

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
MEETING PACKET**

May 22, 2017

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: May 15, 2017

A work-study session of the White Bear Lake Area School Board will be held on **Monday, May 22, 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. Report from Student Representatives 5:30 p.m.
2. Update on School Board/Superintendent Goals and Strategic Plan Priorities for 2016-17 6:00 p.m.
 - a. Partnership Update 6:05 p.m.
 - b. Presentation on Referendum Survey Results 6:35 p.m.
 - c. Review of Preliminary 2017-18 Budget 7:30 p.m.

C. ADJOURNMENT 8:00 p.m.

AGENDA ITEM: **Presentation by Student Representatives**
MEETING DATE: **May 22, 2017**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

BACKGROUND:

Student representatives Bryana Sherrick and Hakeem Martins have been working with Mr. Wald, and the Superintendent High School and Middle School Student Advisory Committees to develop a survey they administered to high school students.

They will present on the results of their survey and their findings.

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

MEETING DATE: **May 22, 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 April 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 May 22, 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 strategies for literacy for 2016-17, including at the elementary level	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 January 23, 2017 Work Study Session included	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.	

		comprehensive PLC teams at each school and literacy coaches. The literacy coaches and principals provided an update on this work at the January 23 Work Study Session. The District submitted our three year Achievement and Integration Plan to the State by March 15, as required by law.	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. February 27: Presentation on Proposed on Three year Achievement and Equity Plan. March 6: School Board approved three year Achievement and Integration Plan.		
Action Step I. 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.	I.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	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;	September 26 work-study session and October 10 School Board meeting: Updates on the Requirements under the State "World's Best Workforce" Legislation. February 27: Presentation on Proposed on Three year Achievement and Equity Plan	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.	

	work to use post-secondary plans to increase our collective understanding of each learner's needs and interests and needs.	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 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; at the January 9, 2017 School Board Meeting the Board approved a contract and assessment plan to review the IB Programs.	March 6: School Board approved three year Achievement and Integration Plan. <u>March 27: Administration presented an update on the IB review.</u>		
Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in	I.4: IB and Other Rigorous Comprehensive Programs.	In addition to implementation of IB, programming, the District will consider other options	Administration reviewed proposed evaluation plans for International Baccalaureate programs at	Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive	

place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.		including but not limited to: Implementation of Career Pathways; Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programing, and other options for review.	the work-study session of October 24, 2016. <u>March 27: Administration presented an update on the IB review.</u>	opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	
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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	II.2 World Language 6-12	Chinese is now offered 6-12. Students have access to CIS (College in	Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 1.Summary information measuring student	

understanding and competitiveness through expanded world language opportunities at the secondary level.		the Schools) classes in American Sign Language, Chinese, French, German and Spanish.		participation and success in world language; 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	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.	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	III.1 Facility – Large Group Spaces	<u>DLR Group will report at the July 10 Work Study Session</u>	July 11: Update to the School Board on options for	Evaluation plan includes:	

group spaces are comparable to conference schools.			ice rental, 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.	1. Completion of Phase I recommended improvements. 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. DLR Group began site assessments in October and November and continue during through the first months of 2017.	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.	Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	

		The demographic study reported to the School Board on 2017. <u>DLR Group will report at the July 10 Work Study Session</u>	March 27: Presentation of Demographic Report <u>April 10 : Summary presentation of Demographic Report</u>		
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. <u>DLR Group will report at the July 10 Work Study Session</u>		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. <u>DLR Group will report at the July 10 Work Study Session</u>	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 study with	Included in the comprehensive review of facilities during 2016-17.	

			School Board approval on October 10. March 27: Presentation of Demographic Report <u>April 10 : Summary presentation of Demographic Report</u>		
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	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	Successful completion of HVAC projects scheduled for fiscal year 2017.	

		major funding; this is not part of our current budget. This goal will be incorporated into the comprehensive facilities plan. DLR Group began site assessments in October and November and continue during through the first months of 2017. The demographic study is underway with a report planned to the School Board in March of 2017. <u>DLR Group will report at the July10 Work Study Session</u>	demographic study with School Board approval on October 10. March 27: Presentation of Demographic Report <u>April 10 : Summary presentation of Demographic Report</u>		
Action Step III. 8: The District will ensure that	III.8 Facility – Secure Entrances	All secondary schools have either a secure entrance design or have		Secure entrances at each site and appropriate protocols in place.	

all schools provide secure entrances.		attendants who monitor the main door throughout the student day. 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	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	Data on class size averages and ranges.	

		considered for possible implementation in 2016-17 or 2017-18. <u>DLR Group will report at the July 10 Work Study Session</u>	School Board meeting: review options for demographic study with School Board approval on October 10. March 27: Presentation of Demographic Report <u>April 10 : Summary presentation of Demographic Report</u>		
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.	DLR Group began site assessments in October and November and continue during through the first months of 2017. The demographic study is underway with a report planned to the School Board in March of 2017. <u>DLR Group will report at the July 10 Work Study Session</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. March 27: Presentation of Demographic Report	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. Subsequent to the November 28, 2016 presentation to the School Board, the administration received follow-up	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.	Evaluation plan during 2016-17 includes: 1. Monitor and evaluate technology integration and the redesigned technology staffing model, as presented at the April 25, 2017 Work Study Session.	

		questions; administration has worked to answer these questions, including offering meetings with board members. The administration now has additional data from the BrightBytes survey of teachers and staff completed in March 2017. These updates will be presented at the April 25 Work Study Session.	November 28, 2016: Update to the School Board on Review of Technology Restructuring, including Digital Learning Specialists and Tier I and II support. At the April 24, 2017 School Board Work Study Session: Update on Technology Department work during the 2017-18 school year, including a single sign-on solution for more easily accessing District Technology tools, and progress on evaluation of redesigned staffing model.		
Action Step IV.12: The District will enhance communication, interaction, 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.	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		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	

	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.	(to find misspellings and broken links throughout the site). The Spring, 2017, Communications audit helps create a foundation for improvements in the website as a communications tool.		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 web-based learning for staff and students.	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, 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.	November 2016: Workstudy Update on Digital Presence and Communication expectations as well as plans to streamline necessary account logins. April 24, 2017 Work Study Session: Update on progress addressing components of the 2016-17 Evaluation Plan, including digital communication tools and single sign-on solution.	2016-17 Evaluation plan includes: 1. Digital communication tools including Schoology and Google Apps 2. Evaluate options for reduction of necessary accounts to allow for more efficient communication.	

		During the 2016-17 School Year Administration actively evaluated options to reduce the number of accounts including a single sign-on for parents, students, and staff. An update on a solution will be presented at the April 25 Work Study Session.			
Action Step IV.14: A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.	IV.14 Technology Policy	Mobile technologies use was included in the Electronic Technologies Acceptable Use policy. Teachers are being trained on digital citizenship, including the Acceptable Use policy, with a target that all teachers will be trained by the beginning of the 2017-18 school year. Protocols are now in place to train all new staff as part of orientation.	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 policy by August 2017.	

