

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
MEETING PACKET**

January 23, 2017

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: January 9, 2017

A work-study session of the White Bear Lake Area School Board will be held on **Monday, January 23, 2017**, at 5:30 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

1. Update on School Board/Superintendent Goals and Strategic Plan 5:30 p.m.
Priorities for 2016-17
 - a. Goal I.1: Update of School and District Initiatives for Student Success
School Board Members will meet with their liaison school leaders.
 - b. Board Discussion and Reflections on Agenda B-1a
 - c. Goal I.1 Update on Elementary Literacy Initiative 7:00 p.m.
 - d. Goal II Overview of FY17 Revised Budget, Overview of Potential 7:30 p.m.
Operating Levy
2. Negotiation Study Session* 8:00 p.m.

C. ADJOURNMENT

8:30 p.m.

*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: **Update on School Board/Superintendent Goals
and Strategic Plan Priorities for 2016-17**

MEETING DATE: **January 23, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

BACKGROUND:

We have provided you with an updated copy of priorities for 2016-17 reflecting any changes or adjustments since our November work-study session. Changes are underlined and highlighted.

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

School Board/Superintendent Goals for 2016-17 (For Work-Study Session of January 23, 2017)

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation
Goal 1 - Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.				
Action Step 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	1.1. Proficiency and Growth This step will be aligned to the District's World's Best Workforce Plan.	During 2016-17 the District will continue a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board. As part of a comprehensive review of student progress, the District has designed new	August 22: School Board Work Study Session: Establishing the Foundation: Academic Measures of Success. September 26 work-study session and October 10 School Board meeting: Updates on the Requirements under the State "World's Best Workforce" Legislation	Evaluation plan includes metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.

		strategies for literacy for 2016-17, including at the elementary level comprehensive PLC teams at each school and literacy coaches. The literacy coaches and principals will provide an update on this work at the January 23 Work Study Session.	January 23, 2017 Work Study Session will include time for each school board member to meet with the principal or site leader for their assigned sites, to receive an update on focus areas and progress for 2016-17.	
Action Step 1. 2: All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.	1.2 College and Career Readiness This step will be aligned to the District's World's Best Workforce Plan. Implementation of the WBWF Plan will include deepening our work to use post-secondary plans to increase our collective understanding of each learner's needs and interests and needs.	The 2016-17 school year is the fifth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus. This is year 4 of the comparable guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2016-17 the District will continue to use a set of metrics consistent with the goals of WBWF plan	September 26 work-study session and October 10 School Board meeting: Updates on the Requirements under the State "World's Best Workforce" Legislation.	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.

			and the District's Equity Plan and regularly report to the School Board. During 2016-17, the district will evaluate International Baccalaureate Programs, including the primary years program at Matoska, and the Middle Years Programs at Central and Sunrise Middle Schools; <u>at the January 9, 2017 School Board Meeting the Board approved a contract and assessment plan to review the IB Programs.</u>			
Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing	I.4: IB and Other Rigorous Comprehensive Programs.	In addition to implementation of IB, programming, the District will consider other options including but not limited to: Implementation of Career Pathways; Expanding		Administration reviewed proposed evaluation plans for International Baccalaureate programs at the work-study session of October 24, 2016.	Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	

opportunities to access rigorous, comprehensive educational experiences.		Implementation of AVID; increasing opportunities for and access to college level classes; STEM programing, and other options for review.			
Goal 1 - Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
Action Step II. 1: All students will expand their global perspective through the study of world language and culture at the elementary schools.	II.1 World Language K-5	Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.	Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2. Assessment data measuring student global understanding.	
Action Step II. 2: Secondary students will develop global understanding and competitiveness through expanded	II.2 World Language 6-12	Chinese is now offered 6-12. Students have access to CIS (College in the Schools) classes in American Sign Language, Chinese,	Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 1.Summary information measuring student participation and success in world language;	

world language opportunities at the secondary level.		French, German and Spanish.		2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.	
Action Step II. 4: All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	<u>A Comprehensive Summary of District Service Initiatives for 2015-16 was prepared by WE Act, a nonprofit organization that works with school district on local and international service initiatives, and furnished to school leaders in the fall of 2016.</u>	Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 1.Participation trends in global service learning projects, including comprehensive report from We Act; 2.Survey data on student understanding of global issues related to service learning opportunities.	
Goal 1 - Strategy III: We will ensure our facilities support our district's mission and objectives.					
Action Step III. 1: The District will ensure that inside and outside large group spaces are	III.1 Facility – Large Group Spaces		July 11: Update to the School Board on options for ice rental,	Evaluation plan includes: 1. Completion of Phase I recommended improvements.	

comparable to conference schools.			and presentation on growth in Hugo. August 22: Update on facilities planning for 2016-17 to include internal assessment of facilities and demographic study. September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year with a targeted completion date of March 2017.	2. Incorporation of action step into comprehensive, long-term facilities planning process during 2016-17.	
Action Step III. 2: At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	During 2016-17, other elementary site improvements of significance will be considered, as part of a comprehensive long-term facilities planning process. <u>DLR Group began site assessments in October and November and continue during</u>	September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year. September 26 work-study session and October 10 School Board Meeting: Review options for demographic	Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	

		through the first months of 2017. The demographic study is underway with a report planned to the School Board in February or March of 2017.	study with School Board approval on October 10.	
Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage	Some improvements made in 2015 and 2016; further needs addressed by the comprehensive facilities plan in 2016-17.		Comprehensive review of facilities during 2016-17
Action Step III. 4: The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.	III.4 Facility – Student Population Distribution	This goal will be incorporated into a comprehensive, long-term facilities planning process.	August 22: School Board Work Study Session: Establishing the Foundation:Academic Measures of Success. September 26 work-study session and October 10 School Board Meeting: Review options for demographic	Included in the comprehensive review of facilities during 2016-17.

				study with School Board approval on October 10.	
Action Step III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III. 5 Facility – Standardized Procedures	Completed.	September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.	Evidence that manuals are in place and that employees have been trained appropriately.	
Action Step III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III. 6 Facility – Air Quality	As of 2016-17, all elementary buildings have air conditioning. Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.	September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year. September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.	Successful completion of HVAC projects scheduled for fiscal year 2017.	

			As of 2016-17, all elementary schools have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.			
Action Step III. 9: District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	III. 9 Facility – Technology Access		See Strategy IV.11 This goal will be incorporated into the Comprehensive Facilities Plan.		Part of the Comprehensive Facilities Plan	
Action Step III.10: The District will ensure that elementary class sizes are balanced across the district.	III. 10 Facility – Balanced Elementary Class Sizes		Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2016-17. Additionally, school start and end times will be considered for possible	September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year. September 26 work-study session and October 10 School Board meeting: review options for demographic	Data on class size averages and ranges.	

		implementation in 2016-17 or 2017-18.	study with School Board approval on October 10.		
Action Step III.11: Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.	III.11 Facility – Secondary Phase I recommendations completed in 2015. This action step will be addressed via the Comprehensive Facilities Plan.	<u>DLR Group began site assessments in October and November and continue during through the first months of 2017.</u> <u>The demographic study is underway with a report planned to the School Board in February or March of 2017.</u>	January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update. September 26 work-study session and October 10 School Board meeting: review options for demographic study with School Board approval on October 10.	Part of the Comprehensive Facilities Plan.	
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Goal 1 - Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					

Action Step IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.	Consistent with annual technology plan, funded with general education revenue and from revenue generated by capital projects levy.	3-year implementation plan: 2015-16 - 7th-10th Grade 1:1 2016-17 - 6th-12th Grade 1:1 2017-18 - 1:1 classroom sets Grades 3-5 & 1:2 classroom sets in Grades K-2 Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the District replacement cycle.	November 9, 2015: Update on 1:1 Initiative in the Schools January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present) February 22, 2016 Study Session – technology Support Model (background and data) March 28, 2016 Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony. November 28, 2016: Update to the School Board on Review of Technology Restructuring, including Digital Learning	Evaluation plan during 2016-17 includes: 1. Monitor and evaluate the redesigned technology staffing model
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			Specialists and Tier I and II support.			
Action Step IV.12: The District will enhance communication, and collaboration through the use of a web site.	IV.12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan update presented to the board annually. During 2016-17, the current website will be evaluated consistent with appropriate standards, and options considered for keeping the website current and adaptable to changing needs for technology and communications.	In the fall of 2016, the photos and 624 Facts on the website will be updated and the home page Quick Links will be switched to include more parent-specific information. During the fall of 2016, web editor training is offered to all district and building web editors, and Site improve services are being used (to find misspellings and broken links throughout the site).		2016-17 Evaluation plan includes: 1. Monitor internal and external user comments on website usability 2. Track decrease in website misspellings and broken links. 3. Report on extent to which current website meets standards and options for future improvements		
Action Step IV.13: The District will establish a learning management system to support the development and management of online coursework to allow	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication,	November 2016: Workstudy Update on Digital Presence and Communication expectations as well as plans to streamline	2016-17 Evaluation plan includes: 1. Digital communication tools including Schoology and Google Apps		

web-based learning for staff and students.		resources and materials. Skyward, our Student Information System (SIS), provides a record of attendance and completed grades as well as student data. Google Apps is playing an increasingly central role in the classroom communication model as well. <u>During the 2016-17 School Year the Administration is actively evaluating options to reduce the number of accounts including a single sign-on for parent, students, and staff.</u>	necessary account logins.	2. Evaluate options for reduction of necessary accounts to allow for more efficient communication.	
Action Step IV.14: A policy will be developed and presented for board approval that leverages students' access to mobile	IV.14 Technology Policy	Mobile technologies use was included in the Electronic Technologies Acceptable Use policy.	The Electronic Technologies Acceptable Use policy revisions were approved by the Board on February 8, 2016.	2016-17 Evaluation plan includes: 1. Digital Learning Specialists will train teachers on the updated	

technology and use of that technology in the classroom.					policy by December, 2016.	
Action Step IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11 We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment. By 2016-2017 all secondary students will have a 1:1 device. We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community. The partnership with Ramsey County is highlighted at a White House Conference on January 18, 2016, to which the Superintendent, County Library	February 8, 2016: As part of the Presidential Connect Ed Library Card Initiative with Ramsey County, jointly presented to the School Board on the access Middle School students have to resources to school and Ramsey County Library resources via student library cards. September 12, 2016: Update the School Board on new grant received to promote collaboration between the public library system and elementary media. November 2016 Workstudy Update - Student 1:1 now covers grades 6-12.	2016-17 Evaluation plan includes: 1. Monitor and evaluate Ramsey County Library partnership and expand library card partnership to cover grades 6-12. 2. Monitor and evaluate		

			Director, and County Commissioner were invited; and at a March 11 statewide school administration conference. Work continues with Ramsey County Library to increase family access. On October 13, public libraries and elementary media specialists host an evening for district elementary students at the White Bear Library.			
Goal 1 - Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.						
Action Step V. 1: The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	V.1 Partnership – Process				Evaluation: Successful implementation of Policy 900, Partnerships, including the following: 1. Assure compliance with policy and protocols for all	

				partnerships for the 2016-17 school year; 2. An evaluation of each partnership will be made by June 30, 2017 and annually thereafter consistent with policy.	
Action Step V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	An update was provided to the School Board at the work-study session of April 27, 2015.		Evaluation: Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2016-17 school year;	
Action Step V.3: The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	An update was provided to the School Board at the work-study session of April 27, 2015.		Evaluation: Annual implementation of process consistent with Policy 900, Partnerships.	
Action Step V.5: The District will communicate information related to	V.5 Partnership – Communication	Communication regarding current partnerships has been done via school board		Evaluation: Communications plan implemented annually, including the following:	

partnerships using a variety of resources.		meetings, and through the communications office, including electronics, print, and other media.		1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and answers about the policy and procedures	
Goal 1 - Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.					
Action Step VI. 1: The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	VI.1 Bullying Policy and Program	New program implemented during 2012-13. During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014. During the 2014-15 school year, the administration developed protocols to assure ongoing compliance with our Bullying Prevention	November 28, 2016 work-study session: Update on results of the 2016 Minnesota Student Survey.	The evaluation plan will include: 1. Reviewing data from the Minnesota Student Survey from spring, 2016; 2. An internal audit to assure that all schools are complying with expectations to provide the curriculum; 3. On-going review of other sources of data, including student discipline data. 4. Assurance that all staff receive the required training annually.	

		Policy, policies, and implementation of the curriculum currently in place. For 2016-17, all staff will receive training on compliance with state law and district policy.			
Action Step VI. 2: The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.	VI.2 Faculty	Beginning during 2015-16, the human resources office provides metrics on recruitment, selection, and retention consistent with this action step.	Administration reported employment metrics to the School Board in the fall of 2016.	Evaluation: Employment metrics will be reported annually to the School Board.	
Action Step VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	Consistent with the District's Equity Plan, during 2016-17 develop and implement strategies to assure equity in curriculum and instructional practices. For 2016-17, the District has reallocated		Evaluation: An evaluation plan will be developed consistent with the equity plan.	

		existing staff to create a new position, Assessment and Integration Coordinator. <u>The Integration and Achievement plan is scheduled for review with the School Board at the February, 2017 Work Study Session.</u>			
Action Step VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	Transition plans are in place at each level, including: 1. Kindergarten Jumpstart for four year olds; 2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school. For 2016-17, the District will develop additional transition support for students who enter as new students during the year or at grades not			Evaluation plan will include: 1. Annual Board updates on transition programming; 2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming.

		served by the current transition plans.			
Action Step VI. 5: The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.	VI.5 Equity in all Programming	An update on the Equity Plan was presented at the work-study session of July 13, 2015. For 2015-16, the District participated in the following programming: 1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age; First student lead ISI took place in January 28 at Willow Lane Elementary, with a second event at Lakeaires in May. 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children;	Presentation to Board at work-study session of March 28th from students who planned and delivered first student lead "Intentional Social Interaction" event in the Northeast Metro and first in the White Bear Lake Area Schools. Additional ISI was planned and completed at Lakeaires Elementary on May 26th. Met on June 23rd with SRFC to discuss funding for 2016-17 school year. Presentation to the School Board on April 25, including overview of EMID from the Executive Director, and update on District's EMID programming. Presentation to the School Board on May	An evaluation plan consistent with the Equity plan, will include: 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2016 data released to District from State end of May, review and summarize to compare to 2013. 2. Staff survey data regarding school climate; 3. Parent feedback on school climate.	

		3.Training for District leaders in cooperation with EMID member school districts; 4. Other strategies consistent with Equity Plan	23 highlights work with PIQE and Equal Opportunity Schools.		
Action Step VI. 6: The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	During the 2016-17 school year, this action step will be aligned with the District's WBWF and Equity plan. <u>The Integration and Achievement plan is scheduled for review with the School Board at the February, 2017 Work Study Session.</u>		Evaluation plan will include: 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District's Plan; 3. Other measures consistent with the Plan.	
Goal 2 - Ongoing Financial Stewardship and Budget Management	Details	Status	Report to the School Board	Evaluation	

The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability. The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011, 2012, 2013 and 2015. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.	For 2014-15 and 2015-16, the District increased the frequency of financial reporting from semi-annually to quarterly. This practice will continue for 2016-17. An annual operating plan, to include information related to all major District funds, was finalized during the 2015-2016 school year, with preliminary presentation on May 23 and budget action recommended on June 13, 2016. The adopted budget for 2016-17 is balanced, and the projected fund balances are within the range called for by policy. During 2016-17, the district will take what steps are necessary to prepare for a renewal	November 23: Quarterly Financial Update and Report on Workers Compensation. May 23: Presentation of preliminary budget for 2016-17, and information on financial matters which require Board action. June 13: School Board Action on the budget for 2016-17. November 28, 2016: Overview of timelines for potential 2017 renewal referendum. <u>January 23, 2017: Presentation on Overview of FY 2017 Revised Budget and Overview of Potential Operating Levy</u>	Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit; 2. The audit report for FY 2015-16 is presented to the School Board and public at a regular School Board meeting; 3. The administration will continue the practice of quarterly reports to the School Board; 4. Will continue increased communication with the public by posting additional financial information on the District's website. 5. Review the role and membership of the finance advisory committee. 6. Present an annual operating plan in June 2017.
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		of the referendum levy in the fall of 2017.			
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Details	Status	Report to the School Board	Evaluation	
a. Continue implementation of the Communications and Marketing Plan for the District	The Communications and Marketing Plan was initially implemented during the 2012-13 school year and has been updated annually under the themes of: actively recruit school shoppers, get them young and keep them connected, accentuate the positives, influence the influencers, and use data to inform decision-making.	Administration annually reports to the School Board.	Annually	1. Evidence of increased enrollment (early childhood and kindergarten). 2. Evidence of increased senior citizen engagement. 3. Evidence of community support for referendums. 4. State, national awards for communications projects.	
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	

a. School Board Community Engagement	The School Board will develop strategies to increase community engagement with the Board.	Discussed at School Board Work-Study meetings of July 11, August 22, and September 26, 2016. <u>The Board is including community engagement as part of the school superintendent recruitment and selection process.</u>				
b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School with two sections, and will continue at the same level in 2016-17. During 2016-17, the District will continue with metrics for all	Update to School Board on August 8, including metrics on student growth and survey data from parents and staff.	Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.		

