest on an obligation or to reimburse an original expenditure paid by another obligation. Instead, such an allocation is analyzed under rules on refunding issues. See Sec. 1.148-9.

(2) Certain proceeds of prior issue used for reimbursement treated as unspent. In the case of a refunding issue (or series of refunding issues), proceeds of a prior issue purportedly used to reimburse original expenditures are treated as unspent proceeds of the prior issue unless the purported reimbursement was a valid expenditure under applicable law on reimbursement expenditures on the issue date of the prior issue.

(h) Anti-abuse rules--(1) General rule. A reimbursement allocation is not an expenditure of proceeds of an issue under this section if the allocation employs an abusive arbitrage device under Sec. 1.148-10 to avoid the arbitrage restrictions or to avoid the restrictions under sections 142 through 147.

(2) One-year step transaction rule--(i) Creation of replacement proceeds. A purported reimbursement allocation is invalid and thus is not an expenditure of proceeds of an issue if, within 1 year after the allocation, funds corresponding to the proceeds of a reimbursement bond for which a reimbursement allocation was made are used in a manner that results in the creation of replacement proceeds (as defined in Sec. 1.148-1) of that issue or another issue. The preceding sentence does not apply to amounts deposited in a bona fide debt service fund (as defined in Sec. 1.148-1).

(ii) Example. The provisions of paragraph (h)(2)(i) of this section are illustrated by the following example.

Example. On January 1, 1994, County A issues an issue of 7 percent tax-exempt bonds (the 1994 issue) and makes a purported reimbursement allocation to reimburse an original expenditure for specified capital improvements. A immediately deposits funds corresponding to

the proceeds subject to the reimbursement allocation in an escrow fund to provide for payment of principal and interest on its outstanding 1991 issue of 9 percent tax-exempt bonds (the prior issue). The use of amounts corresponding to the proceeds of the reimbursement bonds to create a sinking fund for another issue within 1 year after the purported reimbursement allocation invalidates the reimbursement allocation. The proceeds retain their character as unspent proceeds of the 7 percent issue upon deposit in the escrow fund. Accordingly, the proceeds are subject to the 7 percent yield restriction of the 1994 issue instead of the 9 percent yield restriction of the prior issue.

(i) Authority of the Commissioner to prescribe rules. The Commissioner may by revenue ruling or revenue procedure (see Sec. 601.601(d)(2)(ii)(b) of this chapter) prescribe rules for the expenditure of proceeds of reimbursement bonds in circumstances that do not otherwise satisfy this section.

(j) Effective date--(1) In general. The provisions of this section apply to all allocations of proceeds of reimbursement bonds issued after June 30, 1993.

(2) Transitional rules--(i) Official intent. An official intent is treated as satisfying the official intent requirement of paragraph (d)(1) of this section if it--

(A) Satisfied the applicable provisions of Sec. 1.103-8(a)(5) as in effect prior to July 1, 1993, (as contained in 26 CFR part 1 revised as of April 1, 1993) and was made prior to that date, or

(B) Satisfied the applicable provisions of Sec. 1.103-18 as in effect between January 27, 1992, and June 30, 1993, (as contained in 26 CFR part 1 revised as of April 1, 1993) and was made during that period.

(ii) Certain expenditures of private activity bonds. For any expenditure that was originally paid prior to August 15, 1993, and that would have qualified for expenditure by reimbursement from the proceeds of a private activity bond under T.D. 7199, section 1.103-8(a)(5), 126872-2 C.B. 45 (see Sec. 601.601(d)(2)(ii)(b)) of this chapter, the requirements of that section may be applied in lieu of this section.

[T.D. 8476, 58 FR 33551, June 18, 1993; 58 FR 44453, Aug. 23, 1993]

AGENDA ITEM: **2018-19 School Year Calendar Discussion**

MEETING DATE: **January 29, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning;
and Mitch Cooper, Director of Human Resources**

Background:

Each year district leadership works with the School Board to discuss instructional needs that can be addressed through calendar decisions. Tonight Sara Paul and Mitch Cooper will be sharing information about that 2018-19 calendar in preparation for the February 12 School Board meeting. The calendar will be brought to the March 5 School Board meeting for official approval.

2018-19 Calendar Discussion White Bear lake Area Schools



January 29, 2018 WorkStudyMeeting



**Making calendar decisions is a
critical element of designing
for student success**



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

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggest that, among school-related factors, teachers matter most.