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. The partnership with Ramsey County is highlighted at a White House Conference on January 18, 2016, to which the Superintendent, County Library Director, and County Commissioner were invited; and at a March 11 statewide school administration conference. On October 13, public libraries and elementary media specialists hosted an evening for district elementary students at the White Bear Library. Work continues with county library systems to increase family access through closer communication and	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 1:1 2. Monitor and evaluate Ramsey County Library partnership and expand library card partnership to cover grades 6-12. 3. Measure student access to instructional technology beyond the school day.	
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		collaboration between county library systems and media specialists. Based on annual surveys of students, the percentage of students who have access to a computer or tablet at home rose from 89% in 2013 to 94% in 2017. Now 97 % of students have internet access at home			
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	<u>The evaluation is in process, with the expectation that the evaluations will be complete by June 30, 2017.</u>		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. <u>The evaluation is in process, with the expectation that the evaluations will be complete by June 30, 2017.</u>		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. <u>The evaluation is in process, with the expectation that the evaluations will be complete by June 30, 2017.</u>		Evaluation: Annual implementation of process consistent with Policy 900, Partnerships.	
Action Step V.5: The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	Communication regarding current partnerships has been done via school board meetings, and through the communications office,		Evaluation: Communications plan implemented annually, including the following:	

		including electronics, print, and other media. The District webpage includes a Partnership section in the District Programs section of the "About" page. <u>As the annual evaluation is completed, the web page will be updated to reflect necessary changes to the information.</u>		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	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,	

		assure ongoing compliance with our Bullying Prevention 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. As of March 2017, evaluation steps 1,3 As of March 2017, step one has been completed and steps 3 and 4 have annual processes in place; administration is in the process of completing the internal audit consistent with step 2 of the evaluation plan.		including student discipline data. 4. Assurance that all staff receive the required training annually.	
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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 existing staff to create a new position, Achievement and Integration Coordinator.	February 27: Presentation on Proposed on Three year Achievement and Equity Plan March 6: School Board approved three year Achievement and Integration Plan.	Evaluation: An evaluation plan will be developed consistent with the equity plan.	
Action Step VI. 4: Programs will be adopted and implemented and	VI.4 School Transitions	Transition plans are in place at each level, including: 1. Kindergarten		Evaluation plan will include:	

resources allocated for students and families to promote a positive transition between buildings and programs.		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 served by the current transition plans. On February 8, 2017, district leaders and a high school student participated in testimony in the State Senate in support of a bill which would provide financial resources to our school district and 2 neighboring districts to strengthen support for students making the transition to high school.		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.	
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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	For 2016-17, the District participated in the following programming: 1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age; a youth-led ISI event <u>took place at Matoska International World School on April 6, 2017</u> 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3. Training for District leaders in cooperation with EMID member school districts; 4. Other strategies consistent with Equity Plan.	February 27: Presentation on Proposed on Three year Achievement and Equity Plan March 6: School Board approved three year Achievement and Integration Plan. The evaluation plan was completed as part of the planning for the Achievement and Integration Plan.	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.	
Action Step VI. 6: The District will review and	VI.6 Cultural Competency	During the 2016-17 school year, this action step will		Evaluation plan will include:	

assess the current plan related to cultural competency.		be aligned with the District's WBWF and Equity plan. The Integration and Achievement plan is scheduled for review with the School Board at the February, 2017 Work Study Session.	February 27: Presentation on Proposed on Three year Achievement and Equity Plan March 6: School Board approved three year Achievement and Integration Plan.	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.	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	November 23: Quarterly Financial Update and Report on Workers Compensation. November 28, 2016: Overview of timelines for potential 2017 renewal referendum. January 23, 2017: Presentation on Overview or FY 2017 Revised Budget	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;	

	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.	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 of the referendum levy in the fall of 2017.	and Overview of Potential Operating Levy February 13: School Board approves Revised FY 17 budget. May 22, 2017: Presentation of preliminary budget for 2017-18, and information on financial matters which require Board action. June 12, 2017: School Board Action on the budget for 2017-18.	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.	
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	The Communications and Marketing Plan was initially	Administration annually reports to the School Board.	Annually	1. Evidence of increased enrollment (early childhood and kindergarten).	

Marketing Plan for the District	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 is working with consultant to conduct a Communications Audit this spring, <u>which will be finalized and provided to administration in June.</u> An audit will allow us to prepare for a Local Operating Levy Renewal information campaign, inform the Communications Department's communications plan for 2017-18, and serve as a base of knowledge for our incoming superintendent.		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. The Board included community engagement			

		as part of the school superintendent recruitment and selection process.			
b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	School-Within-A-School 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 gifted and talented programming.	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.	
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	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	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.	

		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 members in advance of final presentation to the School Board in November, 2016. Recommendations were presented to the School Board at the November Work Study Meeting; for those recommendations needing additional resources, adjustments were made in the revised budget approved by the board on February 13, 2017.	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. 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. February 13, 2017: Revised FY 17 budget allocates additional resources to fund recommendations.		
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		As of March, 2017, social worker time added consistent with recommendations. Budget for FY 2018 will allocate additional resources consistent with 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 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	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. For 2015-16, developed follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review. Preschool facilities planning incorporated into the district's facilities planning process as	November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center March 22: Update the School Board on planning for the Achievement Center.	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. 2. Comprehensive facilities plan for all preschool programming, completed in conjunction with District comprehensive facility planning process.	

	recommendations for potential next steps.	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 classrooms at Birch Lake Elementary because these classrooms will be needed in 2017-18 for our own preschool programming. District application for voluntary preschool funding has been accepted by the State and is contingent on final approval for 2017-18 and on funding from this Legislative session			
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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	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 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	September 26 work-study session: 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.	Evaluation plan will include: 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programing 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 entities working on behalf of seniors.	
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	review 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.	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 District Meeting in October, the District and City Managers discussed options for providing long-term support to this initiative. The district presented to the City of White Bear Lake City Council in November, 2016	December 12, 2016: The School Board approved the Senior Transportation Transition Plan. March 6, 2017: Board updated on Community Forum for Seniors event of February 15, 2017. <u>March 31, 2017: Lionmobile phased out.</u> <u>At School Board Meeting of May 9, the School Board acts to transfer the Lionmobile to NEWTRAX in accordance with recommendations of state agency funding and overseeing public senior transportation.</u> <u>In May, 2017, Community Education and Services publishes a new comprehensive guide for senior transportation</u>	
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AGENDA ITEM: **Partnership Update**

MEETING DATE: **May 22, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne A. Kazmierczak, Assistant Superintendent
for Finance & Operations**
Linda Goers, Director of Human Resources

BACKGROUND:

The District's legal representative Mr. Mick Waldspurger from Rupp, Anderson, Squires & Waldspurger, P.A. will be in attendance at the May 22, 2017 School Board work-study meeting to discuss parameters for District partnerships.

AGENDA ITEM: **Referendum Survey Results**

MEETING DATE: **May 22, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

Dr. Kelly Smith from Springsted, Inc. will be in attendance at the May 22, 2017 School Board work-study meeting to present the survey results related to the upcoming operating levy renewal referendum that was completed on the District's behalf. The presenters will share relevant data as part of the presentation.