		gifted and talented programming.			
c. Review of District programs and services supporting students with Mental Health and Chemical Dependency Needs	Goal 4c Student support	Based on feedback from school staff during listening sessions at District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement. In October, 2016, administration reviewed findings and recommendations with principals and other leadership team	October 26: Plan presented to the School Board. Planning meeting with small group on January 5, January 21, and February 2, 2016. Large Group Launch (22 participants) on February 9, 2016 (2-4 pm). Included national, regional, and local data. Followed by survey of current practice per building, due March 10, 2016. Large Group meetings held on March 17, 2016, and May 5, 2016. May 23: Update to the School Board on the mental health and chemical dependency review.	Completed Staff Professional Development Activity for ALL Special Service Staff members 9/1/16 on Trauma Informed Classrooms in collaboration with Dr. Clayton Cook from U of MN.	

		members in advance of final presentation to the School Board in November, 2016. <u>Recommendations were presented to the School Board at the November Work Study Meeting; some recommendations have been implemented; for those recommendations needing additional resources, an assessment will be made as part of the FY17 Revised Budget presented to the School Board on January 23, 2017.</u>	Final large group meeting was convened on June 16th to discuss preliminary findings. Small group met July 13 to summarize discussion and data outcomes. November 28, 2016: Review of Mental Health/Chemical Health recommendations.		
d. Continue to follow-up on Program Review of Preschool and Early Childhood Programs, including addressing space constraints due to program growth	Goal 4d Follow-up on Preschool and Early Childhood Programs. During 2014-15, the District made a thorough review of our current preschool and early childhood	A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were made to the School Board at the May work-study session.	November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center March 22: Update the School Board on	Evaluation plan will include: 1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review.	

	program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.	For 2015-16, developed follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review. Preschool facilities planning will be incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11. From November, 2015, through April, 2016, administration continued to work closely with the Legislature, Ramsey County, and other partners on obtaining funding and support. In October, 2016, the administration informed the YMCA that we will not be able to extend the lease of four	planning for the Achievement Center.	2. Comprehensive facilities plan for all preschool programming, completed in conjunction with District comprehensive facility planning process.
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			classrooms at Birch Lake Elementary because these classrooms will be needed in 2017-18 for our own preschool programming.			
e. Comprehensive Review of Senior Services.	Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith communities and other agencies working with the senior population. The goal of this comprehensive review	In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum. In September of 2015, the community members are invited to a follow-up meeting to work on the development of a survey in the fall of 2015 to our senior population. Work with the Community has			Evaluation plan will include: 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programming and the identification of priorities for action in a one to five year window. 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2015. 3. Successfully partner on behalf of senior citizens with cities, municipalities, the township, and other	

September 26
work-study session:

	will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed through the School District or in partnership with other entities.	continued through the fall of 2015. An update on the progress of the Community Forums was given to the School Board at the January 25, 2016 work-study session. A fourth Community Forum was held on February 10, 2016 with forty-four people in attendance. The community members formed action teams around five themes that came from the survey. They are: recreation, transportation, housing, healthcare, and services. Follow up meetings were held on April 6, May 25, August 3, and September 28, 2016. At City Managers/School	administration provided an update to the School Board on Senior Transportation services, and the District's role past, present, and future. November 28, 2016: Update to the School Board on Senior Transportation. December 12, 2016: The School Board approved the Senior Transportation Transition Plan	entities working on behalf of seniors.	
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AGENDA ITEM: Goal I.1: Update of School and District Initiatives for Student Success

MEETING DATE: January 23, 2017

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent for Teaching and Learning
Dr. Michael Lovett, Superintendent

BACKGROUND:

Strategy 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.

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
Kim Chapman	Room 206	Birch Lake Elementary	Lakeaires Elementary	Linda Goers
Ellen Fahey	Room 201	Willow Lane Elementary	WBLAHS – North Campus	Mark Garrison
George Kimball	Room 201	Central Middle School		Mark Garrison
Don Mullin	Community Room	Matoska International	WBLAHS – South Campus (ALC scheduled in advance of work-study meeting)	Marisa Vette
Janet Newberg	Room 206	Lincoln Elementary	Vadnais Heights Elementary	Wayne Kazmierczak
Marge Newmaster	Room 210	Otter Lake Elementary	Sunrise Park Middle School (ECFE scheduled in advance of work-study meeting)	Kathleen Daniels
Scott Wilson	Community Room	Hugo/Oneka Elementary	Hugo (Transition Education Center scheduled in advance of work-study meeting)	Marisa Vette

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.

White Bear Lake Area School District

Early Childhood Programs

www.wblearlychildhood.org

651-653-3100

Five Program Sites

Hugo Elementary

14895 Francesca Avenue, Hugo

Normandy Park Education Center

2482 County Road F E, White Bear Lake

Tamarack Nature Center

5287 Otter Lake Road, White Bear Township

Vadnais Elementary

3645 Centerville Road, Vadnais Heights

Otter Lake Elementary

1401 Co. Road H2, White Bear Lake

Additional Site 2017-18: Birch Lake Elementary



Variety of Programs

Early Childhood Family Education

(Family Literacy/Parent Education/Outreach)

Birth to Five Years

Preschool

(Title1/School Readiness/WBLAP)

Three Years to Kindergarten Enrollment

Early Childhood Special Education

Birth through Two Home Based Early Intervention Services

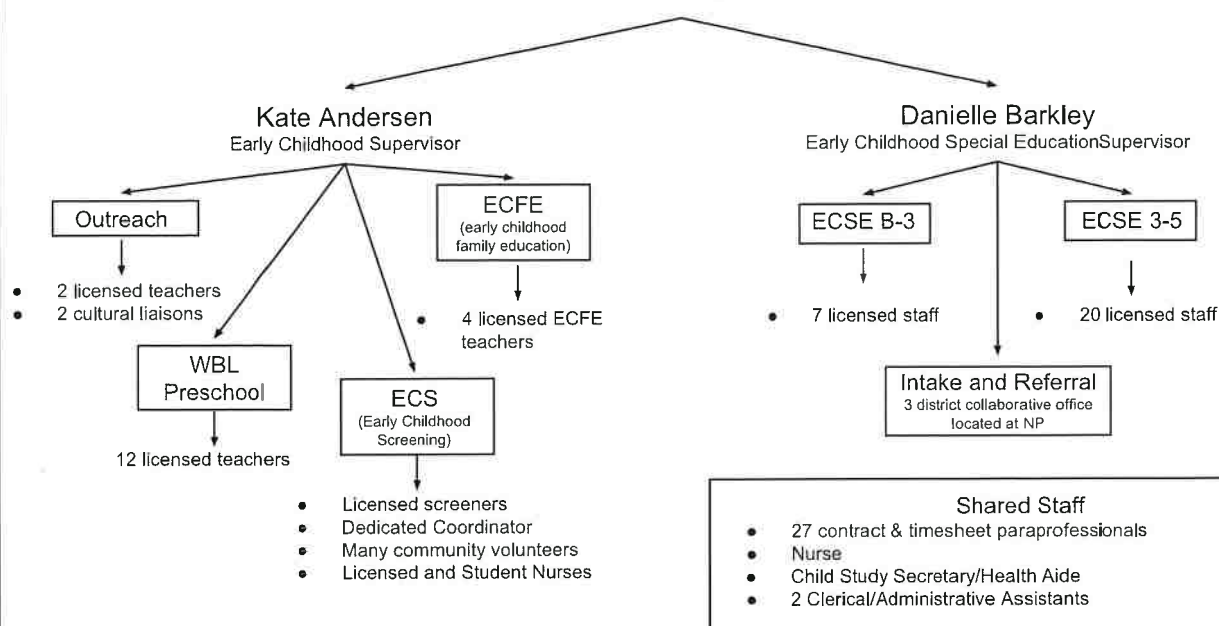
Three to Five Years Preschool Based Intervention Services

Early Childhood Screening

Screen at Three Campaign

Kindergarten Enrollment Requirement

Early Childhood Programs Staffing



Program Growth

	2016-17*	2015-16*	2013-14*
General Ed PreK	277	206	181
ECSE 3-5	227	206	73
ECSE B-3	156**	128	68

* Enrollment as of January each school year

** Enrolled, but not indicative of current service load. B-3 students are processed and moved in and out at a higher rate.



2016-17 Enrollment

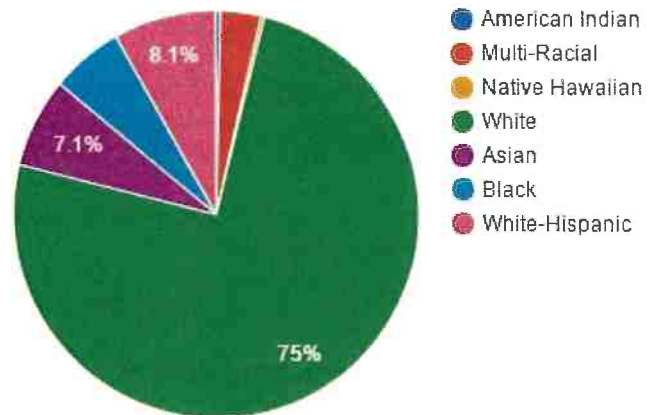
Total Early Childhood Enrollment: 688 students (birth to Kindergarten)

Special Education: 303
 Birth to Two - 99
 Three to Five - 227

Preschool: 277

Early Childhood Family Education: 161

Currently, 55 students take advantage of more than one of our early childhood programs.



District 0-4 Census

AGE	Total	% Enrolled in WBL Programs
0	546	5.7%
1	703	8.8%
2	748	13%
3	838	18.6%
4	889	25.3%
5	312	36.2%

Staffing and Programming Models

Current maintaining 24 sections of preschool

- 15 of 24 sections are inclusion in design
 - 17 students enrolled
 - 2 licensed teachers (ECSE and PreK)
 - 1 or 2 paraprofessionals based on student needs
 - 2 days, 3 days or 4 days out of 4 that are inclusion
- Additionally in order to meet further special education programming needs being addressed:
 - 3 sections of segregated preschool programming for developmental delay
 - 14 sections of programming designed specifically for students with articulation and language disorders
 - 8 students served in community preschool and childcare settings



Inclusion Driving Programming

The "Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs," released jointly by the Departments of Education (ED) and Health and Human Services (HHS) on September 14, 2015, states that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.

Children with disabilities and their families continue to face significant barriers to accessing inclusive high-quality early childhood programs, and too many preschool children with disabilities are only offered the option of receiving special education services in settings separate from their peers without disabilities.

The ED/HHS policy statement:

- Sets an expectation for high-quality inclusion in early childhood programs;
- Highlights the legal and research base for inclusion;
- Identifies challenges to adopting inclusive practices;
- Provides recommendations to states and local programs and providers for increasing inclusive early learning opportunities for all children; and
- Links to free resources for states, local programs and providers, and families that have been developed to support inclusion of children with disabilities in high-quality early education programs.

The policy statement was written with the input of early learning professionals, families, and other early learning stakeholders. Though it focuses on including young children with disabilities, it is ED's and HHS's shared vision that all people be meaningfully included in all facets of society throughout the course of their lives. This begins in early childhood programs and continues into schools, places of employment, and the broader community.



Curriculum and Assessment Highlights

Creative Curriculum

Teaching Strategies GOLD

Routine Based Instruction

Parent Surveys

Developmentally Appropriate Practices

Early Childhood Screening

Special Education Evaluation

Aligned to Early Childhood Benchmarks and K-12 Standards



Preschool Assessment Data

1 year's growth report (2014-15)

Overall Program

	3 Year Olds % meeting/exceeding growth targets	3 Year Olds average growth in points	4 Year Olds % meeting/exceeding growth targets	4 Year Olds average growth in points
Literacy	80%	13.1	70%	14
Math	81%	8.7	83%	8.8

Students with IEP's

Students without IEP's

	3 Year Olds % meeting/exceeding growth targets	3 Year Olds average growth in points	3 Year Olds % meeting/exceeding growth targets	3 Year Olds average growth in points
Literacy	59%	9	100%	17.9
Math	71%	7.1	93%	10.8

Our Students

Student Population - 271

American Indian	6 (2.2%)
Asian	21 (7.6%)
Hispanic	33 (12%)
Black	23 (8.3%)
White	186 (69.2%)
English Learners	29 (10.1%)
Special Education	49 (17.4%)
Free/Reduced Lunch	104 (44.6%)
Title Status - Yes	

Strengths

- Welcoming and safe environment
- Cooperative spirit, Birch students, staff, parents and the community work as a team

Focus Areas

- Reading: 60% of the kids who scored in the low growth, low achievement quadrant will increase growth by 1.5 years on the ORR and at least 1 year on the MAP (Grades K-2) or MCA assessment (Grades 3-5)
- Staff are participating in trainings with Aminata Umoja and Dr. Reverend Karen McKinney, continuing to learn about culturally proficient teaching

BIRCH LAKE ELEMENTARY



*Leading minds to learning,
hearts to compassion and
lives to community service*

1616 Birch Lake Ave
White Bear Lake, MN 55110

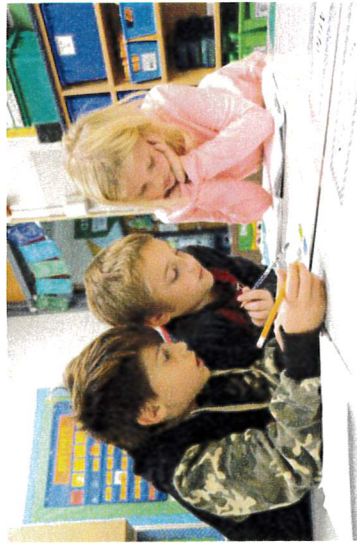
651-653-2776

Nurturing the Unique Talents of Every Student

JAYVIZ LACEY GAVIN NICOLAI CLIVER WILLIAM TREYVOR MAHESHE LUDIA NATHANEAL DANIEL DAYTON
LUIGE OLIVIA HALEY MAGNENTE JULIAN CAIDEN JULIANA TEGGAN ADGAHL CHRISTIAN GRACEYNN
BRODY TYLER DETON PATRICK DECUAN HAYDEN IVYATTE TREYVOR CAIDEN CHANTON JACOB MADISON
TRACE JULIANA BRIANNA AMIELA AUTORA JADEN GIORGIALUZZA GABRIEL EVAN ARYANNA DANIEL
LUNELA ELISA JAYI ADRIACCE CARLA MAGHELLE LYSAURELLE JAVANNA MAJUL SEANNA SOPHIA QUINN
ZEBEDAH JOHN GUDDEP NICOLAS MEGGAN JAYDEN AUBREY LAULA SOPHIE CALEEN COLE MASON
PARADISE PRECIOUS BLUE LULLY BRADEN JULIA JASON KYLE MATTHEW OSCAR EMMA CAIDEN
BAILEIGH PETER JULIANA ARELYS GEORGE KAYELE GRACIAH ENNIETT HENRIK AULA BAULEE VILEE
TIMOTHY MELVIN SEJUNE WILES ADRIAN SON COROCELA LUCY ALVA GABRIELLE DAYTON
SAVANNAH MAGNUS HENRIK DETON COLE JONATHAN JULIA LACEY AURORA JAVANNA
ADOLINE LUTY RUBY MARIALA ALLYSSA SAMUEL SAMANTHA LOGAN KATELYN ADOLINE KERRA
BULLEO COLE PRITILE CAM HENRIK ENNIETT MARCELIN BRADYNA JACOB ALITA
ANTHONY CHARLES GORRA BRADYNA BRADYNA ALVARO HAYANNA SHERE ZEEHAN AIDEN
MADRANNA TREYVOR LANDAN TRECE ALVA ELIA KYLE EMMA EVAN MADACE BRIVANNA ARFO
MELANIE DIANA ISABELLA SUMMER SOPHIE VALENTIE LANDON LUDIA IVAN ANDREA VETTER ALEXIA
MATTHIAS JUSTIN BRADEN SOPHIA MAXIM BRIAN ANTONIO ANDY DETON LIAM KARTTIEVA
EDERANNA LOGAN ADAM ALLISON SYLER ANNIVA LILLY RILEY TALORI LITZI PEDRO JOCELYN JACOB
KATHERINE THOMAS CHEYANNE ANTHONY DOMINIC TRIANNA SOPHIA VOLUETT MONESLY PATTON
ELEANOR ALEX LUCY BRANDON VETTER ALVON EMILY MACY MADISON LEANDRO TIANA GRAYSON
HALEY ANTHONY NADEN DYLAN DELIA HECTOR CODY EMILY ZACHARY NORA VANDELL HADLEY
SULLIVAN MACENTE RILEY COTTON OWEN ELIA JAYDEN SAVANNA KAYRON STONEY MACENTE
HALEY RILEY BRIANNA GIOVANNY LUISE SANITIE JEREL JACK ALIZA ROCCO JOSEPH ZEDAH ANDY
GABRIEL MAGNUS ISABELLA LEAH REBEKAH ELISE EVELYN BERNAHAI QUENTIN ALEXIA SALVADOR CAIDEN
DALLA

COMMUNITY PARTNERSHIPS

- Partnership with MacPhail provides music experiences for students during the school day
- Outreach at the Senior Center and at Century College provides opportunities for students and adults to work together to build positive connections
- Junior Achievement connects students to corporate and community volunteers to offer real-world learning promoting use of 21st century skills



LEARNING ENVIRONMENT

- Positive and respectful interactions with students and families
- Ongoing professional learning about culturally responsive teaching
- High expectations for behavior and academics for ALL students

Delivering on our Mission

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,

- At Birch we focus on strategies that support a growth mindset to help students develop a love of learning
- We celebrate learning successes
- We focus on supporting individual interests and strengths

Excel academically,

- We nurture and support our students' self-confidence so they pursue their dreams
- We honor the uniqueness of each student and value their individual strengths and abilities

Are inspired to realize their dreams, and

- We set high but attainable proficiency goals
- We believe ALL students can learn
- We differentiate instruction to meet the unique needs of each student

Become engaged citizens with a global understanding

- We encourage the development of cross-cultural competence through patience, curiosity, careful listening, empathy, flexibility, independence, and risk-taking
- Talk purposefully and positively about different cultures
- We increase global awareness through projects that build connections with different countries from around the world

By challenging each student within a

dynamic, respectful and inclusive environment that **nurtures the unique talents and abilities of every student.**

INNOVATIVE EDUCATION

- In the process of developing a 21st Century learning space for students, families and staff.
- At Birch we strive to constantly be rethinking how to use resources to optimize student learning. We are close to being 1:1 with devices and continue to seek the knowledge and instructional resources to help our students prepare for the fast-paced, ever-changing, technological world of the future.
- Staff members participate in ongoing professional learning to better meet the needs of their students.