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



Contractual Buckets that Inform Calendar Decisions

2018-19 Overview

Category	Number of Days
Teacher Prep	6
Holidays	8
Teaching Days	174
Staff Development	6

Category	Number of Days
Teacher Prep	6
Holidays	8
Teaching Days	174
Staff Development	6

Coordination of Inputs:

- Professional Development Time
- Collaboration Time
- Conferences Time

Desired Outcomes:

- Maximize Instruction Time
- Maximize Effectiveness of Instructional Time

Staff Development

What we need is consistency of purpose, policy, and practice. Structure and strategy are not enough. The solution requires the individual and collective ability to build shared meaning, capacity, and commitment to action. When large numbers of people have a deeply understood sense of what needs to be done—and see their part in achieving that purpose —coherence emerges and powerful things happen. (Fullan, 2016).



Success of K-5 Welcome Back Conferences

- High Turnout
- High Satisfaction Feedback
- Reduced Instructional Disruptions
- Stronger Relationships



Innovative Proposal for 6-12: Planned Flexible Learning Day

What is a Planned Flexible Learning Day?

Teachers share assignments in advance and hold virtual and in-person office hours while students complete assignments and receive guidance from teachers. Students have the opportunity to plan ahead on how they will communicate, collaborate, create and think critically in a flexible learning day.

The **purpose** of this day is aligned to our new District mission statement:

- Each student is the primary agent of their learning
- Engage families as partners in the education of their children

We would like to pilot one planned 6-12 flexible learning day into the school calendar next year.



Coordinated Uniqueness to Achieve Desired Outcomes

Elementary

- Welcome Back Conferences
- Fall and Spring Conferences

Secondary

- Planned Flexible Learning Day
- Fall and Spring Conferences



**Design
Communicate
Implement**

Desired Outcomes

- *Maximize Instruction Time*
- *Maximize effectiveness of Instructional Time*

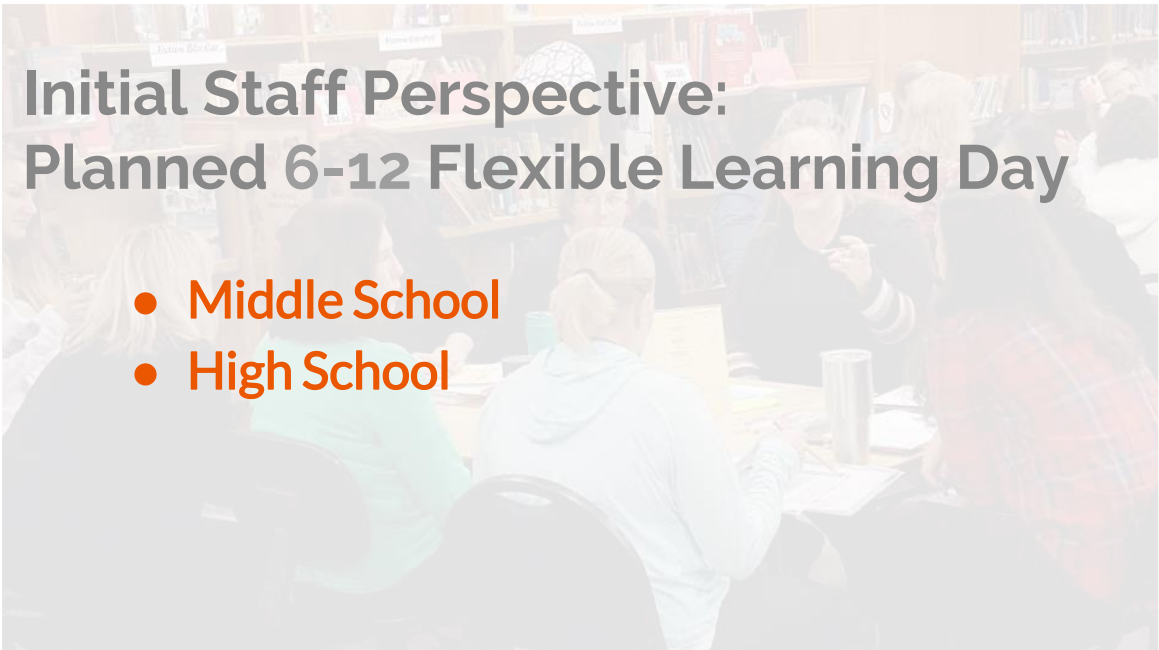
Initial Student Perspective: Planned 6-12 Flexible Learning Day

- Makena Pratt
- Ashley Rensted



Initial Staff Perspective: Planned 6-12 Flexible Learning Day

- Middle School
- High School





WBWF Committee- Initial Perspective: Planned 6-12 Flexible Learning Day

Timeline

Calendar Committee Meetings

January 3 Preliminary

Discussion

January 17 Review Draft

Calendar

Board Discussion and Action

January 22 Discussion

February 12 Review Draft



Discussion

AGENDA ITEM: **Negotiations Study Session**

MEETING DATE: **January 29, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

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

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