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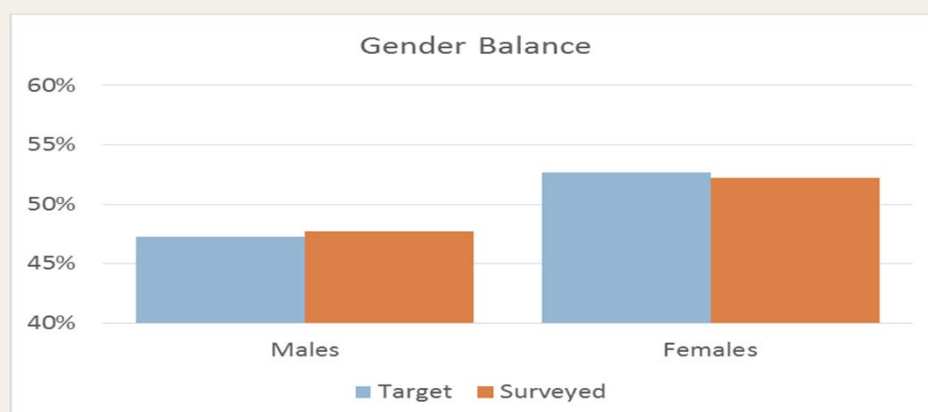
Survey outline

- Survey included interviews with 400 registered voters in the White Bear Lake Area school district.
- Interviews completed between May 3rd and May 9th.
- Approximate margin of error is $\pm 4.9\%$.

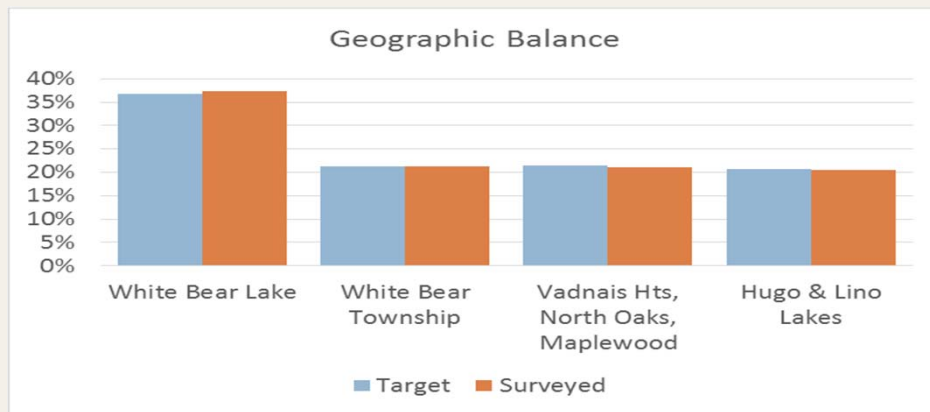
Who we called

- Interviews included demographic targets intended to provide a representative sample of voters in the district.
- Cell phones were tracked, but were not a demographic target.

Who we called: Gender



Who we called: Location

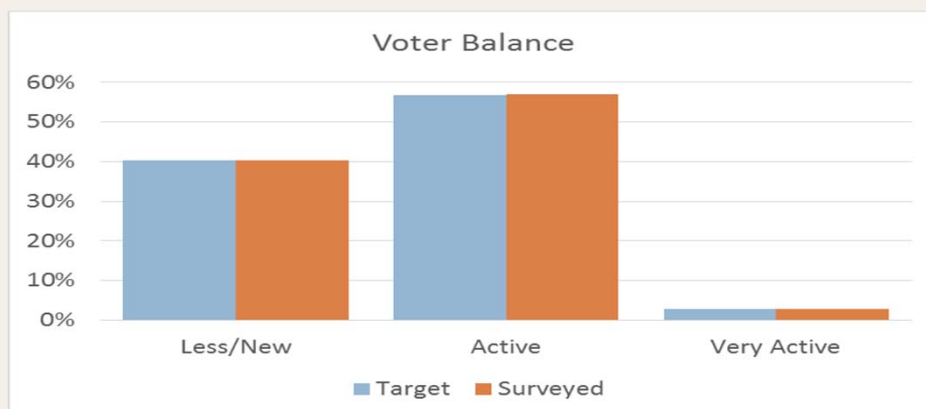


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Who we called: Past voting activity

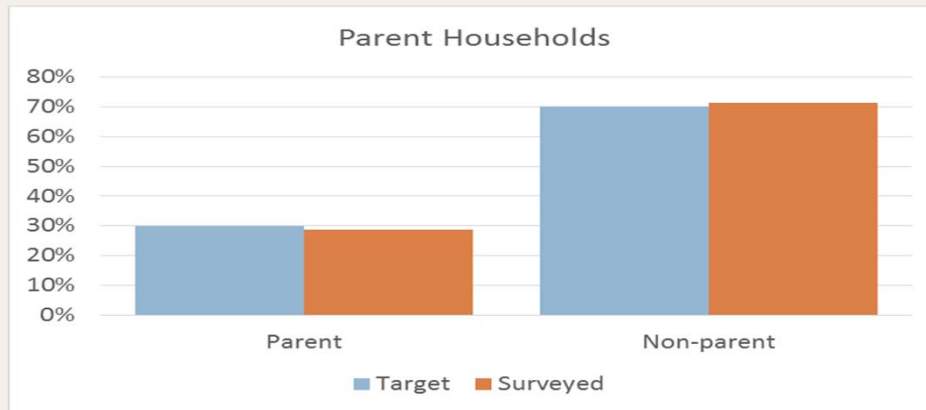


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Who we called: Parent households

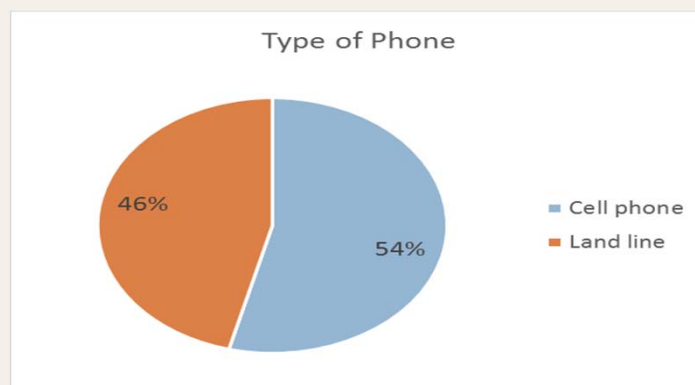


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Who we called: Cell phones



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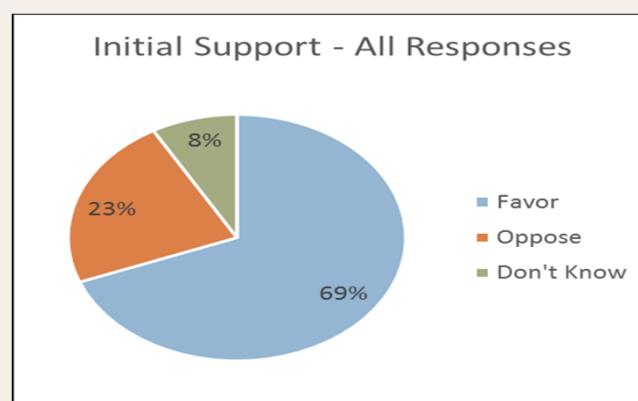
Springsted

Initial support

“Many of the programs and classes offered to students in the White Bear Lake Area Schools are paid for with the funds raised by a local operating levy last approved by voters in 2011. Authority for this levy will expire after next year and the district will ask voters to renew it in November.

Based on what you know today, would you favor or oppose a proposal to renew the district's operating levy?”