NURTURING EACH STUDENT'S UNIQUE TALENTS

- Strong focus on helping our students develop a growth mindset
- Equity focus central to teaching and learning
- Differentiation of instruction to meet the unique needs, interests and learning style of each student

DOUGLAS JACOB DABRY MAGNOLIA HARRISON JESUS LANDON CALLI ALEXA CONNOR ROLAND STELLA
MADDISON MADELYN JACOBSON JOSEPH ISABELLA CACEY LOUISE JORDAN MCKENNA ISAAC JACK
ISAHAH JULIA DEVIN ANGELIA MASON CLARA GAGE JORDYNN JASMINE KATHRYN WILLIAM RIDLEY
HANNAH CECILIA MATEO LUCAS ORION RYLEE MADISON ANNIKA BEAU RAGAN LUKE MARCUS ANNA
CHARLES BRANDON TYLER PANTON NEVIA JAVIER JACSON ADRIAN ROYA KALEY ULAH TYLER WILSON
SAMUEL SUMMER GABRIELLA MIA ROSAUND NATHAN DYLAN SAMUEL SIERRA MAZAHARNE
NATHANIEL TIA **Nurturing the** NATHANIEL TIA
ANNIKA CARTER COLTON HARDY VALERIE MARIE AARON TYLER JACK NATALIA OLIVE OLIVER SHELBY
LUU NOAH KENS **Unique Talents** LUU NOAH KENS
KETH MERCEDES METAN VINCENT KAYLEE HENRY QUENTIN VINCENT BRIGID HANNAH MICAH
BRIANNA DYLAN REESE RYLEE OF **Every** OF
BEUJANNI EMALINE KEILEN MEGHAN VINCENT LOGAN MORGAN RAIDEN DYELON WAHNI NICOLAS
WYATT ADONIS LOREAL MASON **Student** WYATT ADONIS
MARQUIS ISABELLA JACKSON SOPHIA LILLIAN MADISON RYAN AMANDA ZACHARY ZOSIA MAHA CHASE
RILEY ANALISE DELANEY SOPHIA CHLOE JULIAN WILLIAM FIVEVIN SOPHIE YAHMORA MARSHAL CARTER
GABRIELLA LUYA KWONPREET ETHAN HENRY JADEBY SKYLAR CODY DOMINIC VAEDON NOAH TAYLOR
KYLEA HARSHIL KHLOE MIA JORDON JACKSON ZACHARY LILIAN ROWHAN AMBER THEODORE CHARLOTTE
JACQUELYN LILLIAN TALON CYLUS JAYLYNN UNDESEY OSEI RILEAN NATALIE WESTON CONNOR
NATALIE NICHOLAS BRENNAN BEAHN CHRIZEL JOSE EVIAN LACEY AVAAN GABRIELLE ISABELLA GAVYIN
DANIEL DETON JEFFREY JACOB JAMESON DIEGO AGUARI JAVIER JOCELINE ABIGAIL JOVANNY CHARLE
FRANCES RICARDO GRACE KACY JESSICA WYATT SIARA KYLIE OWEN ANTHONY JOHN ANTON OLIVIA
GRACE HALEY OLIVIA HENRY ALEXANDER ANNIKA DAVIN ETHAN EVIAN DENVER SOPHERA JULIA
ZACHARY NATALIA SIDNEY TEAGAN ALEXIS KYE AVIA CHLOE NOELLE ETHAN RYLEE ETERNITY SEALIN
TEVIN MITCHELL JAMELYN RYAN GUNNAR NOLAN XIAOQI EMILY HALEY KYLE NICOLAS IOHANNAH
WILLIAM GRACE MADISE NIKO DRENE ISABELLE GRIFFIN MILES DANIEL TYLER KAYLA CARTER RIDDICK
ROGUE JAMESON ANNALISE DONOVIN SPERNA PRIYA SIAH FELICITY GIVETWE FERE IOSHUA JOYCE
HAYDEN PAUL TROY

- Lakeaires will increase reading achievement through the use of data driven instruction, interventions, and collaboration around student achievement through Professional Learning Communities while also planning instruction with a culturally responsive lens

651-653-2809

COMMUNITY PARTNERSHIPS

- We are 1 of 19 schools nationally participating with POLY, an educational venture partnering with Target, IDEO, & MIT (Massachusetts Institute of Technology) which explores inquiry-based learning through hydroponics
- Ongoing partnership with the Foster Grandparent program, bringing volunteers to work both with teachers and students in a positive way
- With support of our PTO, Lakeaires has expanded their partnership with the White Bear Center for the Arts and have added additional art lessons for all our students



LEARNING ENVIRONMENT

- ENVoY implementation uses strategic, non-verbal management to increase curriculum and relationship conversations while decreasing behaviors
- Recognizing when students make great choices through "Step Ups," our positive behavior reward system, in every classroom
- Lakeaires values our diverse student population, and strives to support students of all backgrounds by providing a positive environment in which to succeed

Delivering on our Mission

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,

- Promotes learning through activities such as Thinking Lounge, Camp-Read-A-Lot and guest readers
- Expanding the Growth Mindset with staff and students
- Instructional planning allows staff to think about ways to foster high levels of student engagement

Excel academically,

- Advanced Language has led students to a greater understanding and use of accountable talk
- Intervention blocks expose students to additional reading and math instruction at their level
- The use of Response to Intervention and the expanded knowledge and resources are aligning with the needs of our students, providing additional support

Are inspired to realize their dreams, and

- Teachers are beginning to explore and find ways to implement the strategies of the Growth Mindset approach
- Peer mentoring through buddy classrooms is building positive connections and promoting a "Yes I Can" attitude
- Responsive Classroom provides a structure for each class to be a community

Become engaged citizens with a global understanding

- We expand global perspectives through the use of technology
- Focus on core values modeled in our school and around the world

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

INNOVATIVE EDUCATION

- We incorporate the 4 C's
 - Collaboration
 - Creativity
 - Communication
 - Critical Thinking
- We offer orchestra to all 5th grade students
- Through professional development and our new Digital Learning Specialist, teachers are utilizing technology in new ways to enrich student learning



NURTURING EACH STUDENT'S UNIQUE TALENTS

- Building relationships with our students, which is a key component in the development of abilities and talents
- Students are provided with equitable access to opportunities, supporting them to become life-long learners
- Increase opportunities to develop students as leaders

LINCOLN ELEMENTARY

American Indian	7 (1.6%)
Asian/Pacific Islander	18 (4.0%)
Hispanic	31 (6.9%)
Black	22 (4.9%)
White	372 (82.6%)
English Learners	5 (1.2%)
Special Education	79 (17.6%)
Free/Reduced Lunch	91 (20.2%)
Title Status – No	

- Highly engaged parent community
- Supportive and caring school staff
- Teachers passionately committed to implementing instructional best practices

- Strengthening our multi-tiered level of support to address the needs of all learners
- Further embed the professional learning community concept that embraces the latest best practice research in instructional research with a data rich reflective environment
- Further expand our support for the emotional and social well-being of each child through strong partnerships with parents and our local community



651-653-2820

Nurturing the Unique Talents of Every Student

COMMUNITY PARTNERSHIPS

- University of Minnesota: TERI partnership supporting yearlong teacher candidates experiencing an innovative approach to preparing for the field of teaching
- YMCA Swimming: Grade 3 students are provided with swimming lessons facilitated by licensed water safety instructors
- Art: Through partnerships with the White Bear Lake Center of Arts, Minneapolis Institute of Art and the Lincoln PTA, K-5 students are exposed to over 10 methods of art instruction throughout the school year.



LEARNING ENVIRONMENT

- PBIS: Known as Positive Interventions and Supports, it's a building wide program enhancing a healthy and enriched climate emphasizing students' positive attributes and providing a proactive environment
- Responsive Classroom: Classroom based approach to establishing a supportive and respectful learning community
- 3 R's: Setting high expectations by fulfilling the characteristics of being "ready," "respectable" and "respectful"

Delivering on our Mission

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,

- BOLT Night: Connecting parents and children as they learn best practice strategies in Literacy and Math
- Read-a-thon: Our emphasis on reading escalates in February during our three week Read-a-thon
- Art and Science Fair: Students display their artistic and innovative talents

Excel academically,

- Incorporating differentiated instruction strategies for all students from the remedial level to the highly gifted learner
- Successful implementation of the Balanced Literacy Framework by implementing Guided Ready and Daily 5 strategies ensuring students reach their fullest potential in their love for reading
- Math Expressions: Developing skills through exploration, modeling and discussion between school and home

Are inspired to realize their dreams, and

- Establishing a safe, respectful environment allowing students to take risks and feel the encouragement to try something unique and creative
- Instilling within students a reassuring mindset that personal effort is a critical ingredient required to reach their goals and dreams
- Reinforcing confidence within the child through supportive dialogue, active listening and empowerment

Become engaged citizens with a global understanding

- Interactive Social Studies Curriculum: Emphasizing how we are part of a more interconnected world by learning the similarities and differences of our cultures from a local to an international level
- World Language Specialist provides students with a broader understanding of the Chinese culture in comparison to our more familiar experiences

By challenging each student within a

dynamic, respectful and inclusive environment that **nurtures the unique talents and abilities of every student.**

INNOVATIVE EDUCATION

- K-5 Mandarin/Chinese World Language Program
- Emphasis on Engineering and Hands on Science through our FOSS Science program
- Technology Instructional Enhancements which provide 1:1 Chromebook portable devices for our grades 3-5 students and grade level sets of Chromebook portable devices for Grades 1 and 2. Kindergarten utilizes classroom sets of iPads.
- Orchestra offered to all 5th grade students



NURTURING EACH STUDENT'S UNIQUE TALENTS

- Authentic Theater Experience: Parents and Staff provide grades 1-5 with a cost sensitive live theatrical experience utilizing play bills from common scripts such as Annie Jr., Dr. Doolittle, Sound of Music, and the Wizard of Oz
- Locally Interactive Service Learning Opportunities: Our Hug-a-Heart club provides K-5 students and families three opportunities each year to support local community needs
- Providing a broad array of experiences and opportunities so students can reflect on their personal interests and passions

Our Students

**MATOSKA
INTERNATIONAL
IB WORLD
SCHOOL**



***Leading minds to learning,
hearts to compassion and
lives to community service***

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

651-653-2847

Student Population – 579

American Indian	5 (.1%)
Asian	27 (5%)
Hispanic	32 (6%)
Black	49 (8%)
White	462 (80%)
English Learners	16 (3%)
Special Education	59 (10%)
Free/Reduced Lunch	117 (20%)
Title One - No	

Strengths

- Strong community of learners
- Commitment to each and every child
- Developing internationally minded learners
- In 2016 we closed the achievement gap in our focus area - Mathematics for our black students. We increased the percentage of black students that meet or exceeds MCA proficiency from 44% to 69%

Focus Areas

- MCA Reading Proficiency scores for all students will increase from 68.88% to 75%
- MAP Reading Growth for all students will increase from 66.1% to 70%
- MCA Reading Proficiency for Black and Hispanic students will increase from an average of 39.4% to an average of 70%
- MCA Reading Proficiency for Free and Reduced Lunch students will increase from 51.7% to 60%

Nurturing the

Unique Talents of Every Student

1. The first step in the process of creating a new product is to identify a market need. This involves conducting market research to understand the current market landscape, identify gaps, and determine the target audience.

2. Once a market need is identified, the next step is to develop a concept. This involves brainstorming ideas, creating a prototype, and refining the product design based on feedback from potential customers.

3. The third step is to conduct a feasibility study. This involves assessing the technical, financial, and operational viability of the product. Key factors to consider include the cost of production, the availability of resources, and the potential for profitability.

4. After the feasibility study is complete, the next step is to develop a business plan. This document outlines the company's mission, vision, and financial projections. It also details the marketing and sales strategies that will be used to bring the product to market.

5. The final step in the process is to launch the product. This involves manufacturing the product, distributing it to retailers or directly to customers, and monitoring its performance in the market.

COMMUNITY PARTNERSHIPS

- We have a new partnership with Lakeshore Theater. Lakeshore provides a quality and professional performing arts experience specifically designed for the Matoska students.
- We partnered with transportation so students can attend rehearsal *before* school, at the theater and then are bussed to Matoska.



LEARNING ENVIRONMENT

- As an international school, we strive to build learner s that seek out perspectives. We deliberately ask students to examine, research and work to understand how different people view the world.

Delivering on our Mission

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,

- The IB learner profile is the cornerstone of the kind of student we work to develop: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective

Excel academically,

- Strong commitment to best practices in curriculum and instruction
- Teaching staff with each student's best interest in mind
- Special Education system keeping students in least restrictive environment

Are inspired to realize their dreams, and

- We strongly believe in our mission. We go beyond examining the achievement gap and look for ways to provide opportunities for students to engage in school beyond the classroom

Become engaged citizens with a global understanding

- Matoska International is an IB World School grounded in inquiry; providing student with both a worldwide perspective and a strong connection to the local communities in which they live

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

INNOVATIVE EDUCATION

- Going beyond the SMART board, using technologies to create learning communities
- We continually seek knowledge about how to best meet the needs of our students and families
- Orchestra is offered to all 5th grade students
- Whether working with H₂O for Life or Jump Rope for Heart, our students become active in giving back to their their community.



NURTURING EACH STUDENT'S UNIQUE TALENTS

- We utilize a PBIS, Positive Behavioral Interventions and Supports, model to identify and address the unique individual social and emotional needs. This system allows us to build on students strengths to address the needs they may have.
- We utilize a differentiated approach in math and reading, meeting the needs of the individual learner.
- Robust Art program utilizing parents and the White Bear Lake Center for the Arts

HUGO/ONEKA ELEMENTARY

American Indian
3 (0.3%)

Asian
44 (4.5%)

Hispanic 30 (3%)

Black
41 (4%)

White
856 (87%)English Learners
24 (2%)

Special Education 110 (11%)

Free/Reduced Lunch 157 (16%)

Title Status – No

- Seasoned, collaborative staff that puts student learning at the forefront of their plans
- Strong community ties enhance the opportunities for students through volunteers, community leaders
- Strong partnerships including:
 - Wargo Nature Center
 - State of Minnesota DNR
 - Keystone Place

- Focused staff development opportunities and Math Talks at the K-1 Level; All staff at the 2-5 grade level are receiving ongoing Thinking Maps training.
- Developing teacher-leaders K-5 to direct collaborative Professional Learning Communities to improve student performance.

- Focusing on good instructional practices via the Literacy Coach to close the achievement gap in our F/R lunch and SPED populations.

***Leading minds to learning,
hearts to compassion and
lives to community service***

**14895 Francesca Ave
Hugo, MN 55038
651-653-2798**

**4888 Heritage Pkwy North
Hugo, MN 55038
651-288-1800**



Nurturing the Unique Talents of Every

Student

COMMUNITY PARTNERSHIPS

We currently have three formal partnerships:

- Wargo Nature Center
- Minnesota School Forest: Minnesota DNR
- Keystone Place



LEARNING ENVIRONMENT

- Pre Testing Units help teachers plan for Differentiated Instruction in order to challenge students based on their individual needs
- Bear Rules
 - Be respectful
 - Be responsible
 - Be safe
- Responsive Classroom is our time where every student has a voice in the classroom and has time to continue to develop their social skills
- Expanding our global perspective through technology

Delivering on our Mission

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,

- Environmental emphasis with 30 acres of DNR managed property to explore
- Interactive, collaborative environments using technology
- Caring staff that cultivate relationships with students outside of school

Excel academically,

- Focus on student results
- High expectations for all students
- Thinking Maps are utilized in grades 2-5 to develop higher order thinking skills
- Professional Learning Communities and Intervention Enrichment time in all grade levels

Are inspired to realize their dreams, and

- Practice a growth mindset
- Provide opportunities to meet individuals from different occupations and backgrounds
- Speak in terms of future success. The power of the word "yet." We haven't learned that "yet."

Become engaged citizens with a global understanding

- BOSS, our student service organization, has a connection through international service projects
- World Language Specialist helps the entire building take a global view
- Global connections through technology

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

INNOVATIVE EDUCATION

- Our PTA has helped us acquire devices so we have better than a 2:1 ratio for our students giving them access to technology on a daily basis
- Using Google Tools (Classroom, Slides, Drive, etc.) to help support the 4C's
 - Collaboration
 - Creativity
 - Communication
 - Critical Thinking
- Orchestra is offered to all 5th grade students
- Some teachers are piloting "Seesaw" to see if it can help communicate effectively with families.