Initial support



Effects of information

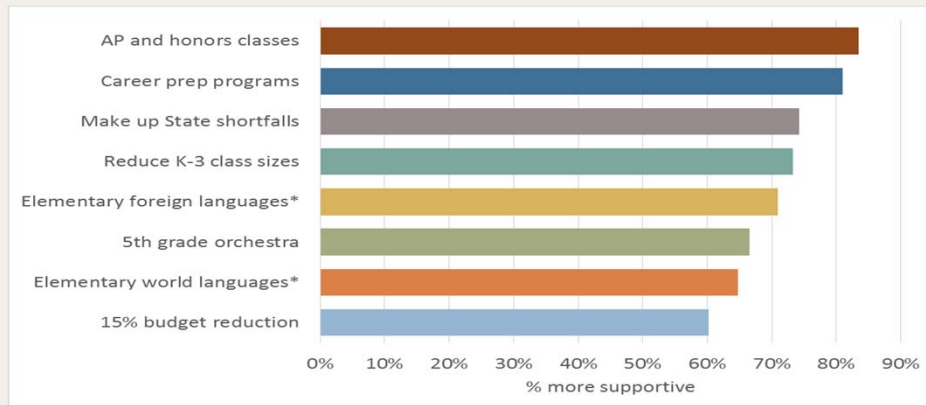
“I am going to read some statements about the proposal to renew the district’s operating levy.

Please tell me whether the information in each statement would make you more likely or less likely to vote for such a proposal.”

Support for referendum elements

- Seven elements were presented in the context of programs and resources made possible by the operating levy.
- Elements were given to participants in random order.

Support for referendum elements (cont.)

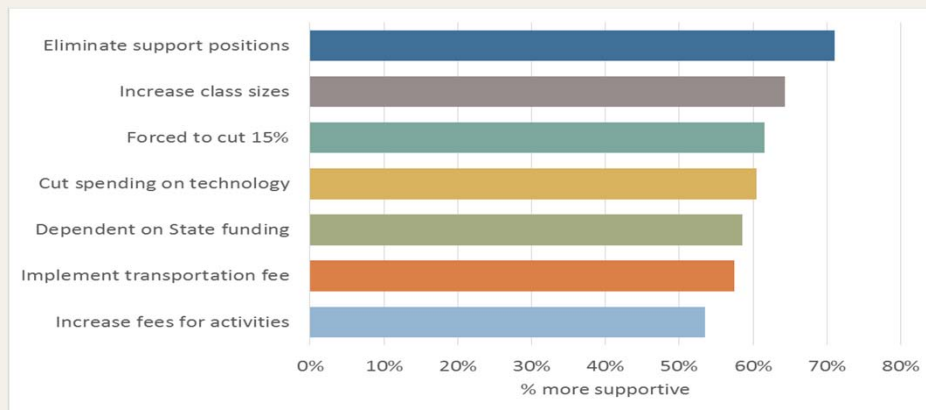


* Half of participants were asked about "foreign languages," and half "world languages." Margin of error for the split sample is $\pm 6.9\%$

Support for referendum elements (cont.)

- Participants were next given seven more elements in the context of consequences that might happen if the levy were not renewed.
- Elements were again given in random order.

Support for referendum elements (cont.)



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Impact of information about levy

“Now that you have heard some information about the proposal to renew the district’s local operating levy, I want to see if this information has changed your opinion.

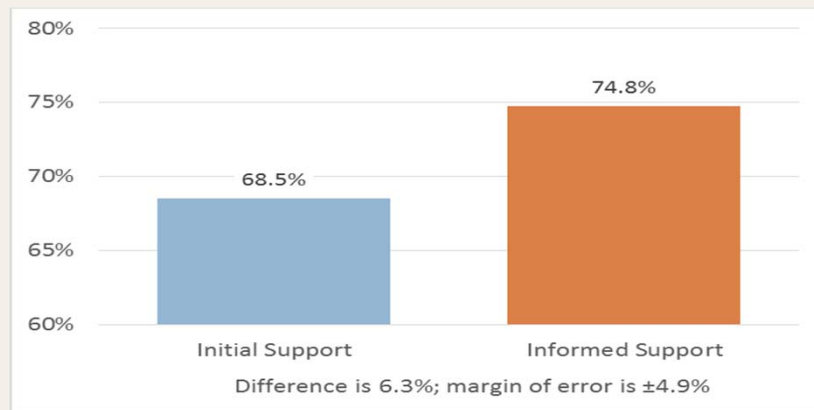
Would you favor or oppose a proposal to renew the White Bear Lake Area School District’s operating levy?”

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Impact of information (cont.)

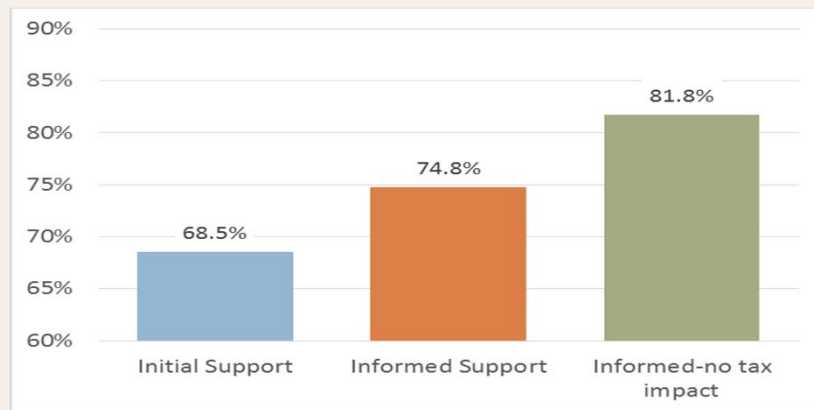


Impact of information (cont.)

“Renewing the district’s local operating levy will not increase current property tax rates.

With this in mind, would you favor or oppose such a proposal?”

Impact of information (cont.)

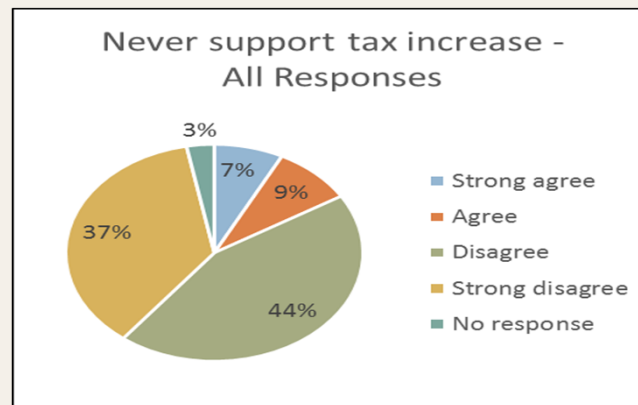


Tax aversion

Participants were asked how much they agreed with the following statement:

“I would never vote for a tax increase, no matter the amount or how the money raised would be used.”

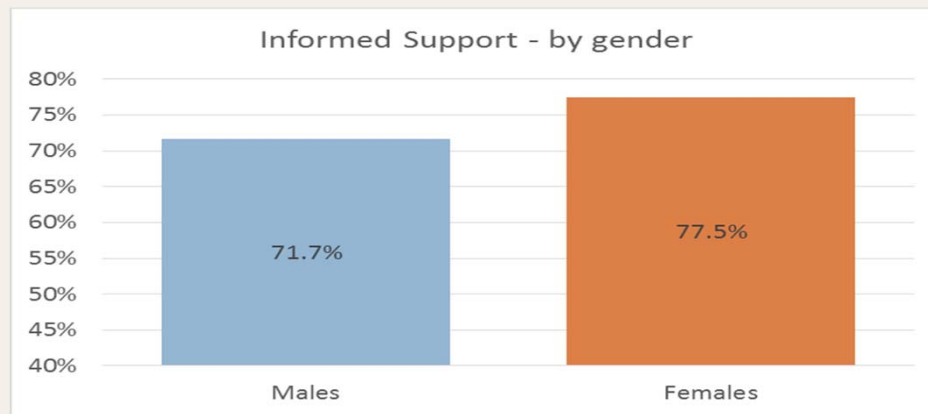
Tax aversion (cont.)



Demographic differences

- The following slides show a quick snapshot of differences in support between demographic groups:
 - Gender
 - Location
 - Parent households
 - Voter activity
- Charts show favorable responses after hearing information about the proposed levy, but before reminder about no tax impact.

Demographic differences (cont.)

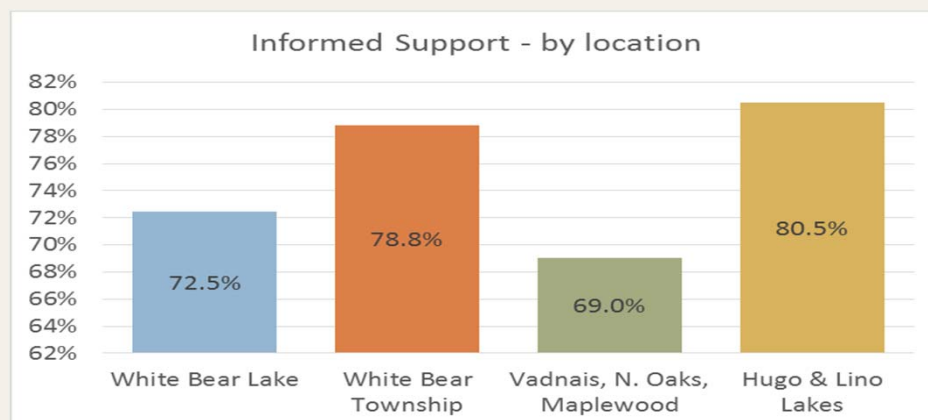


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Demographic differences (cont.)

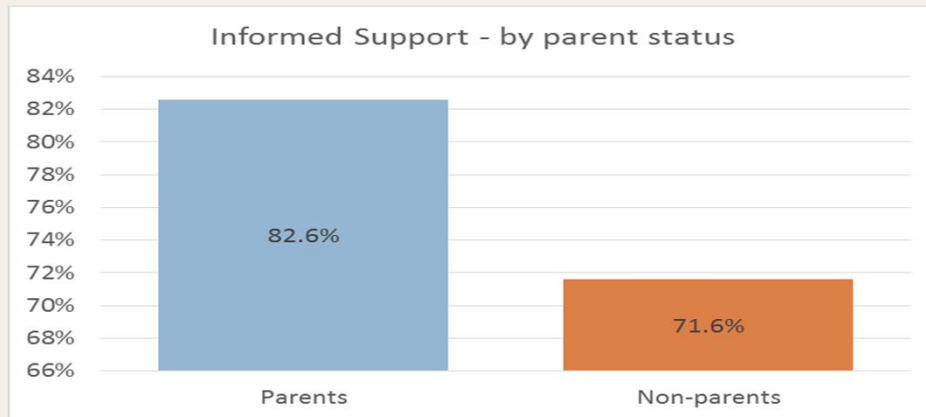


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Demographic differences (cont.)

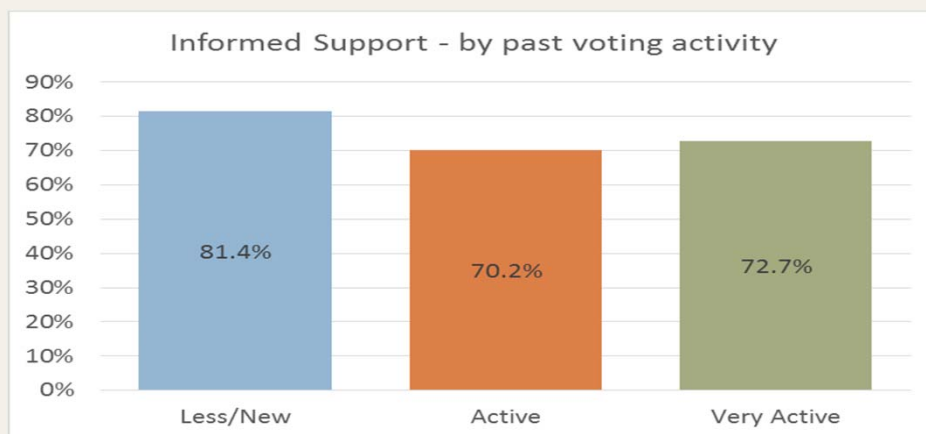


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Demographic differences (cont.)



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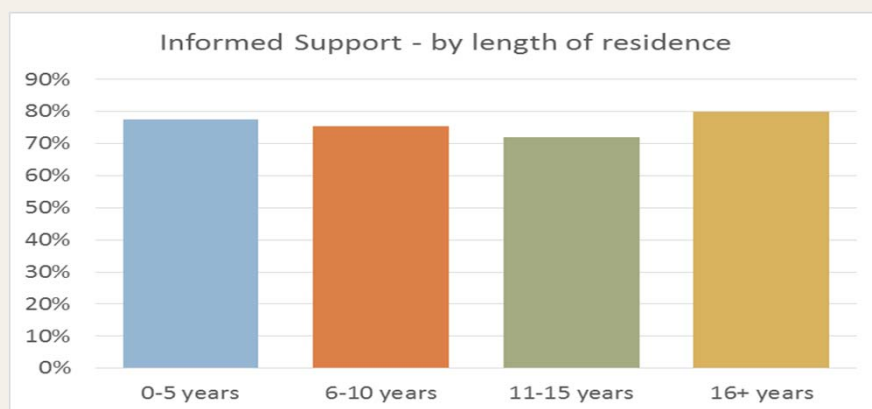
25

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Extended demographics

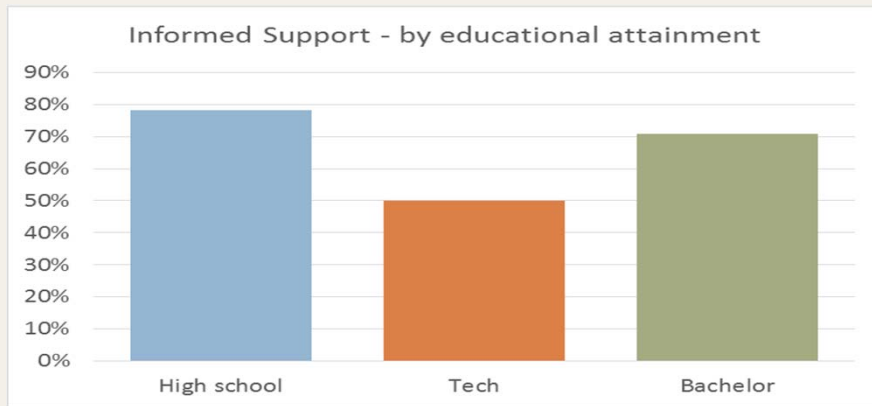
- The next slides show responses broken out by extended demographic groups:
 - Household income
 - Educational attainment
 - Length of residence
- Extended demographics are not available for all voters; sample size and margin of error are shown for each group.