NURTURING EACH STUDENT'S UNIQUE TALENTS

- Growth mindset focused
- Interested-based instruction provides us the opportunity to make learning relevant to each student's life
- Offering choice empowers students to learn and become life-long learners
- Increase opportunities to develop students as leaders

OTTER LAKE ELEMENTARY

Asian
43 (7.3%)

Hispanic 40 (6.8%)

Black
21 (3.6%)

White
484 (82%)English Learners
37 (7.0%)

Special Education 84 (14.4%)

Free/Reduced Lunch 114 (19.6%)

Title Status - No

• Otter Lake has a clear vision of where it is headed. 89% of our teachers are engaged in voluntary professional development to increase student achievement including book studies and instructional coaching support

- Strong PTA involvement providing support and resources to the school
- Students score between 16 and 21 percentile points above the state average in reading and math as measured by the MCA.

- Through the Professional Learning Community process, Otter Lake will refine delivery of instruction in the Response to Intervention Framework
- Otter Lake will increase the literacy scores for students identified as below grade level
- Otter Lake will become an identified STEM school

***Leading minds to learning,
hearts to compassion and
lives to community service***

1401 County Rd H2
White Bear Lake, MN 55110

651-653-2831

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COMMUNITY PARTNERSHIPS

- Partnerships with Willow Lane Elementary and Tamarack Nature Center give a fun and productive learning experience to Otter Lake and Willow Lane students
- Minnesota Children's Theater Company provides a joint literacy and acting experience in kindergarten
- Ashland Productions provides a professional theater experience to students in grades 3-5



LEARNING ENVIRONMENT

- Teachers pre-assess students and continually re-structure classes to meet the needs of each learner through our TIE program
- Several different levels of support to meet the needs of students identified for Special Education services
- 99% of students surveyed report that they believe the teachers care about them

Delivering on our Mission

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,

- Grade levels deliver unique value-added STEM projects that are engaging and FUN!
- Students are recognized for their effort through our Be a Bear Program and have opportunities to lead
- Lego Robotics Lab offer students the opportunity for hands-on creation, evaluation, and imagination

Excel academically,

- Increased MCA proficiency in Math (1.4%), Reading (2.5%) and Science (2.5%) compared to previous years data
- 80.7% of Otter Lake students are proficient in Math compared to the state average of 59.5%.
- 76.8% of Otter Lake students are proficient in Reading, compared to the state average of 59.9%

Are inspired to realize their dreams,

- Fostering a growth mindset in all children
- Honoring all learning styles
- Students utilize technology in a meaningful way every day through access to Chromebooks, SmartBoards, and a variety of Google Educational programs

Become engaged citizens with a global understanding

- Students video chat with a school in Haiti on a regular basis
- Students work to become proficient in the Google products
- Students share cultural traditions and information with children from around the world via technology

By challenging each student within a

dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

INNOVATIVE EDUCATION

- STEM focused school that creates Value-Added STEM projects and implements a Lego Robotics and Coding Lab
- Implementation of TIE: *Time for Interventions and Enrichments*, for all grades so that each student gets scaffolding or enrichments every day
- Orchestra is offered to all 5th grade students



NURTURING EACH STUDENT'S UNIQUE TALENTS

- Otter Lake students regularly engage in our engineering and design process: imagine, question, create, and evaluate
- STEM Fair offers each student the opportunity to showcase their unique talents and interests.
- Gifted and Talented programs offered for students in grades K – 5 for Math and Reading.

Our Students

Student Population - 408

VADNAIS HEIGHTS ELEMENTARY

American Indian	2 (.04%)
Asian	101 (25%)
Hispanic	18 (4%)
Black	30 (7%)
White	255 (63%)
English Learners	35 (9%)
Special Education	55 (13%)
Free/Reduced Lunch	140 (34%)

Title Status: Eligible

Strengths

- Dedicated and caring staff
- Community connections which enhance student experiences
- Diverse neighborhood school with strong family support
- Academic instruction focused on individual student growth

Focus Areas

- Increase reading proficiency as measured by MN Comprehensive Assessments for students in grades 3-5
- Increased percentage of students, grades 1-5, who meet their reading growth goal on the Measures of Academic Progress Assessment
- Implement Professional Learning Community model
- Increase cultural competency of staff – provide monthly professional development

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hearts to compassion and
lives to community service*

3645 Centerville Rd
Vadnais Heights, MN 55127

651-653-2858



**Nurturing the
Unique Talents
of Every
Student**

ANDREW BEUAMIN TAYLOR JOSEPHINE MILES ESMEERALDA MEGHAN ANIKI AARON ALUSTIN
ELIZABETH HALEY HAILEY JULIAN QUINN WILLIAM RAYANNE TAYLOR CHRISTINE TRISTAN MIRANDA
DEVANLO YODAH ANTHONY KARDEN RICARDO AALIYAH DENMETRI CECILY JOSLYN JACKSON BEUAMIN
JOSEPH ADDISON ETHAN ASHER JACKSON ADDISON ALEXANDER JANE MAX GAVYN LOGAN ALUSTIN
CHARLOTTE ALEXANDRIA CADEN HEAVEN WILLIAM HENRY CHARLOTTE ELEANOR JASPER RAYMOND
IAN ARADIANA AUBUN ADAM NATHAN RIDER TYLER AUBRIELLE LENIE JAMES NATHAN KYLIE REBECCA
ZACHARY ISABELLA KAYLEE BROOKLYN KYLIE BROOKE HUNTER RYAN D'SHAUN LUAN JULIA BENTLEY
AIVA GARRETT LUNDY PIPER DANIEL PHOEBE JESSICA LIRICO JACY MADELINE CHLOE MAYWELL
ELIZABETH JOSEPH TRAVIS NATALIE MADISON BRYNN KARLEY ZOET MICHAEL GABRIEL PAUL LUTRIQUE
SOPHIELIA BROCC TAYLOR CONNOR KAZONG NEILLA DAMANI RUBY BEHAIVE BLAKE OLIVIA SIMONE
TOBY NARAH AYAAN AWEYIN ELLA BRIANNE TYLER SOBAYA KYLIE ZOE OLIVIA SCILLY BRYNN PIPER
ERICA ADDISON TELLIA ISABELLE GRAHAM MARTIN SYLVIA ALEXANDER ANGELIE CHLOE CLAIRE
GRACE JOE KYLE MONTELEONE JONAS MONTELEONE JONAS MONTELEONE JONAS MONTELEONE
LAUREN MIA BELLA BENITIZI DONOVAN ZANDER MICHAEL REBECCA BROOKE GAVYN LUJIA ZACHARY
QUINCY LUCY ADDISON ALEXANDER KAO AUGUST EMMA JONAH MAXWELL VALERIE PAUL RITA
RYEN ALISON CHRISTOPHER ALEXANDER KAO AUGUST EMMA JONAH MAXWELL VALERIE PAUL RITA
RILEY KORE MADSEN MOLLY KYLE ANDREW HANNAH AUSTIN ANGEL EMMA
PHENG SHANLISE SYDAR YENIG BRAYAN RYAN ELOISE JAMES ELENIA VAZIO NATHAN NCAO
NUI TSIM SOPHIA BRANDON AEMMA JOSEPH SOPHIA VENDORA CONNER RYAN DOMINIC JULY EMILY
DONALD DEACON DOMINIC THOMAS KELLY BRUCE ALBERT LUCAS CATHIA CARA COLIN MIRIA WILLIAM
GRACE ELLEN ANTHONY BEUAMIN AIDEN MASON LAYAMON WOLKEER TAITOVNNA BRIAN EMILY
MAGGIE MARISA AILES BEUAMIN TIMOTHY CLAYTON BEINDA CHEYENNE TADIVIA JENNA TYLOR
JAYCE GADYN DALLAS RYAN JADEY CARINA NICOLE BRANDON MIRANDA PARKER EVELYN JACOB
TIFFANY TIGER SAMANTHA ELI VINCENT GIOVANNI KYLIE KATE RETNA ELEANOR KADEN GAVYN ASHLIN
AVIREE ADAM GAVYN ABIGAIL NOHA NOURA ANAYA ARIANNA BRIELLE JOSE ISAAC BLAKE HARRISON
LUKE BARDOT ANNA MICHAEL MASON LUYAN MICHAEL BRANDIS ADDISON CHASE JORDON RAMSEY
NATHAN WROBE BENNA CHRISTIAN SYRPHONE JAEVYN EVELYN ENNI KALISTA KEVIN HARLOW HUY
EVIAN ISABELLE BROOKE PANGE ANDREW MARIAH CESZUA RAHON EVELYN HENRY AMER
ALEXANDRIA CHLOE MIRA DEXTER ZACK ANDREW AUBREYA BROCKEVLIN CYRON ELLAH GRACE
HAILEY ISAAC JESAH KENNETH KESHAWN MADISON MADELYNE TIFFANIE DUSTY CANFERA CANELA
CANAYA DANIELLE ZOET TTUTIS VALENCIA CALVIN NIA AUBREY ANA LUKE ALUNA ELISE RILEY JOSEPH
LUCY GRACE SERENITY BEUAMIN JONAH ABIGAIL ADALYN CHAMENG CHANIA GABRIELLA JANIEE
JHAULIA YANDACE KASHIA LUCAS REGINA ALANUS CHANNA EVELYN HOIACHOUA ANI IAONG JACOB
JOSCELYN KALVIN LANIHA MELANIE MISCHA NATHANIEL REAGAN SEBASTIAN TRINITY YULIA CHLOE
HUNTER CARTER

COMMUNITY PARTNERSHIPS

- Vadnais Heights Elementary benefits from the district partnerships and has expanded partnerships to include:
 - Vadnais Heights Lions and Christ the Servant Lutheran Church provide mentorship programs for our students
 - Field trip opportunities through the Vadnais Heights Fire Department and the City of Vadnais Heights
 - University of Minnesota Student Teacher Program
 - Snack pilot program through BearPower & Health Partners
 - Back to School Picnic at 5 Star Estates



LEARNING ENVIRONMENT

- Our mission of P.E.A.C.E., patience, effort, assertion, cooperation and empathy, is the structure for our school environment. We model these goals and teach students how to incorporate these characteristics in their learning and relationships through some of the following activities:
 - P.E.A.C.E. Summits
 - STEM and Art Fair
 - Service Learning Opportunities:
 - Toy and Food Drive
 - Holiday cards, for senior citizens, through Meals on Wheels
 - Pennies for Patients

Delivering on our Mission

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,

- Our caring staff creates learning opportunities that challenge and engage students
- VHES embeds field trips that make learning come alive
- Interactive learning with technology and experiences brought into our schools offer programs that students enjoy including author visits, STEM fair and theatre field trips

Excel academically,

- Focus on student results and academic growth
- High expectations for every student
- Partnering with parents and our Parent Teacher Organization to best support student learning. Students know the importance as a result of the events hosted that bring our school community and families together.
- Ongoing support and instruction for teachers with literacy coaches to positively impact student growth

Are inspired to realize their dreams, and

- P.E.A.C.E. provides an opportunity of how we want our school to be and these are skills that students can take with them
- Responsive Classroom provides a structure for each class to be a community
- Honoring all students by learning about cultures and celebrating diversity through events like our Rice and Beans Night

Become engaged citizens with a global understanding

- Environmental Learning activities inspire student to be responsible leaders and engage in service learning projects
- Civic Participation activities such as Student Council and Veteran's Day program promote student involvement in the community
- Culturally Responsive – providing world language classes that teach students about other cultures

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

INNOVATIVE EDUCATION

- Environment Education – The Bears Back Yard, our 7 acre outdoor classroom, provides an excellent learning format for hands-on learning
- Technology – We have 1:1 devices for students grades 2-5 and classroom sets for grades K-1 to increase technology, student engagement and innovative hands-on learning to promote the 4C's
- Effective tech support for classrooms to maximize use of technology and student engagement



NURTURING EACH STUDENT'S UNIQUE TALENTS

- WIN – What Individuals Need or Focused Instruction for every student in reading and math
- Growth Mindset – academic goals, for every student, that are set in the fall, progress monitored, and have a spring target to work towards
- Orchestra and Drum Circle
- Roller Skating
- Choir Concerts
- VHES Talent Show
- Run Club
- Monthly Equity training with classroom application by teachers for teachers

**WILLOW LANE
ELEMENTARY**

American Indian
1 (0.02%)

Asian
58 (15%)

Hispanic 42 (11%)

Black 118 (30%)

White
172 (43%)English Learners
63 (16%)

Special Education 50 (13%)

Free/Reduced Lunch 237 (60%)

Title Status - Yes

- Diverse student population makes for a rich tapestry of global perspectives on a daily basis
- Engaged, motivated, and inspired staff that are committed to the success of ALL students
- STEM focus school-wide

- Focus on data-driven dialogue to meet the needs of ALL students
- Close achievement gaps among our student population while stretching ALL to succeed and experience HIGH growth
- STEM initiatives-InSciEd Out, WeatherBug, Tamarack Nature Center, Community Garden
- Focus on ensuring equitable practices



***Leading minds to learning,
hearts to compassion and
lives to community service***

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

651-773-6170

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COMMUNITY PARTNERSHIPS

- InSciEd Out (Integrated Science Education Outreach), partnership with Mayo Clinic, Winona State University and the University of Minnesota
- Donatelli's Italian Restaurant helps us to prepare our 5th grade students for the workforce
- Tamarack Nature Center – Integration between a racially isolated schools and a non-racially isolated schools in a nature center learning environment



LEARNING ENVIRONMENT

- Professional Learning Communities grade level teams meet to review assessment data, determine interventions and determine ways to stretch students to go above and beyond
- Student-led IMAGINE! Youth Summits
- Balanced Literacy Instruction

Delivering on our Mission

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,

- By developing a Growth Mindset in both students and staff
- By building strong relationships between and among students and staff
- Through professional dialogue and collaboration at the staff level

Excel academically,

- Designated a Reward School in 2015 by the Minnesota Department of Education
- High growth among all student groups
- Challenge our students to reach their highest potential on a daily basis

Are inspired to realize their dreams,

- Through leadership opportunities
- Personal development of the core values of Integrity, Compassion, Respect, Responsibility, and Service
- With the supports necessary to help them be successful and realize their own potential

Become engaged citizens with a global understanding,

- By celebrating our beautifully diverse student population
- Encouraging our students to know and be proud of their own life stories
- Raising money for clean water needs around the world through H2O for Life

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

INNOVATIVE EDUCATION

- Professional Learning Communities by grade level
- Book study groups focused on meeting the needs of students living in poverty and facing trauma
- IMAGINE! Youth Summits
- Orchestra is offered to all 5th grade students



NURTURING EACH STUDENT'S UNIQUE TALENTS

- Academic practices that meet students where they are and move them to their highest levels of learning
- Positive Behavior Interventions and Supports (PBIS)
- Inclusion and Student Leadership Training for Summits

Our Students

Student Population - 1033

American Indian 9 (0.9%)

Asian 46 (4.6%)

Hispanic 58 (5.6%)

Black 46 (4.5%)

White 866 (83.3%)

English Learners 9 (0.9%)

Special Education 114 (11.0%)

Free/Reduced Lunch 216 (20.9%)

Title Status - No

Strengths

- Committed, collaborative staff
- Strong family support
- Diverse, energetic, optimistic students.

Focus Areas

- Increased reading across all content areas
- Alignment of procedures across all members of grade level teams
- Generating a solid understanding of Response to Intervention among the staff and putting systems in place to support all learners.

CENTRAL MIDDLE SCHOOL IB WORLD SCHOOL



*Leading minds to learning,
hearts to compassion and
lives to community service*

4857 Bloom Ave
White Bear Lake, MN 55110

651-653-2888

Nurturing the Unique Talents of Every Student
 Central Middle School is a public middle school located in White Bear Lake, Minnesota. The school is part of the White Bear Lake Public Schools district. The school's mission is to provide a high-quality education for all students, focusing on academic achievement, social-emotional learning, and community service. The school is an IB World School, which means it follows the International Baccalaureate (IB) program. The school's website is www.centralmiddle.org. The school's phone number is 651-653-2888. The school's address is 4857 Bloom Ave, White Bear Lake, MN 55110.

COMMUNITY PARTNERSHIPS

- Promise Fellows are assigned to about 90 students to increase school success.
- Each eighth grade student is currently engaged in working on service learning projects, many of which will occur in the local community
- The seventh grade works with H.B. Fuller on a buckthorn removal project
- Sixth grade students competed in an inventors fair while engineering/science experts in the field assessed their work



LEARNING ENVIRONMENT

- 7th grade students participate in History Day-MN by completing a project about "Taking a Stand in History"
- Integrating AVID strategies – Advancement Via Individual Determination – across all content areas to increase reading achievement
- WEB, Where Everyone Belongs – 8th grade mentors welcome 6th graders and any new students to our school

Delivering on our Mission

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,

- Students have the opportunity to select classes from a wide range of electives in their interest area.
- Providing the correct level of supports to ensure that students are successful in the classes they choose
- 1:1 Chromebooks provide a meaningful, individualized learning experience

Excel academically,

- Content area teachers are working to deliver reading across the curriculum to increase student reading proficiency.
- Multiple students have received regional and state recognition in the areas of art, choir and social studies for their effort and study
- Providing multiple intervention supports for students

Are inspired to realize their dreams, and

- Students have multiple access points to learn about opportunities after high school. CMS staff is there to answer questions and to guide them.
- Integrated curricular units, making students aware of their broader surroundings in our community
- Career Speakers provide students with connections to the community and provide information about possible work

Become engaged citizens with a global understanding

- Central Middle School's National Junior Honor Society participates in WE Day, an organization focused on local and global change.
- Students have multiple travel opportunities to expand their global experiences such as Week without Walls, Washington D.C trips.