Extended demographics *(cont.)*



N = 400; margin of error = $\pm 4.9\%$

Extended demographics (cont.)



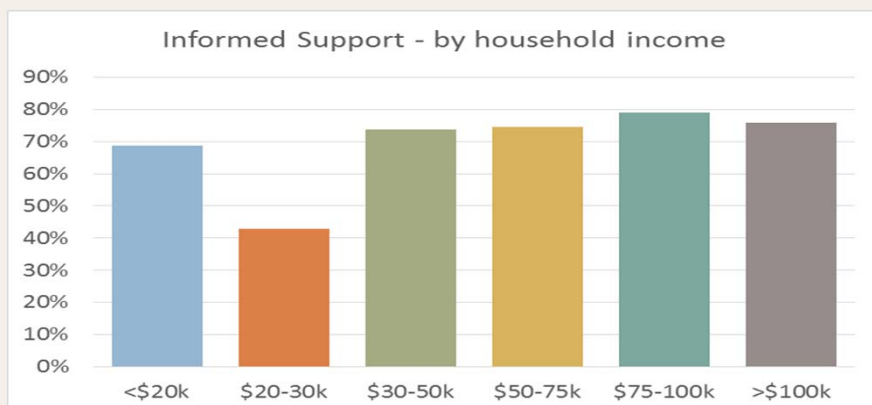
N = 142; margin of error = $\pm 8.2\%$

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Extended demographics (cont.)



N = 379; margin of error = $\pm 5.0\%$

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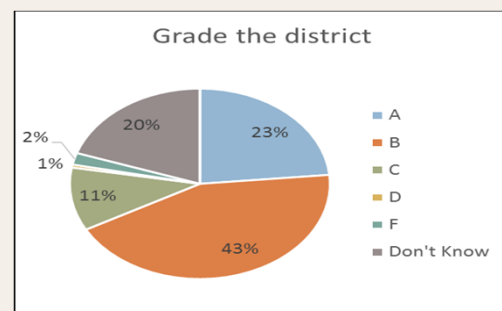
Grading the district

“Students are often given the grades of A, B, C, D and F to denote the quality of their work.

Suppose that the White Bear Lake Area Schools were graded in the same way. What grade would you give to the local public schools?”

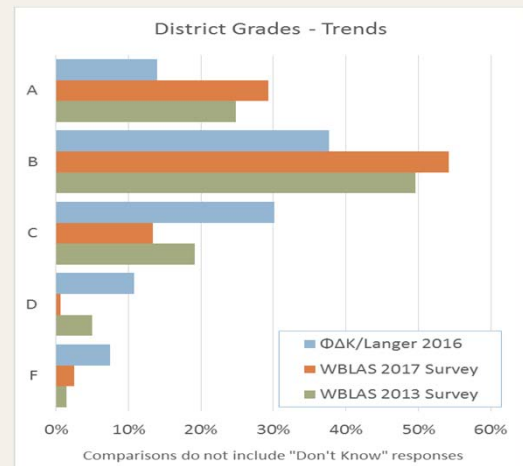
Grading the district *(cont.)*

- Approximately two-thirds of respondents (67%) give A and B grades to the School District.
- 20% of participants could not offer a response.
 - Better than 2013 survey, which had non-response rate of 30%

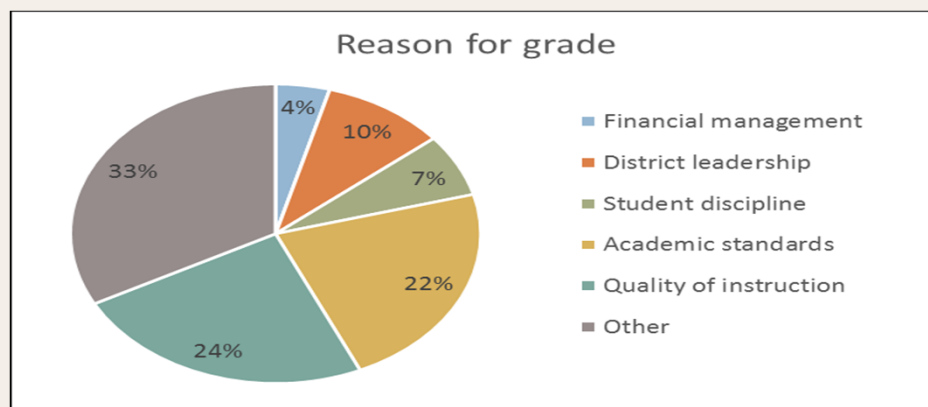


Grading the district (cont.)

- When “no response” taken out, 83% of remaining participants give A and B grades to the District.
- Higher grades than in 2013 survey, and much higher than Phi Delta Kappa national benchmark.



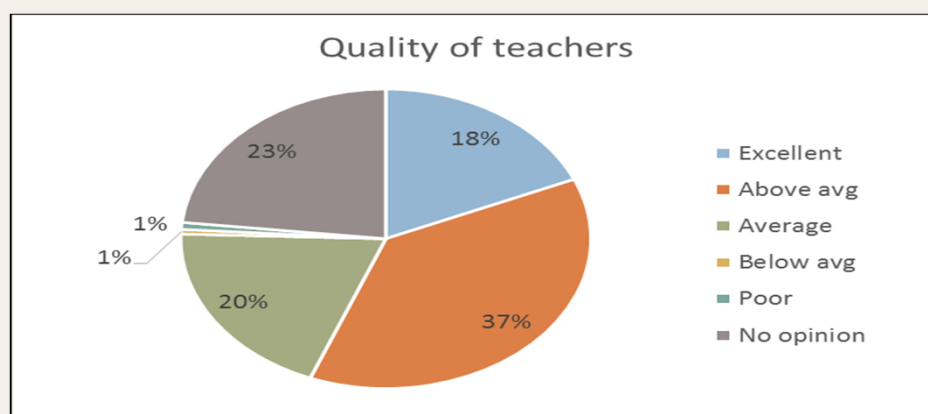
Grading the district (cont.)



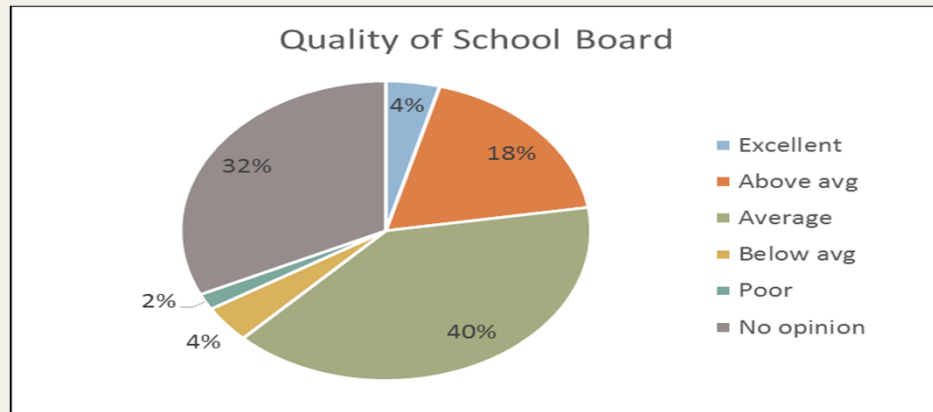
Grading the district (cont.)