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

INNOVATIVE EDUCATION

- Focusing on building a Response to Intervention framework for all students at CMS, focusing on literacy in 2016-17
- Expanding on the AVID program by offering classes to all grades
- Integrating the Chromebook 1:1 initiative allows students to experience learning that is meaningful and individualized



NURTURING EACH STUDENT'S UNIQUE TALENTS

- Grade level counselors work with each child on transitions and overcoming barriers that limit school success
- Students have access to several clubs in order to expand learning in areas of interest
- The fine arts, world language, and engineering/design options are accessible at every grade

Our Students

Student Population – 835

American Indian	9 (1%)
Asian	104 (13%)
Hispanic	66 (8%)
Black	102 (12%)
White	554 (66%)
English Learners	26 (3%)
Special Education	117 (14%)
Free/Reduced Lunch	305 (37%)
Title Status - No	

Strengths

- Committed, collaborative staff
- Strong family support
- Diverse, energetic, optimistic students

Focus Areas

- Ensure that all students and families feel connected to and supported by the school
- Increase reading proficiency for students across all subgroups
- Increase the quality of instruction to successfully engage all students
- Continue deepening implementation of International Baccalaureate curriculum to engage students in inquiry, collaboration and appreciation of global perceptions

**SUNRISE PARK
MIDDLE SCHOOL
IB WORLD
SCHOOL**



***Leading minds to learning,
hearts to compassion and
lives to community service***

**2399 Cedar Ave
White Bear Lake, MN 55110
651-653-2700**

COMMUNITY PARTNERSHIPS

- YMCA – Students are able to participate in healthy choices club during the school day
- College visits for all 8th graders
- Ramsey County Library – Students receive library cards and have access to resources and online tutoring
- Community Mental Health – Students can access mental health support from community providers during the school day



LEARNING ENVIRONMENT

- Building-wide, continuous focus on equitable opportunities, recognition and support for all students
- WEB, Where Everyone Belongs – 8th grade mentors welcome 6th graders and any new students to our school
- SPARK - school wide positive expectations for learning: Safety First, Positive Attitude, Always be Prepared, Respect, Keep Learning
- Student engagement model that provides academic support for students during and after school
- AVID – Advancement Via Individual Determination – supports students in the academic middle who want to prepare for a 4 year college

Delivering on our Mission

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,

- Emphasize IB Learner Traits
- IB lessons focus on collaboration, inquiry
- 1:1 Chromebooks provide a meaningful, individualized learning experience

Excel academically,

- Literacy- based instruction in all subject areas
- Encouraging students to select challenging courses based on interests
- Strong commitment to best practices in curriculum and instruction
- Providing multiple intervention supports for students

Are inspired to realize their dreams,

- College visits for all 8th graders
- 7th and 8th graders use Naviance to identify areas of strength and interests, as well as learn about college and career options
- Career Speakers provide students with connections to the community and provide information about possible work options

Become engaged citizens with a global understanding

- IB Service learning in all grades
- Service club
- Opportunities for international travel incorporating learning and community service
- World languages in all 3 grades
- IB lessons focus on global understanding

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

INNOVATIVE EDUCATION

- 1:1 Chromebooks allow students to experience learning that is more meaningful and individualized
- Tech Depot – Student club that provides opportunities to learn and apply hands-on technology skills
- Screen Wizards – Students who are interested in combining technology with creativity



NURTURING EACH STUDENT'S UNIQUE TALENTS

- Individualizing learning by encouraging students to select challenging courses based on interests
- Comprehensive curriculum including fine arts, world language, and engineering/design options at every grade
- Students have access to several clubs in order to expand learning in areas of interest

**WHITE BEAR LAKE
AREA HIGH SCHOOL
- NORTH CAMPUS**

A young man with dark hair, wearing a dark grey hoodie with 'WASHINGTON STATE' in orange and white lettering, is seated at a desk. He is smiling and looking down at a white notepad where he is writing with a yellow pencil. His left hand is holding a black calculator. The background shows a wooden desk and a patterned rug.

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hearts to compassion and
lives to community service***

651-653-2920

- ## Focus Areas

- Building wide goal on “shifting” lessons to focus on reading, writing and critical thinking
- Literacy support: second year with a .4 literacy specialist with a goal to improve student academic success and teacher instruction
- Providing support for 9th students before/during their first year of high school (LINK, Academy, AmeriCorp)
- Connecting & supporting students to concurrent enrollment opportunities

Nurturing the Unique Talents of Every Student

COMMUNITY PARTNERSHIPS

- Partnering through a grant opportunity with White Bear Lake Center for the Arts and Wing Young Huie Photography
- Partnering with United Way and local businesses to support development of career pathways



LEARNING ENVIRONMENT

- Ramp Up to Readiness advisory curriculum for college and career guidance
- Mission Statement: "to educate all students in a supportive and challenging environment to become empowered and responsible citizens"
- Focus on essential learning targets, formative and summative assessments
- 50+ clubs and activities

Delivering on our Mission

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,

- Caring & supportive staff with a focus on building relationships
- Standards based curriculum and instruction with a focus on formative and summative assessments to consistently adjust instruction to meet the needs of students
- Collaborative classroom environment with an emphasis on instructional technology

Excel academically,

- Assessment for Learning – placing a focus on formative & summative assessment to impact student learning
- Providing multiple intervention supports for students
- Focus on reading, writing and critical thinking in all disciplines

Are inspired to realize their dreams, and

- Students and families have access to the Naviance program through counseling department which aligns students strengths and interests to post-secondary goals
- Counselors loop with their students for the entire high school experience
- Ramp Up to Readiness advisory curriculum provides touch points for students to realize their post-secondary goals and ambitions

Become engaged citizens with a global understanding

- Technology provides global connections
- Ambassadors take on service projects that impact the world
- Various academic departments provide global perspective for students

By challenging each student within a

dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

INNOVATIVE EDUCATION

- 1:1 chromebook
- Use of Schoology, Google Classroom & Google documents to support the 4C's
- Use of Digital Learning Specialist with teachers to enhance instructional technology practices in the classroom
- Providing students with multiple intervention opportunities to enhance academic success



NURTURING EACH STUDENT'S UNIQUE TALENTS

- Staff Professional Development working with Jamie Almanzan focusing on educational equity and social justice by addressing bias and oppression
- American School Counselor Association counseling model to provide support for students
- Part-time Literacy Specialist
- Academic Support
 - 9th Grade Academy
 - Advancement Via Individual Determination
 - AmeriCorp Promise Fellows

Our Students

Student Population – 1,070

American Indian 10 (1%)

Asian 99 (9%)

Hispanic 60 (6%)

Black 56 (5%)

White 842 (79%)

English Learners 15 (1%)

Special Education 118 (11%)

Free/Reduced Lunch 211 (20%)

Title Status - No

Strengths

- Great families and outstanding students
- Skilled and knowledgeable staff
- Excellent community support
- Comprehensive opportunities for post-secondary credit
- Nearly 60% of Seniors enrolled in college credit courses
- Career and Technical Programming

Focus Areas

- Increase enrollment of diverse population in college credit courses
- Strengthen learning through quality formative and summative assessments
- Support student success on the ACT
- Increase access to college credit courses for students that have not taken a college-level course

WHITE BEAR LAKE AREA HIGH SCHOOL – SOUTH CAMPUS



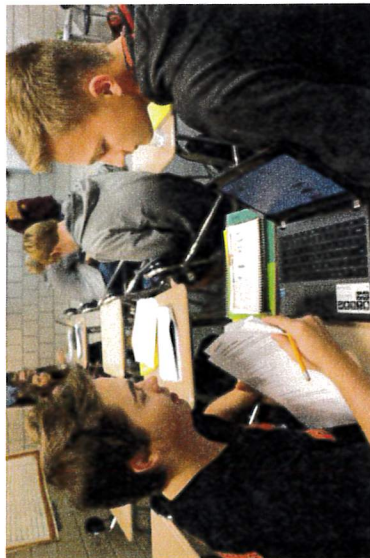
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hearts to compassion and
lives to community service*

**3551 McKnight Rd
White Bear Lake, MN 55110
651-773.6200**

Nurturing the Unique Talents of Every Student

COMMUNITY PARTNERSHIPS

- Supporting our students to challenge themselves to college credit courses.
- Many industry and community partners supporting career academics
- Partnering with United Way to support the development of career academics
 - Manufacturing
 - Information Technology
 - Health Careers



LEARNING ENVIRONMENT

- Comprehensive advisory curriculum for post-secondary guidance
- Bullying prevention lessons for all students
- Inclusive of 50 plus clubs and activities

Delivering on our Mission

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,

- Recognize students at a monthly celebration
- Comprehensive high school model provides multiple opportunities to students
- Purposefully connecting learning to real world experiences

Excel academically,

- Exceeding state and national scores in MCA III
- Exceeding state and national scores in ACT
- Exceeding state and national scores in AP assessments

Are inspired to realize their dreams, and

- Engage in rigorous academic program
- Comprehensive Post-Secondary Advisory Program, a weekly meeting with students who have an assigned advisor and work through curriculum related to post-secondary planning
- Naviance is a comprehensive college and career readiness solutions for high schools that helps align student strengths and interests to post-secondary goals, and improve student outcomes

Become engaged citizens with a global understanding

- Providing technological global connections
- Offering international travel opportunities relevant to languages offered including: Spanish, French, German and Chinese
- Continuing sister school relationships in France, Germany and China

By challenging each student within a **dynamic, respectful and inclusive environment** that **nurtures the unique talents and abilities of every student**.

INNOVATIVE EDUCATION

- Offering career academics:
 - Manufacturing
 - IT
- 10 hybrid technology based courses
- Developing collaborative learning spaces



NURTURING EACH STUDENT'S UNIQUE TALENTS

- We provide the American School Counselor Association School Counseling model to provide support for students:
 - Academics
 - Career
 - Personal and Social Needs

Our Students

Student Population	
American Indian	1 (1.6%)
Asian	1 (.8%)
Hispanic	19 (15.3%)
Black	12 (9.7%)
White	90 (72.6%)
English Learners	4 (.3%)
Special Education	16 (12.9%)
Free/Reduced Lunch	53 (42.7%)
Title Status - No	

*Nurturing the
Unique Talents
of Every
Student*

WHITE BEAR LAKE AREA LEARNING CENTER



Strengths

- Welcoming school environment with strong student/staff relationships
- Comprehensive alternative program with full day credit recovery classes, independent study program, and recovery school-within-a-school
- Comprehensive support staff structure

Focus Areas

- Creating college and career pathways
- Building a culture of literacy
- Providing mental and chemical health supports
- Implementing positive behavior interventions and restorative practices

*Leading minds to learning,
hearts to compassion and
lives to community service*

2449 Orchard Ln
White Bear Lake, MN 55110

651-773.6400

COMMUNITY PARTNERSHIPS

- Minnesota Trades Academy , in conjunction with St. Paul Building and Trades Council and DEED
- STRIVE and Lion's Club Scholarships
- Student Leadership Mentors from Augsburg College
- University Extension
- Tree House
- YouthBank (Suburban Ramsey Family Collaborative)



LEARNING ENVIRONMENT

ALC's Climate Goals:

- All students have a meaningful connection with at least one adult.
- The school structure provides all students with a safe learning environment.
- Positive peer interactions are stressed.

Principles of ALC Community:

Make it Your Own * Everything Matters *
Consistency Counts * Embrace Challenges *
Leave Your Mark

Delivering on our Mission

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

Develop a love for learning,

- E3 Grant funded Science trips at the Audubon Center
- Local theater experiences to extend classroom learning
- Hands-on learning experiences take place across the curriculum

Excel academically,

- AVID strategies used in core classes
- 916 Vocational Education Classes/PSEO
- Shared time students can take EL and elective courses at South Campus
- Early Middle College Application in process for the 2017-18 school year, with well-designed career pathways

Are inspired to realize their dreams, and

- Students are exposed to a variety of college and career options as part of their school day
- Advisors meet with students weekly to monitor progress and set long and short term goals
- Barriers to success are identified at students develop strategies for success.

Become engaged citizens with a global understanding

- Reading Buddies at Matoska Elementary
- Student-driven MAAP Stars Service Projects (Homeless Teens, Homeless Animals)
- Service project related to Women's Literature and Social Issues courses

By challenging each student within a **dynamic, respectful and inclusive environment** that **nurtures the unique talents and abilities of every student**.

INNOVATIVE EDUCATION

- The construction pathway at the ALC provides hands-on learning opportunities, both on and off campus, led by union training center staff; completion of the MultiCraft Core Curriculum is recognized by apprenticeship programs.
- Insight is the first recovery school in the state, and 4th in the nation to be accredited by the Association of Recovery Schools.
- The Focus program provides support to students as they work to meet eligibility criteria for the Insight program.
- Cooking, Community, & Life Skills Class blends hands-on life skills with mental health and self-advocacy skills.



NURTURING EACH STUDENT'S UNIQUE TALENTS

- ALC is a strengths-based school. All students and staff complete the StrengthsQuest.
- The ALC strives to be a school that is culturally responsive and uses trauma-informed instructional practices.
- Students self-select into school-based leadership opportunities, like MAAPStart, yearbook, and Student Leadership
- Positive behavior interventions promote personal responsibility and life skills.

OUR STUDENTS

**TRANSITION
EDUCATION
CENTER**



***Leading minds to learning,
hearts to compassion and
lives to community service***

**13497 Fenway Blvd. Circle N.
Suite 400
Hugo, MN 55038
651-773-6051**

Student Population – 46

- Transition Plus and Transition & Post-Secondary Preparation (TAPP)
 - Special Education: 100%
 - Free/Reduced Lunch: 50%
 - American Indian: 5%
 - Asian: 5%
 - Hispanic: 5%
 - Black: 3%
 - White: 81%
 - Accountability with Academics & Restorative Education (AWARE)
 - Gender: Male (78%), Female (22%)
 - Grades: 6 (13%), 7 (8%), 8 (19%), 9 (21%), 10 (24%), 11 (5%), 12 (10%)
 - Special Education: 38.7%
 - American Indian: 3.2%
 - Asian: 1.6%
 - Hispanic: 6.5%
 - Black: 19.4%
 - White: 69.4%
- AWARE Referrals: Behavior (37.1%), Drugs (16.1%), Fighting (16.1%), Attendance (12.9%), Theft (3.2%), Weapons (3.2%) and Other (11.3%); IEP Placements, Home-Based/Alternative Instruction

Strengths

- Supporting students with transitions
 - AWARE back to their home schools
 - Living at home to living on their own
 - From having a job with a job coach to working independently
 - From high school to adulthood
- Meeting student's Individual Education Program (IEP) needs
- Committed and collaborative staff

Focus Areas

- Expanding our collaboration with the County Case Workers and Vocational Rehabilitation to ensure students have competitive employment in an integrated setting upon graduation
- Bullying and chemical education
- Supporting the mental health needs of students
- Student engagement and ability to independently monitor technology use

Nurturing the

Nurturing the Unique Talents of Every Student

[illegible]

COMMUNITY PARTNERSHIPS

Businesses partners providing workites for students:

- Walgreens, Festival Foods, Blue Heron Grill, ISD 624 (Finance, Custodial, Nutrition Services, Food to Hog, Senior Center -Meals on Wheels, South Campus Avid Tutor)

Partnerships supporting service learning and education:

- Second Harvest Heartland, Lincoln Elementary (Reading Buddies), Gillette Children's Hospital (Pillows for Patients), City of Hugo (Survival Bracelets for Soldiers), Oneka Elementary (Wood Working for Wildlife), City of WBL (Adopt a Park), Dorothy Day Center (Sleeping Mats for the Homeless), Tamarack Nature Center (Wood Chopping)



LEARNING ENVIRONMENT

New for 2016-17

- Poster Campaign: District and TEC core values are displayed throughout the building and discussed with students monthly (Kindness/Together Against Bullying, Internet Safety, Embrace Challenges, Reading Opens the Mind, Actions Speak Louder than Words, Wellness Matters/Mental Health)
- Motor room for students to get out of their wheelchairs to stretch during the day
- Planning has begun to expand opportunities to Gillette Hospital for Transition Plus students

Delivering on our Mission

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,

- Caring staff focused on building positive relationships
- Increased course offering to expand choices
- Emphasis on student engagement through technology, assignment modifications, and use of manipulatives

Excel academically,

- PSEO and 916 Career and Technical opportunities
- Well-defined learning targets
- Individualized goals and supports for each student

Are inspired to realize their dreams, and

- Staff committed to helping students identify where they want to live, work and play per the Olmstead Plan
- Interest Inventories

Become engaged citizens with a global understanding

- Provide various opportunities for students to learn and practice in a controlled setting before applying skills in the community
- Expanded course offerings to prepare students for life after high school: Current Events, Popular Publications, Permit Preparation, Community Connections, Employment Exploration, Ingredients, Read 180, Recreation and Leisure

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

INNOVATIVE EDUCATION

New initiatives for 2016-17

- Student Spotlight: Students write proposals to teach a class on a topic of interest to them
- Community Luncheon: Students are given the opportunity to each lunch off campus to practice skills within the community
- Power Down Days: Designated days encouraging students to be mindful of their technology use
- Transition Tracker: A course designed to meet individual needs (i.e Obtain a State ID, tour a college, informational interview, apply for SSI)
 - Employment
 - Post-Secondary Education & Training



NURTURING EACH STUDENT'S UNIQUE TALENTS

- PACTS Lab (Simulated work environment)
- Student of the month (Recognized students who exemplify the WBL and TEC core values)
- Student led IEP meetings
- Strength Finder
- Person Centered Planning (Identifying strengths and barriers to obtain individual dreams after graduating)
- Individualized learning

AGENDA ITEM: Board Discussion and Reflection on Agenda B-1a

MEETING DATE: January 23, 2017

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent for Teaching and Learning
Dr. Michael Lovett, Superintendent

BACKGROUND:

We are providing time for each Board member to report or reflect on discussions with school principals and program leaders.

AGENDA ITEM: Goal I.1 Update on Elementary Literacy Initiative

MEETING DATE: January 23, 2017

SUGGESTED DISPOSITION: Discussion Item

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

BACKGROUND:

Principals and Literacy coaches will present information about grade 3 reading proficiency in regards to the World's Best Workforce milestones. This presentation will include a brief description and engagement in the repertoire of strategies needed to read proficiently at grade 3 and beyond. There will also be a short video showcasing a few grade three students and teachers.

World's Best Workforce Grade 3 Reading Proficiency

White Bear Lake Area Schools

Presentation • 1.23.17

World's Best Workforce expects...

All Students in Third Grade Achieving Grade-Level Literacy

- How is rigor of the Common Core connected to literacy?
- Why is reading at grade level in grade 3 **important**?
- How does grade 3 reading connect to other WBWF benchmarks?

“I define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced.”

Marie Clay, distinguished researcher
and founder of Reading Recovery



1

Common Core State Standards reflect a value for...

- rigor
- self-directed learners
- content knowledge
- communication
- comprehension/critique
- showing evidence
- understanding of others perspectives

Common
Core State
Standards



**Why is reading at
grade-level in grade 3
important?**

2

Why Grade 3 is important...

- Content area readiness
- Volume and stamina
- Response to text
- Comprehension of more complex texts

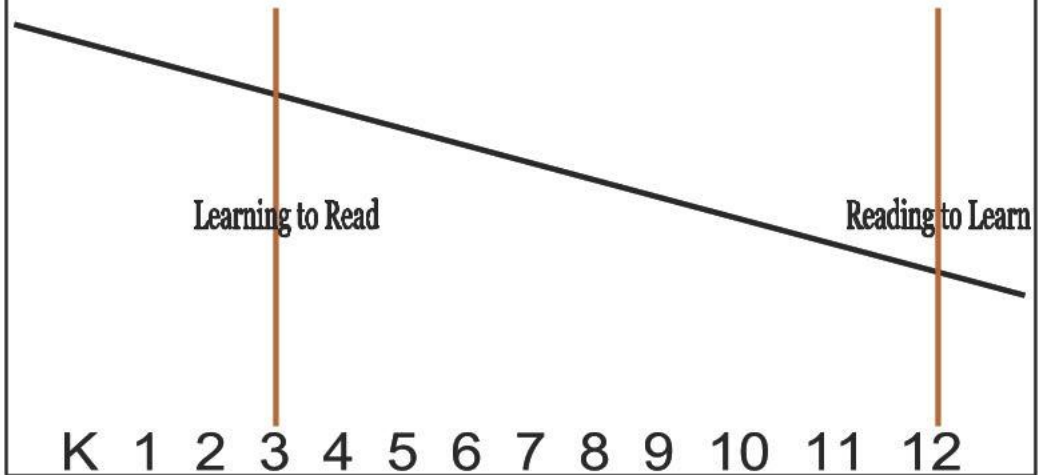


Grade 3 - Video

How does
grade 3
reading
connect to
other WBWF
benchmarks?



Success on World's Best Workforce Benchmarks is Connected to Reading



Discussion



AGENDA ITEM: **Overview of Revised Fiscal Year 2017 Budget and Overview of Potential Local Operating Levy Renewal**

MEETING DATE: **January 23, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne A. Kazmierczak, Assistant Superintendent for Finance & Operations**

BACKGROUND:

A revised fiscal year 2016-2017 budget will be presented to the School Board for discussion at the January 23, 2017 work-study session. Additionally, projected budgets for fiscal years 2017-2018, 2018-2019 and 2019-2020 will be presented. At the February 13, 2017 regular meeting, the School Board will be asked to approve a revised budget for fiscal year 2016-2017. A mid-year revision allows for modifications to be made that reflect changes since the preliminary budget was approved in June. Several examples that might impact a budget include actual enrollment compared to projected enrollment, unforeseen capital expenditures, revenue adjustments that more accurately reflect any legislative changes from the most recently completed legislative session, updated revenue estimates from the Minnesota Department of Education (MDE), data from the prior year's recently completed audit report, and guidance from the District's auditor.

An overview of a potential local operating levy renewal will also be provided. This was discussed at the November 28, 2016 work study meeting with the understanding that it would be revisited in early 2017.

White Bear Lake Area Schools
General, Nutritional Services, and Community Services Funds--Revenues and Expenditures Summary
Revised FY17 and Projected FY18, FY19 & FY20 Budgets

	Actual 2015	Actual 2016	Preliminary 2017	Revised 2017	Projected 2018	Projected 2019	Projected 2020
1 General Fund							
2 Revenue							
3 Local sources							
4 Property taxes	\$ 23,587,670	\$ 23,170,610	\$ 23,656,597	\$ 23,436,477	\$ 23,670,842	\$ 23,907,550	\$ 24,146,626
5 Investment earnings	49,506	75,992	76,000	100,000	140,000	150,000	160,000
6 Other	1,309,465	3,637,559	1,660,682	3,261,178	3,360,000	3,300,000	3,300,000
7 State sources	55,952,733	61,295,757	61,022,425	60,964,418	62,423,706	64,032,180	65,312,824
8 Special Education	10,437,669	9,952,820	11,276,100	11,100,000	11,227,000	11,563,810	11,910,724
9 Federal sources	2,725,971	2,544,801	2,784,791	2,817,040	2,831,358	2,781,426	2,781,496
10 Total revenue	94,063,014	100,677,539	100,476,595	101,679,113	103,652,906	105,734,966	107,611,670
11							
12 Expenditures							
13 Current							
14 Administration	4,368,076	4,319,876	4,762,993	4,462,374	4,544,874	4,613,169	4,704,408
15 District support services	1,662,845	1,927,834	1,932,873	1,945,881	1,971,745	2,001,994	2,030,811
16 Elementary and secondary regular instruction	41,958,720	46,242,132	46,303,343	47,616,298	48,269,047	49,231,764	50,172,794
17 Vocational education instruction	951,749	880,860	959,050	923,201	912,474	924,332	936,449
18 Special education instruction	18,802,623	19,818,791	20,345,243	20,311,108	20,737,645	21,131,811	21,534,457
19 Instructional support services	7,784,273	8,247,943	7,280,347	7,686,047	7,766,396	7,898,295	8,022,254
20 Pupil support services	3,891,907	4,277,020	4,255,797	4,303,920	4,454,255	4,560,637	4,648,767
21 Transportation	4,987,958	6,212,524	5,506,304	6,206,930	6,107,030	6,240,260	6,364,207
22 Sites and buildings	9,129,257	8,619,133	8,946,492	8,549,127	8,632,531	8,125,995	8,218,521
23 Fiscal and other fixed cost programs	181,837	318,315	320,000	318,315	318,315	318,315	318,315
24 Debt service							
25 Principal	499,918	731,156	664,080	664,080	690,180	717,200	745,270
26 Interest and fiscal charges	483,178	434,999	406,880	406,880	381,000	353,900	325,780
27 Total expenditures	94,702,341	102,030,583	101,683,402	103,394,161	104,785,492	106,117,672	108,022,033
28							
29 Excess (deficiency) of revenue over expenditures	(639,327)	(1,353,044)	(1,206,807)	(1,715,048)	(1,132,586)	(382,706)	(410,363)
30							
31 Other financing sources (uses)							
36 District Reserves							
37 Assigned for Secondary Facilities			500,000	500,000	500,000		
38 Assigned for Construction & Capital Improvements			250,000	450,000	250,000	150,000	150,000
39 Assigned for Carryovers			250,000	610,000	350,000	350,000	350,000
40 Assigned for Strategic Priorities			250,000	250,000	50,000	50,000	50,000
41 Capital lease issued							
44 Proceeds from sale of assets	13,129	26,846					
45 Prior Period Adjustment							
46 Transfer In		1,340,000					
47 Transfer to Community Service Fund	(250,000)						
48 Total other financing sources (uses)	(236,871)	1,366,846	1,250,000	1,810,000	1,150,000	550,000	550,000
49							
50 Net change in fund balances	(876,198)	13,802	43,193	94,952	17,414	167,294	139,637
51							
52 Fund balances							
53 Beginning of year	28,367,540	27,491,342	27,505,144	27,505,144	27,600,096	27,617,510	27,784,804
54							
55 Ending Fund Balance (Assigned and Unassigned)	\$ 27,491,342	\$ 27,505,144	\$ 27,548,337	\$ 27,600,096	\$ 27,617,510	\$ 27,784,804	\$ 27,924,441
56 Ending Fund Balance (Unassigned)	\$ 14,670,122	\$ 15,779,571	\$ 15,822,764	\$ 15,874,523	\$ 15,840,178	\$ 16,007,472	\$ 16,147,109
57 Ending Fund Balance (Unassigned as % of expenditures)	15.5%	15.5%	15.6%	15.4%	15.1%	15.1%	14.9%
58							
59 Nutritional Services							
60 Revenues	4,208,560	4,435,030	4,434,266	4,434,266	4,479,619	4,524,415	4,569,659
61 Expenditures	4,245,505	4,347,742	4,425,682	4,425,682	4,553,176	4,684,239	4,817,924
62							
63 Excess (deficiency) of revenue over expenditures	(36,945)	87,288	8,584	8,584	(73,557)	(159,824)	(248,265)
64 Ending Fund Balance	233,152	320,440	329,024	329,024	255,467	95,643	(152,622)
65 Ending Fund Balance (as % of expenditures)	5.5%	7.4%	7.4%	7.4%	5.6%	2.0%	-3.2%
66							
67 Community Services							
68 Revenues	4,772,075	5,343,584	5,342,008	5,342,008	5,448,848	5,557,825	5,668,982
69 General Fund Transfer	250,000						
70 Expenditures	4,515,800	5,250,818	5,342,008	5,342,008	5,448,848	5,557,825	5,668,982
71							
72 Excess (deficiency) of revenue over expenditures	506,275	92,766	-	-	-	-	-
73 Ending Fund Balance	\$ 1,377,965	\$ 1,470,731	\$ 1,470,731	\$ 1,470,731	\$ 1,470,731	\$ 1,470,731	\$ 1,470,731
74 Ending Fund Balance (as % of expenditures)	30.5%	28.0%	27.5%	27.5%	27.0%	26.5%	25.9%

White Bear Lake Area Schools
General Fund Revenues and Expenditures Detail
Revised FY17 and Projected FY18, FY19 & FY20 Budgets

	Actual 2015	Actual 2016	Preliminary 2017 Budget	Revised 2017 Budget	Projected 2018 Budget	Projected 2019 Budget	Projected 2020 Budget
1 Revenue							
2 Local sources							
3 Property taxes	\$ 23,587,670	\$ 23,170,610	\$ 23,656,597	\$ 23,436,477	\$ 23,670,842	\$ 23,907,550	\$ 24,146,626
4 Investment earnings	49,506	75,992	76,000	100,000	140,000	150,000	160,000
5 Other	1,309,465	3,637,559	1,660,682	3,261,178	3,360,000	3,300,000	3,300,000
6 State sources	55,952,733	61,295,757	61,022,425	60,964,418	62,423,706	64,032,180	65,312,824
7 Special Education	10,437,669	9,952,820	11,276,100	11,100,000	11,227,000	11,563,810	11,910,724
8 Federal sources	2,725,971	2,544,801	2,784,791	2,817,040	2,831,358	2,781,426	2,781,496
9 Total revenue	94,063,014	100,677,539	100,476,595	101,679,113	103,652,906	105,734,966	107,611,670
10							
11 Expenditures							
12 Current							
13 Administration							
14 Salaries	3,082,025	3,012,814	3,231,522	3,101,181	3,163,207	3,226,475	3,291,006
15 Employee benefits	1,014,640	1,021,193	1,150,159	1,016,859	1,037,333	1,068,327	1,095,035
16 Purchased services	178,745	211,705	271,278	266,333	266,333	233,833	233,833
17 Supplies and materials	35,654	15,133	42,500	17,000	17,000	17,000	17,000
18 Other expenditures	57,012	59,031	67,534	61,001	61,001	67,534	67,534
19 Total administration	4,368,076	4,319,876	4,762,993	4,462,374	4,544,874	4,613,169	4,704,408
20							
21 District support services							
22 Salaries	821,313	923,550	956,340	943,693	962,566	981,818	1,001,455
23 Employee benefits	294,012	331,324	373,138	349,571	356,562	367,272	376,452
24 Purchased services	489,417	513,706	491,068	541,577	541,577	541,577	541,577
25 Supplies and materials	45,423	134,299	87,000	86,000	86,000	86,000	86,000
26 Capital expenditures	—	—	—	—	—	—	—
27 Other expenditures	12,680	24,955	25,327	25,040	25,040	25,327	25,327
28 Total district support services	1,662,845	1,927,834	1,932,873	1,945,881	1,971,745	2,001,994	2,030,811
29							
30 Elementary and secondary regular							
31 instruction							
32 Salaries	29,354,377	29,975,287	31,872,211	31,732,415	32,304,375	32,935,392	33,579,038
33 Employee benefits	10,232,305	11,476,043	11,217,720	11,227,568	11,470,575	11,803,264	12,092,712
34 Purchased services	1,172,408	1,380,751	1,269,952	1,467,901	1,326,385	1,326,385	1,326,385
35 Supplies and materials	834,607	2,992,430	1,527,085	2,231,406	2,689,484	2,689,484	2,689,484
36 Capital expenditures	188,815	224,133	231,178	406,500	281,178	281,178	281,178
37 Other expenditures	176,208	193,488	185,197	550,508	197,050	196,061	203,997
38 Total elementary and secondary							
39 regular instruction	41,958,720	46,242,132	46,303,343	47,616,298	48,269,047	49,231,764	50,172,794
40							
41 Vocational education instruction							
42 Salaries	367,893	421,732	408,701	374,083	381,563	389,193	396,976
43 Employee benefits	151,726	176,976	165,271	164,971	169,098	173,326	177,660
44 Purchased services	393,557	247,348	359,900	354,898	354,898	354,898	354,898
45 Supplies and materials	38,573	34,804	25,178	29,249	6,915	6,915	6,915
46 Capital expenditures	—	—	—	—	—	—	—
47 Other expenditures	—	—	—	—	—	—	—
48 Total vocational education							
49 instruction	951,749	880,860	959,050	923,201	912,474	924,332	936,449
50							
51 Special education instruction							
52 Salaries	12,948,975	13,374,974	13,858,678	13,845,714	14,096,524	14,359,964	14,628,683
53 Employee benefits	5,126,142	5,619,844	5,752,966	5,697,810	5,865,528	5,996,254	6,130,181
54 Purchased services	491,506	712,470	503,029	545,692	541,701	541,701	541,701
55 Supplies and materials	176,980	91,542	159,500	139,322	162,822	162,822	162,822
56 Capital expenditures	28,020	16,049	40,000	50,000	40,000	40,000	40,000
57 Other expenditures	31,000	3,912	31,070	32,570	31,070	31,070	31,070
58 Total special education instruction	18,802,623	19,818,791	20,345,243	20,311,108	20,737,645	21,131,811	21,534,457
59							
60 Instructional support services							
61 Salaries	3,738,896	4,158,098	3,969,949	4,198,238	4,282,198	4,367,841	4,455,198
62 Employee benefits	1,271,418	1,552,849	1,450,892	1,549,441	1,581,772	1,627,886	1,668,588
63 Purchased services	255,599	342,621	319,740	316,210	316,210	316,210	316,210
64 Supplies and materials	65,697	88,344	69,697	112,189	76,247	116,289	112,189
65 Capital expenditures	2,452,663	2,104,807	939,465	939,465	939,465	939,465	939,465
66 Other expenditures	—	1,224	530,604	570,504	570,504	530,604	530,604
67 Total instructional support service:	7,784,273	8,247,943	7,280,347	7,686,047	7,766,396	7,898,295	8,022,254
68							