- Participants were also asked to evaluate the quality of the district's teachers, the School Board, communications with the community, and the management of the district's finances.

Grading the district (cont.)



Grading the district (cont.)

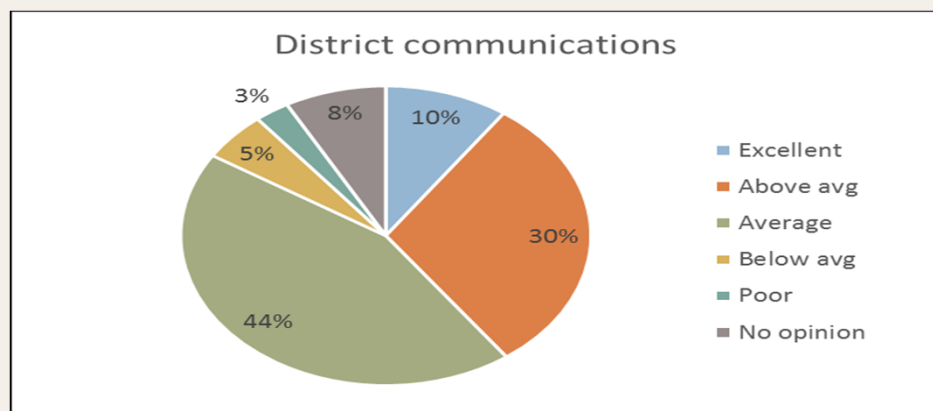


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Grading the district (cont.)

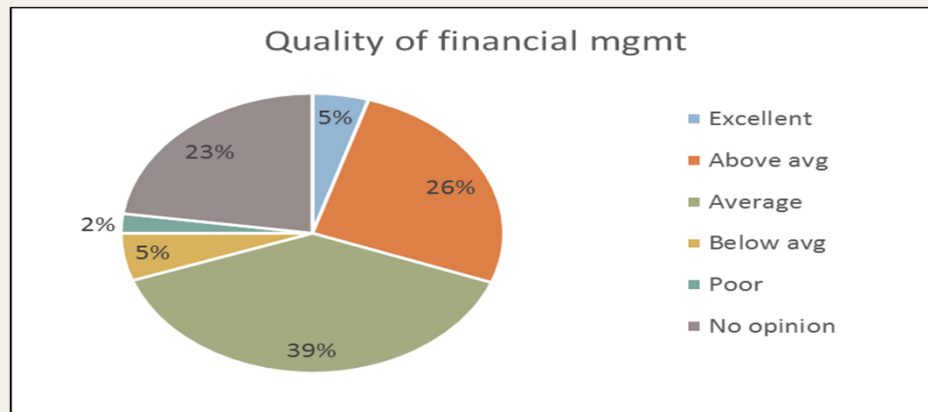


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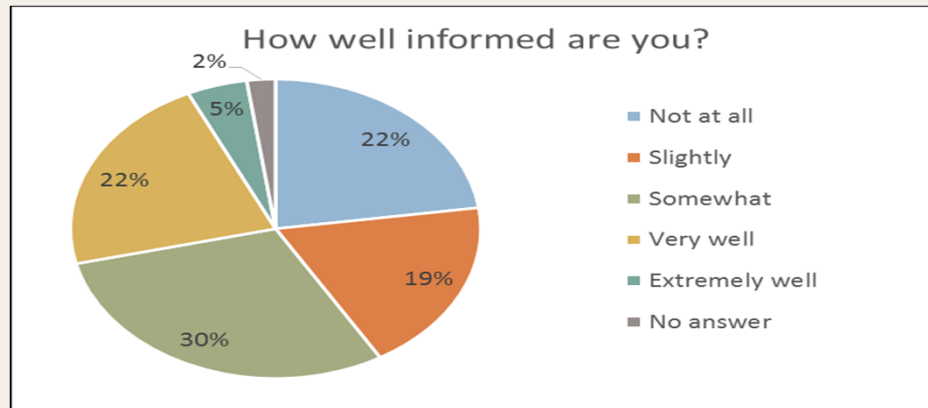
Grading the district *(cont.)*



Communications

- At the end of the survey, participants were asked about communications from the School District.
 - How well informed they felt they were.
 - Where they received most of their information.
 - What kind of information they were most interested in.
 - How they would prefer to receive information in the future.

Communications (cont.)

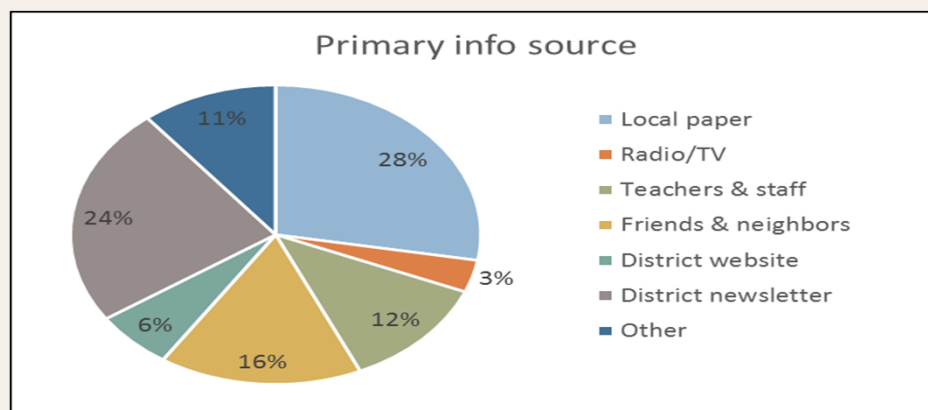


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Communications (cont.)



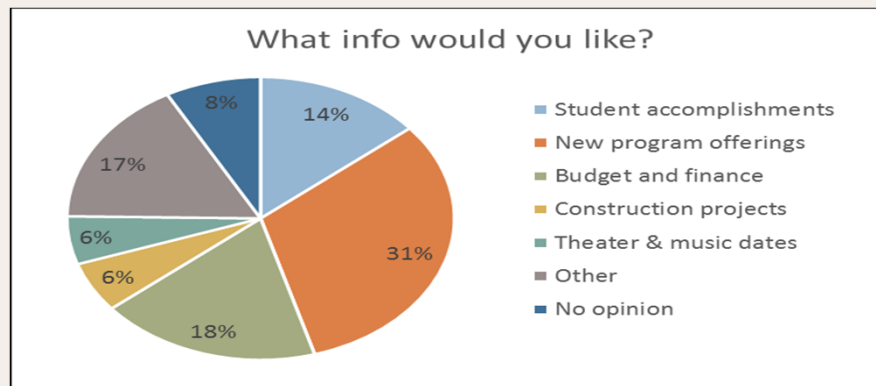
"Other" responses were primarily "Nothing," multiple sources, or family members.