		Actual 2015	Actual 2016	Preliminary 2017 Budget	Revised 2017 Budget	Projected 2018 Budget	Projected 2019 Budget	Projected 2020 Budget
69	Pupil support services							
70	Salaries	2,572,490	2,753,256	2,821,356	2,910,164	3,037,769	3,096,528	3,156,457
71	Employee benefits	957,646	1,082,104	1,052,467	1,073,241	1,095,971	1,127,594	1,155,795
72	Purchased services	77,348	213,534	242,853	183,917	183,917	183,917	183,917
73	Supplies and materials	40,013	130,676	29,610	43,087	43,087	43,087	43,087
74	Capital expenditures	—	—	—	—	—	—	—
75	Other expenditures	244,410	97,450	109,511	93,511	93,511	109,511	109,511
76	Total pupil support services	3,891,907	4,277,020	4,255,797	4,303,920	4,454,255	4,560,637	4,648,767
77								
78	Transportation							
79	Salaries	1,198,716	1,492,770	1,578,705	1,448,880	1,507,458	1,546,607	1,579,339
80	Employee benefits	342,090	446,108	424,271	528,600	561,818	577,364	588,473
81	Purchased services	3,048,663	3,463,776	2,871,908	3,503,250	3,503,250	3,573,315	3,644,781
82	Supplies and materials	398,489	423,160	520,200	415,200	423,504	431,974	440,614
83	Capital expenditures	—	386,470	110,200	310,000	110,000	110,000	110,000
84	Other expenditures	—	240	1,020	1,000	1,000	1,000	1,000
85	Total transportation	4,987,958	6,212,524	5,506,304	6,206,930	6,107,030	6,240,260	6,364,207
86								
87	Sites and buildings							
88	Salaries	2,921,098	2,970,988	3,020,452	3,025,565	3,086,074	3,147,797	3,210,754
89	Employee benefits	1,101,109	1,081,409	1,237,728	1,125,707	1,148,602	1,182,703	1,212,272
90	Purchased services	2,881,480	2,509,214	2,869,544	2,517,349	2,517,349	2,517,349	2,517,349
91	Supplies and materials	941,062	919,265	929,900	969,478	969,478	969,478	969,478
92	Capital expenditures	1,273,510	1,127,291	875,200	895,000	895,000	295,000	295,000
93	Other expenditures	10,998	10,966	13,668	16,028	16,028	13,668	13,668
94	Total sites and buildings	9,129,257	8,619,133	8,946,492	8,549,127	8,632,531	8,125,995	8,218,521
95								
96	Fiscal and other fixed cost programs							
97	Purchased services	181,837	318,315	320,000	318,315	318,315	318,315	318,315
98								
99	Debt service							
100	Principal	499,918	731,156	664,080	664,080	690,180	717,200	745,270
101	Interest and fiscal charges	483,178	434,999	406,880	406,880	381,000	353,900	325,780
102	Total debt service	983,096	1,166,155	1,070,960	1,070,960	1,071,180	1,071,100	1,071,050
103								
104	Total expenditures	94,702,341	102,030,583	101,683,402	103,394,161	104,785,492	106,117,672	108,022,033
105								
106	Excess (deficiency) of revenue over							
107	expenditures	(639,327)	(1,353,044)	(1,206,807)	(1,715,048)	(1,132,586)	(382,706)	(410,363)
108								
109	Other financing sources (uses)							
110	District Reserves							
111	Assigned for Secondary Facilities			500,000	500,000	500,000		
112	Assigned for Construction & Capital Improvements			250,000	450,000	250,000	150,000	150,000
113	Assigned for Carryovers			250,000	610,000	350,000	350,000	350,000
114	Assigned for Strategic Priorities			250,000	250,000	50,000	50,000	50,000
115	Capital lease issued							
119	Proceeds from sale of assets	13,129	26,846					
120	Transfers in		1,340,000					
121	Transfers (out)	(250,000)						
122	Total other financing sources (uses)	(236,871)	1,366,846	1,250,000	1,810,000	1,150,000	550,000	550,000
123								
124	Net change in fund balances	(876,198)	13,802	43,193	94,952	17,414	167,294	139,637
125								
126	Fund balances							
127	Beginning of year	28,367,540	27,491,342	27,505,144	27,505,144	27,600,096	27,617,510	27,784,804
128	Prior Period Adjustment							
129	End of year	\$ 27,491,342	\$ 27,505,144	\$ 27,548,337	\$ 27,600,096	\$ 27,617,510	\$ 27,784,804	\$ 27,924,441

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Revised Fiscal Year 2017, Projected Fiscal Years 2018, 2019 & 2020 Budgets

Work Study Meeting
January 23, 2017

WHITE BEAR LAKE AREA SCHOOLS



General Fund Budget (Fund 1, 3, 5)

FY17

- Revenue: \$103.49 million total (\$101.68 million General Education revenue plus \$1.81 million Other Sources)
- Revenue compared to preliminary budget
 - Special education state aid adjustment
 - Adjusted for actual enrollment

2



General Fund Budget (Fund 1, 3, 5)

FY17

- Expenses: \$103.39 million total
 - Adjustments made based on data from payroll and human resources
 - Transportation adjusted to include the purchase of vehicles
- Overall: Revenue projected to exceed expenses by approximately \$95,000

3



Assumptions FY18-FY20

Revenues

- State General Education Formula Allowance
 - Actual increase of 2.0% for FY18
 - Assumed increase of 1.75% for FY19 and FY20
- Special Education
 - State mandated changes to revenue calculations
 - » Continued phase in over next two years
 - Assumed increase of 3.0% for FY19-FY20
- Federal
 - Assumed no increase, adjustment based on actuals

4



Assumptions FY18-FY20

Expenses

- Assumed regionally competitive increase on salary and benefits
- Assumed no increase to supplies and other areas
- Assumed stable staffing levels

5



General Fund Budget (Fund 1, 3, 5)

FY18

- Revenue: \$104.80 million total (\$103.65 million General Education revenue plus \$1.15 million Other Sources)
- Expenses: \$104.79 million total
- Revenues projected to exceed expenses by approximately \$17,000

FY19

- Revenue: \$106.28 million total (\$105.73 million General Education revenue plus \$.55 million Other Sources)
- Expenses: \$106.12 million total
- Expenses projected to exceed revenue by approximately \$167,000

6



Budget Planning

January 23	Revised FY17, Projected FY18-FY20 budgets reviewed by School Board
February 13	Revised FY17 budget presented for School Board action
January-April	Staffing plan and enrollment projections refined
February-May	Budget planning with stakeholders, budget refinement
May	Preliminary FY18 budget reviewed with School Board
May	Recommendations for budget adjustments that have staffing ramifications
June 12	Preliminary FY18 budget presented for School Board action

7

Finance Update & Local Operating Levy Renewal Overview

Work Study Meeting
January 23, 2017

WHITE BEAR LAKE AREA SCHOOLS



Finance Overview

1. Increasing enrollment

- End of year average daily membership (ADM) projection:
 - 2016-17 8,264
 - 2017-18 8,416
 - 2018-19 8,567

(Source: Fall 2016 SchoolFinances.com "merged" enrollment projection method)

- New housing construction and housing turnover

2. Facilities study and demographic study

- Site visits to determine current state of facilities, initial input from building administration
- Professional demographer to examine population growth and housing trends and provide long-term projections
- Both studies will provide baseline data from which to begin a comprehensive planning process in early 2018 (tentative)



District's Financial Position

1. AA bond rating (Standard & Poors)
 - Last affirmed in 2015
 - Allows the district to issue bonds at favorable rates
2. Fund Balance Policy
 - 12.5%-16.7% of operating expense
 - 15.5% as of June 30, 2016
3. Balanced budget for 2016-17

3



Local Operating Levy Renewal Overview

1. Statewide trends
2. Recent operating levy referendum history
3. Operating levy revenue details and tax impact
4. Preliminary timeline for November 2017 renewal referendum

4



Statewide: Growing Reliance on Referenda

The number of districts relying on operating referendum revenue is increasing

- In 1993, only **65% of districts** had referendum authority
- For FY17, more than **99% of districts** receive referendum revenue
 - Only 2 districts currently do not have referendum authority in place
 - Only 26 districts currently do not accept any local optional revenue
 - 15 districts are accepting a portion of local optional revenue, averaging approximately \$258 per pupil

5



Statewide: Growing Reliance on Referenda

Minnesota School Districts
Statewide Trends in Referendum Revenue 1992-93 to 2016-17

Fiscal Year	Number of Districts			Trends in Referendum Revenue			
	Receiving Referendum Revenue	Total No. of Districts	% Receiving Ref. Revenue	Total Referendum Revenue (\$000s)*	Total Pupil Units ***	Average Revenue/ Pupil Unit	Percent Change
1992-93	269	414	65.0%	\$283,103	853,076	\$332	
1993-94	273	395	69.1%	308,026	881,996	349	5.2%
1994-95**	269	382	70.4%	292,564	911,790	321	-8.1%
1995-96	272	365	74.5%	308,069	929,955	331	3.2%
1996-97	278	358	77.7%	351,686	944,187	372	12.4%
1997-98	281	353	79.6%	375,172	953,383	394	5.6%
1998-99	280	350	80.0%	407,776	961,776	424	7.7%
1999-00	284	347	81.8%	448,556	977,038	459	8.3%
2000-01	299	345	86.7%	490,899	981,370	500	9.0%
2001-02	306	343	89.2%	544,106	979,629	555	11.0%
2002-03**	268	343	78.1%	291,707	975,235	299	-46.1%
2003-04	285	343	83.1%	426,337	956,409	446	49.0%
2004-05	299	343	87.2%	504,721	952,281	530	18.9%
2005-06	301	343	87.8%	534,315	952,296	561	5.9%
2006-07	299	340	87.9%	598,966	952,429	629	12.1%
2007-08	300	340	88.2%	644,192	952,260	676	7.6%
2008-09	306	340	90.0%	720,567	947,476	761	12.4%
2009-10	303	337	89.9%	781,675	946,292	826	8.6%
2010-11	302	337	89.6%	803,506	946,955	849	2.7%
2011-12	302	337	89.6%	828,223	951,401	871	2.6%
2012-13	296	336	88.1%	859,035	956,834	898	3.1%
2012-13	300	336	89.3%	856,326	962,379	890	-0.9%
2013-14	296	332	89.2%	886,019	968,199	915	2.8%
2014-15 ***	316	332	95.2%	984,013	914,637	1,076	17.6%
2015-16	330	332	99.4%	1,037,552	921,288	1,126	23.1%
2016-17	328	332	98.8%	1,100,424	926,919	1,187	10.3%

* Revenue shown is based on maximum authority. Some districts may choose to underlevy.

** For 1994-95, all district's referendum and/or supplemental allowances were reduced by \$100, and the general education formula allowance was increased by the same amount. For 2002-03, referendum allowances were reduced by \$415 and the general education formula allowance was increased by the same amount.

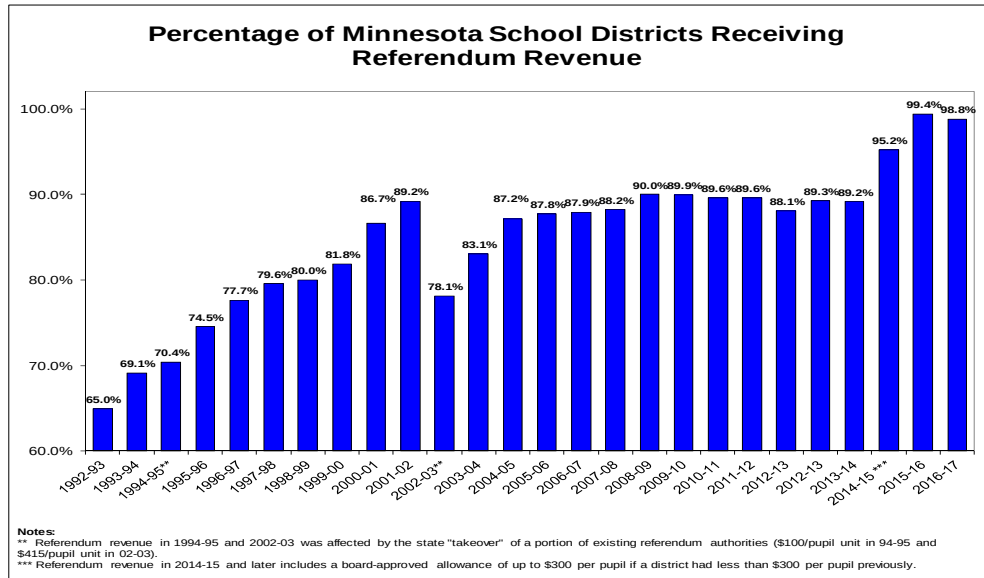
*** For 2014-15 and later, Total Revenue includes both Referendum and Location Equity/Local Optional Revenue. In addition, significant changes were made to the way pupils are counted, reducing the total number of pupils in FY 14-15.

Source: Minnesota Department of Education

mined and information only. Additionally, this material is provided for educational purposes only and should not be construed as investment advice or an offer

6

Statewide: Growing Reliance on Referenda



7

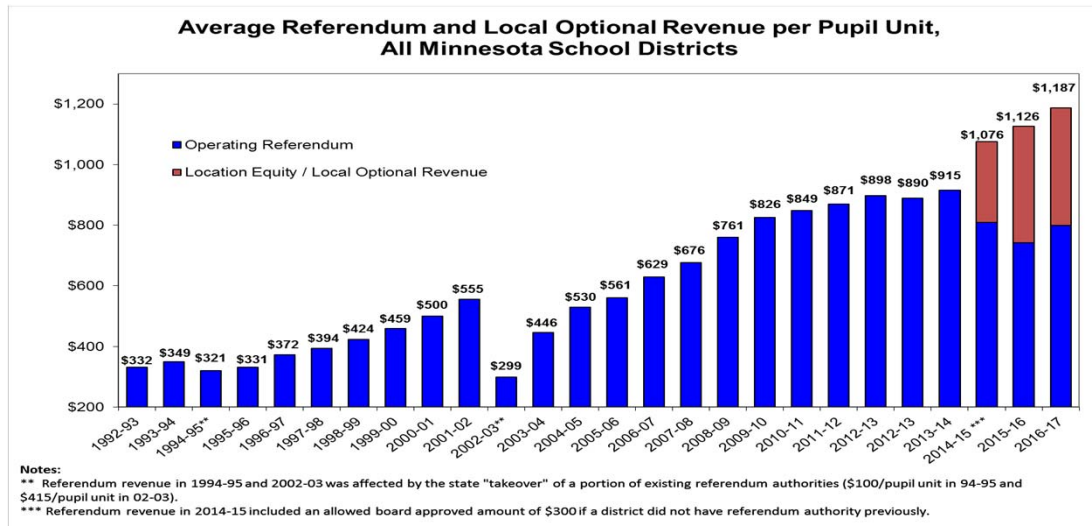
Statewide: Growing Reliance on Referenda

Average referendum authority per pupil is increasing

- In 1993, average referendum authority was \$332 per pupil
- For 2017, the average referendum plus local optional revenue authority is **\$1,262 per pupil** (*updated December 2016*)
 - 20.8% of general education formula allowance
 - Of this amount, \$853 is board approved or voter approved operating referendum, and \$409 is Local Optional Revenue

8

Statewide: Growing Reliance on Referenda



9

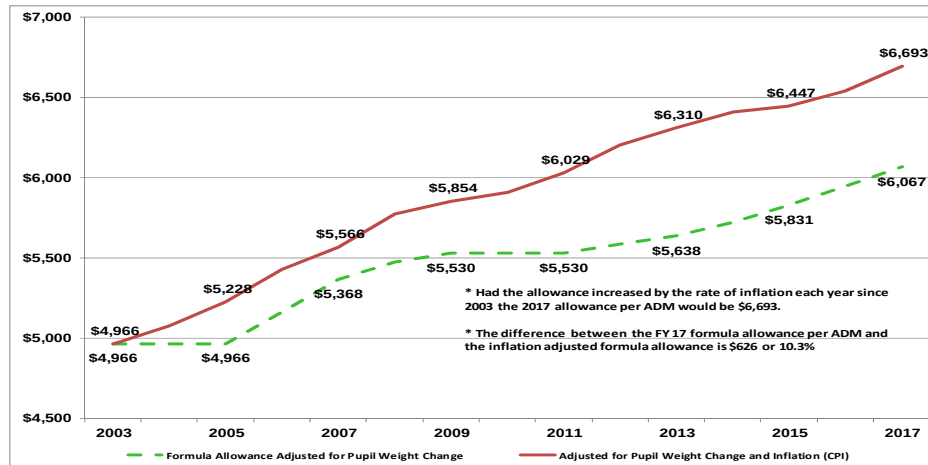
Statewide: Growing Reliance on Referenda

- Since 2004-05, the state General Education Revenue formula has not kept pace with inflation
- For FY16 and FY17, Legislature approved an increase of 2% per year
 - \$117 per pupil unit in FY16
 - An additional \$119 for FY17
- Per-pupil allowance for FY16 would need to increase by another \$179 (2.8%) to have kept pace with inflation

10

Statewide: Growing Reliance on Referenda

General Education Formula Allowance, 2003-2017
Adjusted for Pupil Weight Change and Inflation (CPI)
2015 End of Session

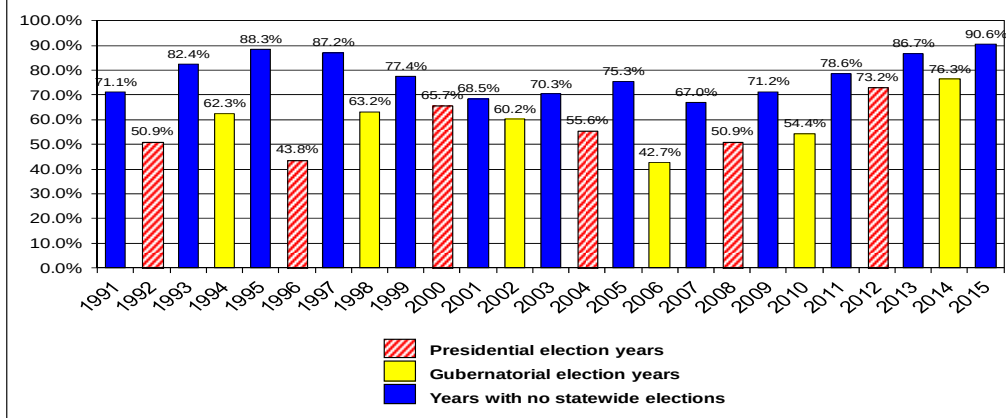


Source: MDE General Education Formula Allowance, 2003 - 2017

11

Statewide: Election Trends

Percentage of Referendums Approved by Voters, by
Calendar Year



12



Statewide: 5-Year Renewal Success Rate

Minnesota Operating Levy Election Success Rates 2012-2016 Renewal Questions Only (Source: MSBA)			
Year	Questions Passed	Questions Failed	% Pass
2012	20	0	100%
2013	24	1	96%
2014	18	0	100%
2015	22	0	100%
2016	14	0	100%
5-Year Total	98	1	99%

13



Recent WBL Local Operating Levy Referendum History

November 2007 election (new)

- \$1,471 per pupil for 5 years with inflation factor
- 63.4% yes, 36.6% no

November 2011 election (renewal)

- \$1,580 per pupil for 6 years with inflation factor
- 73.05% yes, 26.95% no
- Expires after FY19

14



Local Operating Levy Renewal

Potential November 7, 2017 election (renewal)

- \$1,554.14 per pupil
 - Total voter approved and Board approved amount is \$1,978.14 per pupil (\$1,554.14 voter approved & \$424 board approved Local Optional Revenue)
- Existing authority will generate in FY18 revenue of \$17.6 million (\$688,000 state aid & \$16.9 million levy)
 - Voter approved \$13.7 million
 - Board approved \$3.9 million
- Subject to annual inflationary adjustments
- Expiration can go up to 10 years
- Vote a year early in November 2017 or upon expiration in November 2018

15



Estimated Tax Impact

(Source: Ehlers & Associates)

Year Taxes are Payable		2018	2019	
		Expired Authority	Renewed Authority	Net Change
Revenue per Pupil Unit		-\$1,554	\$1,554	
Total Revenue		-\$14,270,445	\$14,413,149	\$142,704
Est. Market Value Tax Rate		-0.19294%	0.19056%	-0.00238%

Type of Property	Estimated Market Value	Estimated Taxes for Referendum Levy Only*		
	\$50,000	-\$96	\$95	-\$1
	75,000	-145	143	-2
	100,000	-193	191	-2
	150,000	-289	286	-4
	175,000	-338	333	-4
	200,000	-386	381	-5
	225,000	-434	429	-5
Residential	250,000	-482	476	-6
Homesteads,	275,000	-531	524	-7
Apartments,	300,000	-579	572	-7
and Commercial-	350,000	-675	667	-8
Industrial Property	400,000	-772	762	-10
	450,000	-868	858	-11
	500,000	-965	953	-12
	550,000	-1,061	1,048	-13
	600,000	-1,158	1,143	-14
	700,000	-1,351	1,334	-17
	800,000	-1,544	1,525	-19
	900,000	-1,737	1,715	-21
	1,000,000	-1,929	1,906	-24

16



Preliminary Timeline for Local Operating Levy Renewal

November 18, 2016	Operating levy renewal overview with Finance Committee
November 28, 2016	Operating levy renewal overview with School Board
January/February 2017	Site visits to share preliminary operating levy renewal information
March 2017	Complete demographic and enrollment studies, contact municipalities within district to determine future bonding plans, develop survey questionnaire
April 2017	Conduct survey
May 2017	Review survey results
June 2017	Adopt preliminary FY18 budget
July 2017	Work session to determine components of proposal; prepare final proposal, date and ballot structure. Develop comprehensive communications plan, prepare informational materials
August 2017	Meet with editor of local newspaper, conduct informational sessions

17



Preliminary Timeline for Local Operating Levy Renewal

August 9, 2017	Board designation of polling places
August 25, 2017	Last day to adopt resolution calling for election , notify county auditor and commissioner of education of election and ballot question(s)
September-October 2017	Large and small group meetings with staff, conduct informational sessions
September 29, 2017	Submit school district election brochure and notice to legal counsel
October 11, 2017	Mail election notice to legal newspaper
October 18, 2017	Mail required legal notice (minimum of 15 days, no more than 30 days before election)
October 23, 2017	Deadline to provide election notice to Commissioner of MDE/County Auditor
November 7, 2017	Election day

18



SCHOOL BOARDS & REFERENDA

A GUIDE FROM THE MINNESOTA SCHOOL BOARDS ASSOCIATION



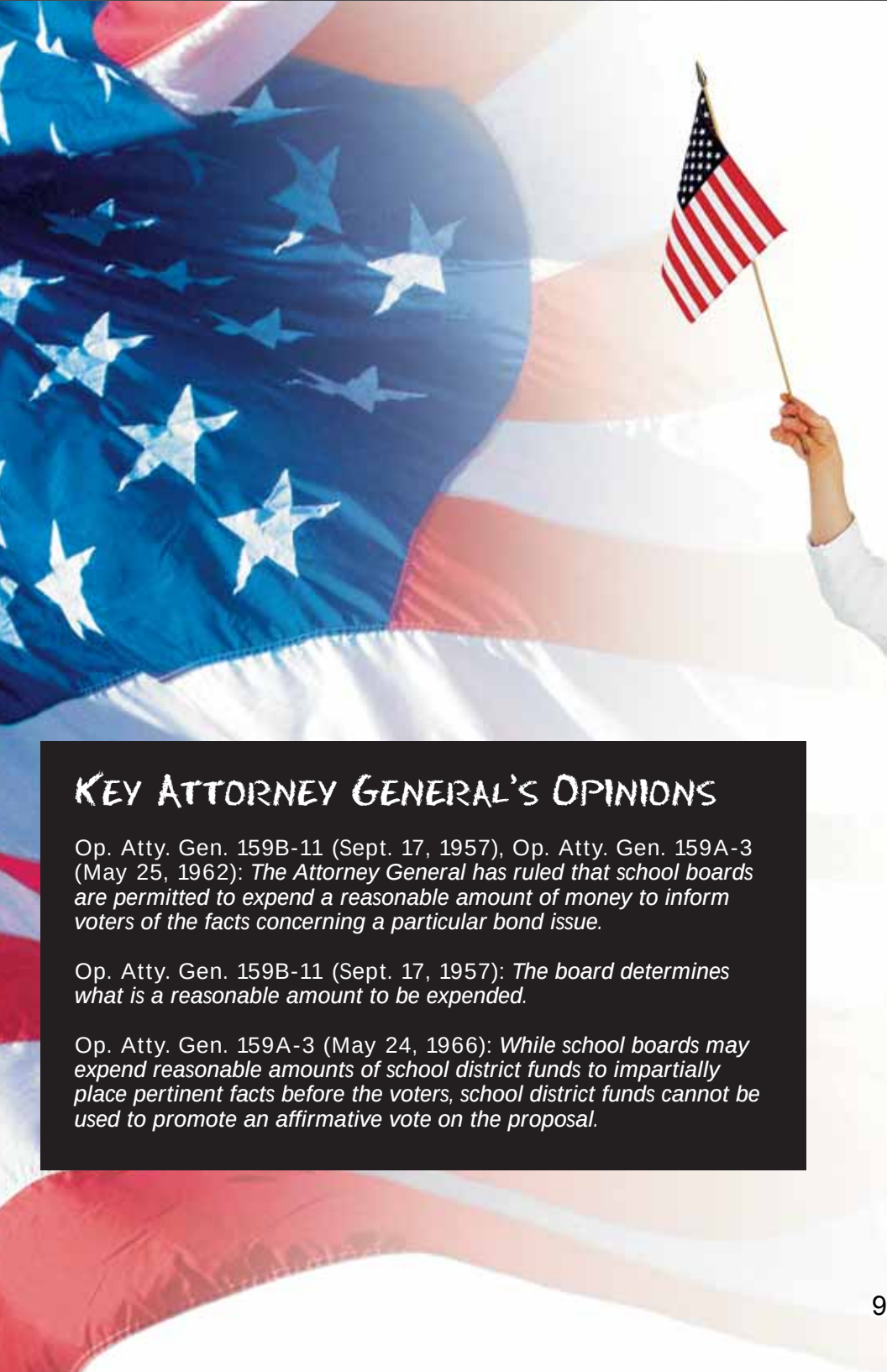
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KEY ATTORNEY GENERAL’S OPINIONS

Op. Atty. Gen. 159B-11 (Sept. 17, 1957), Op. Atty. Gen. 159A-3 (May 25, 1962): *The Attorney General has ruled that school boards are permitted to expend a reasonable amount of money to inform voters of the facts concerning a particular bond issue.*

Op. Atty. Gen. 159B-11 (Sept. 17, 1957): *The board determines what is a reasonable amount to be expended.*

Op. Atty. Gen. 159A-3 (May 24, 1966): *While school boards may expend reasonable amounts of school district funds to impartially place pertinent facts before the voters, school district funds cannot be used to promote an affirmative vote on the proposal.*

In Minnesota, voters have a strong voice in the direction of their school districts. School boards need voter approval for building projects and to increase local property taxes when state funding is not meeting local programming needs. Bond referenda support new construction, renovation and other capital expenses. Operating levy referenda provide additional local property tax dollars to maintain or enhance school operations. This guide is intended to help school board members understand their role in referenda campaigns and what they—and school staff—can and cannot do during the campaign.

Think of the campaign in terms of two components: the district *informational* campaign and the citizen *promotional* campaign.

DISTRICT INFORMATIONAL CAMPAIGN

- The goal is an informed citizenry.
- The district must provide information about the campaign in a neutral manner.
- District funds must not be used to promote the election's outcome.
- Districts may use funds for a neutral informational campaign.

CITIZEN PROMOTIONAL CAMPAIGN (THE VOTE-YES GROUP)

- The promotional campaign operates independently of the district.
- The goal is to pass the referendum.
- The individuals who work on the promotional campaign have a great deal of latitude in their promotional work.
- The promotional campaign raises and spends private funds.

GUIDELINES FOR YOUR DISTRICT'S REFERENDUM

COMMUNICATIONS

THE NEWSPAPER

Board members and staff can write letters to the editor advocating passage or defeat of the referendum. Letters should be written during personal time using personal resources.

District leaders can challenge or correct inaccurate information presented in the media.

Paid advertisements can be placed in the media as long as district funds are not used.

SCHOOL NEWSLETTERS

School newsletters can be used to provide factual information about the referendum. They cannot be used to advocate passage or defeat.

EMAIL

Email sent from the district office should contain only factual information about the referendum. District email messages cannot advocate passage or defeat. Board members and staff can send promotional emails from their personal computers on their own time.

PRESENTATIONS

Board members and staff can give informational presentations to parent and community groups. If the presentations are promotional, then staff members must use their own time and resources, and board members must not collect per diems or reimbursement for expenses.

CABLE PUBLIC ACCESS

Board members and staff can use public access to promote referenda, just as any private citizen can. They must do it on their own time, and they may not use district equipment. They cannot be reimbursed by the district for any related expenses.

STAFF

MAILBOXES

District mailboxes provide for internal communication between employers and employees. They can be used to provide factual information, but they should not be used to distribute promotional materials. School districts should have policies that identify appropriate use of school mailboxes.

WHATEVER
ACCESS
IS PROVIDED TO
VOTE-YES
GROUPS
MUST ALSO BE
PROVIDED TO
VOTE-NO
GROUPS.

STUDENTS

Do not send promotional materials home with students. There is no statutory prohibition against sending informational materials home with students. However, district officials should carefully weigh the perception of this practice.

Students can wear vote-yes buttons, t-shirts, etc. to school if such items do not interfere with the normal operations of the school. If this is allowed, however, students must also be allowed to wear vote-no buttons and t-shirts.

Do not allow staff to advocate for a referendum's passage or defeat to students. If teachers want to discuss the referendum in a relevant class (civics, government, etc.), these discussions must be neutral.

Former students—those attending college, for example—can vote on the referendum via absentee ballots as long as they are not registered in their new locations.

UNIONS

Employee unions are independent entities. These organizations may campaign for or against any ballot issue presented by the district.

Staff cannot engage in campaign activities during work hours, and they cannot use district resources to advocate the passage or defeat of a ballot question.

PERSONAL EXPRESSION

Board members and staff can serve on vote-yes or vote-no committees during their personal time.

Board members and staff can put vote-yes or vote-no stickers on the vehicles they drive to school. This is an exercise of free speech.

Staff cannot advocate for a referendum's passage or defeat while they are being paid by the school. Whether staff can wear vote-yes or vote-no buttons while working is an unsettled issue. MSBA believes the district has the authority to prohibit such buttons in school. Although staff may claim the right to free speech, the district has an obligation to control behavior that would cause disruption in the school.

THERE IS A
BIG DIFFERENCE
BETWEEN WHAT
SCHOOL LEADERS
CAN DO
AND WHAT THEY
SHOULD DO.
THE KEY IS TO
KNOW YOUR
COMMUNITY.

Board members and staff can display referendum-related lawn signs in their yards. Check local ordinances for regulations regarding lawn signs.

Board members and staff can donate their own money to support or oppose any district ballot question.

Board members and staff can participate in promotional phone-calling campaigns on their own time using their own resources. They cannot use district phones.

Staff and board members can serve as election judges with the exception of board members who are running for election. However, voters may not perceive staff and board members as impartial judges.

DISTRICT BUILDINGS

If your school building is being used as a voting site, remember that materials advocating defeat or passage of a ballot question cannot be worn or distributed within 100 feet of the polling site.

People serving on vote-yes or vote-no committees may ask to use district meeting space. Your district should have a policy regarding use of district buildings by non-school groups. Follow the policy and treat all groups equitably.

Do not use district telephones, copiers, computers or other equipment for promotional work.

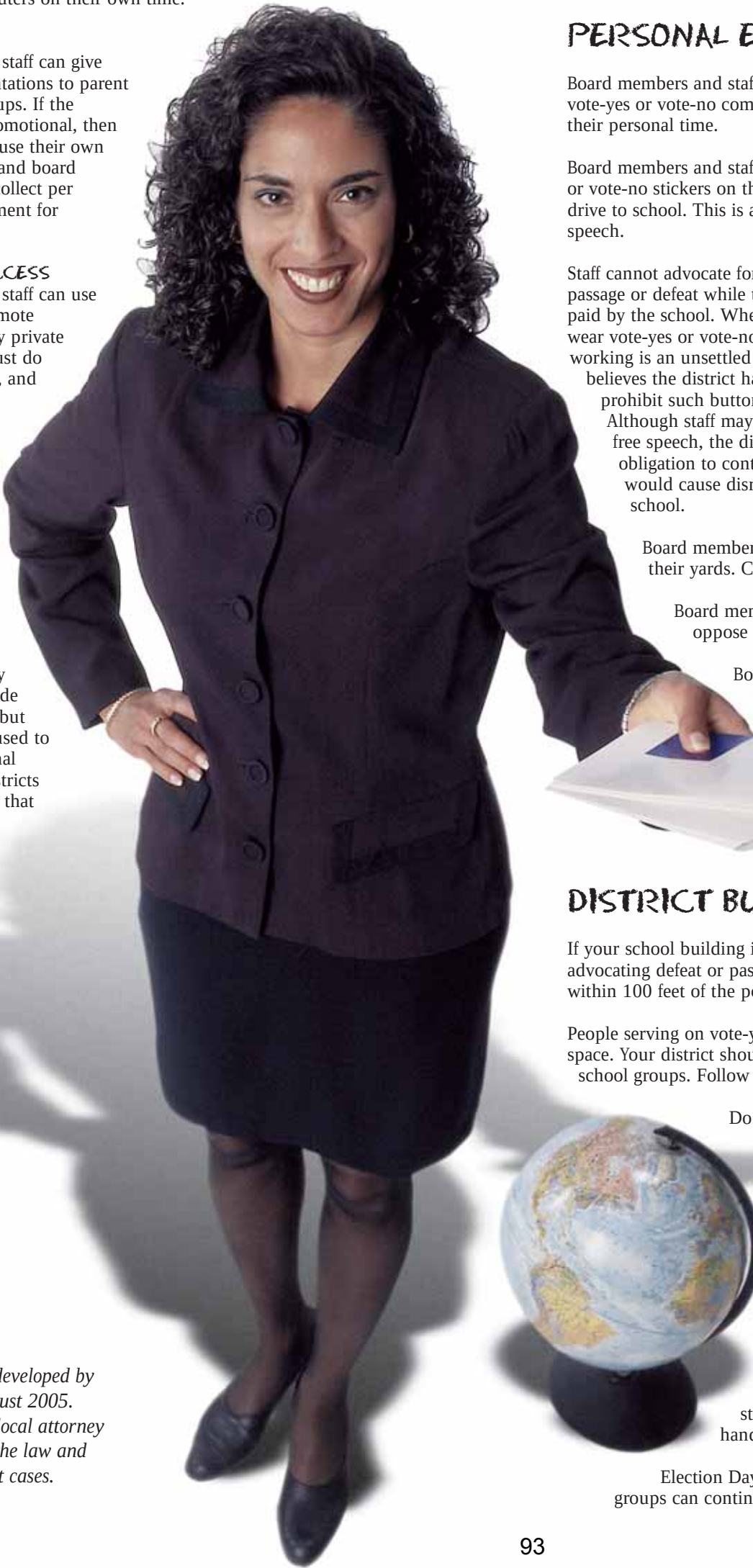
Do not display promotional materials on district property.

The district can restrict the distribution of campaign literature at school events. The district should have a policy regarding this practice, and everyone should be treated consistently.

ELECTION DAY ACTIVITIES

Vote-yes and vote-no committee members can distribute stickers with political messages on Election Day. They must be handed out at least 100 feet or more from a polling site.

Election Day advertising is allowed. That means vote-yes and vote-no groups can continue promotional work through the election.



*This guide was developed by
MSBA in August 2005.
Check with your local attorney
for changes in the law and
recent court cases.*

AGENDA ITEM: Negotiations Study Session

MEETING DATE: January 23, 2017

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Linda Goers, Director of Human Resources
Dr. Wayne Kazmierczak, Assistant Superintendent for
Finance and Operations

BACKGROUND:

Linda Goers, Director of Human Resources, and Dr. Wayne Kazmierczak, Assistant Superintendent for Finances and Operations, will provide information on negotiations for the 2017-19 period. This portion of the meeting will be closed as permitted by Minnesota statutes.

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