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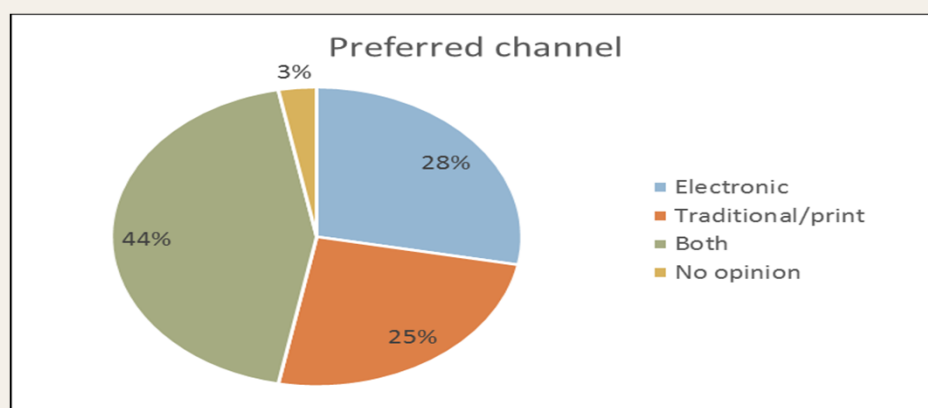
 Springsted

Communications (cont.)

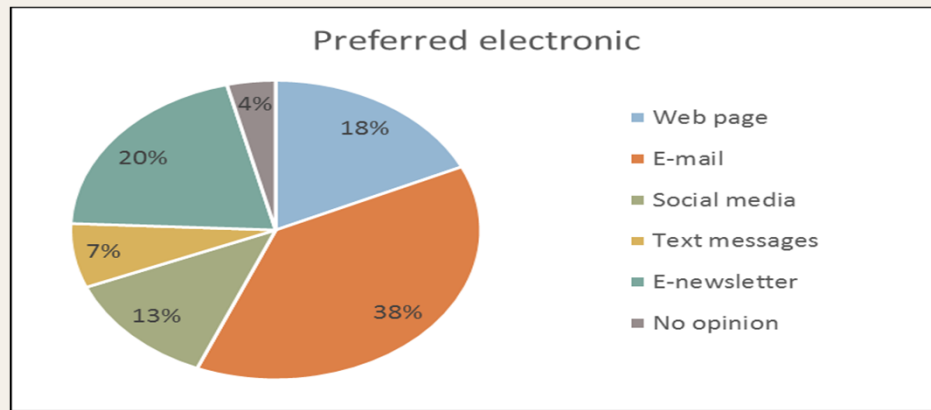


"Other" responses were primarily "All of the above" or District performance (test scores, graduation rates, etc.).

Communications (cont.)



Communications (cont.)



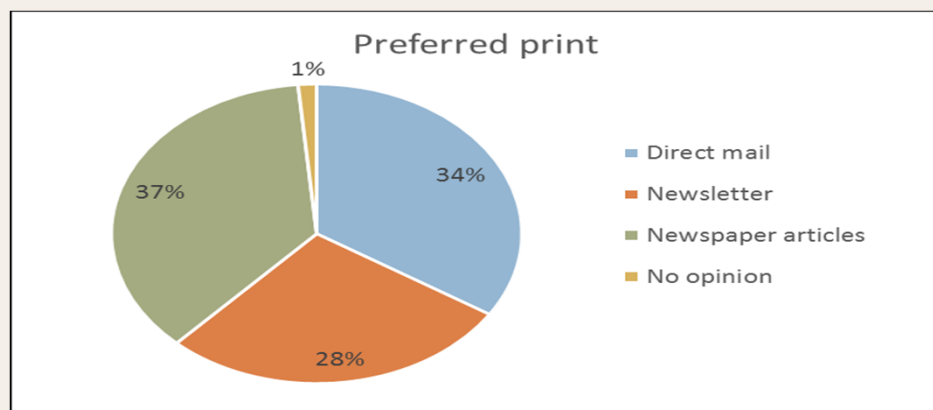
Asked of those who chose Electronic or Both (N=288)

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Communications (cont.)



Asked of those who chose Print or Both (N=276)

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Findings

- Strong initial support at 69%.
- Informed support measurably higher, at 75%.
 - Difference is greater than margin of error.
- When reminded of neutral tax impact, support grows to 82%

Findings (cont.)

- Most demographics showed support of 70% to 80%
- Groups with highest levels (80%+) of support:
 - Parents
 - Voters 18-44 years of age
 - Residents of Hugo & Lino Lakes
 - Less active and new voters
- Groups with lowest levels (under 70%) of support:
 - Voters 55+ years of age
 - Residents of Vadnais Heights/North Oaks/Maplewood

Findings – project elements

- Three elements had very positive impact on participants' level of support:
 - Advanced Placement and honors classes
 - Career prep programs
 - Support positions for struggling students
- All other elements had positive impact on at least 50% of participants.

Findings – overall

- Support for overall project is well above margin of error.
- Information about the project appears to have a measurable impact on participants.
 - Given high initial support, this result is even more encouraging.

AGENDA ITEM: **Preliminary FY18 Budget and Projected
FY19-FY21 Budgets**

MEETING DATE: **May 22, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

Attached please find a *draft* preliminary budget for fiscal year 2018 and projected budgets for fiscal years 2019 through 2021. Note that the data contained within the attachments are subject to change as revenue and expenditure assumptions may be refined leading up to the School Board work-study meeting on May 22, 2017 at which time revised documents would be provided.

Variables used to develop the budget will be discussed at the May 22, 2017 work-study meeting. Additionally, please note that Minnesota's 2017 legislative session will conclude on that same day. The end of the session may impact the final assumptions that are used to develop the budget that will be presented to the School Board for approval in June.

White Bear Lake Area Schools
General, Nutritional Services, and Community Services Funds--Revenues and Expenditures Summary
Preliminary FY18 and Projected FY19, FY20 & FY21 Budgets

	Actual 2016	Revised 2017	Preliminary 2018	Projected 2019	Projected 2020	Projected 2021
1 General Fund						
2 Revenue						
3 Local sources						
4 Property taxes	\$ 23,170,610	\$ 23,436,477	\$ 23,390,625	\$ 23,624,531	\$ 23,860,776	\$ 24,099,384
5 Investment earnings	75,992	100,000	160,000	175,000	180,000	180,000
6 Other	3,637,559	3,261,178	3,400,000	3,400,000	3,400,000	3,400,000
7 State sources	61,295,757	60,964,418	62,519,295	63,827,085	65,024,491	65,999,858
8 Special Education	9,952,820	11,100,000	12,436,918	12,996,579	13,613,917	14,226,543
9 Federal sources	2,544,801	2,817,040	2,808,315	2,808,315	2,808,315	2,808,315
10 Total revenue	100,677,539	101,679,113	104,715,153	106,831,510	108,887,499	110,714,100
11						
12 Expenditures						
13 Current						
14 Administration	4,319,876	4,462,374	4,576,783	4,666,353	4,727,713	4,820,116
15 District support services	1,927,834	1,945,881	1,957,067	1,990,313	2,024,168	2,058,648
16 Elementary and secondary regular instruction	46,242,132	47,616,298	48,526,074	50,384,393	51,494,811	52,633,841
17 Vocational education instruction	880,860	923,201	929,441	947,050	965,050	983,453
18 Special education instruction	19,818,791	20,311,108	20,863,016	21,292,821	21,732,595	22,182,584
19 Instructional support services	8,247,943	7,686,047	7,799,475	7,912,451	8,041,211	8,176,706
20 Pupil support services	4,277,020	4,303,920	4,452,532	4,540,538	4,630,319	4,721,923
21 Transportation	6,212,524	6,206,930	6,557,658	6,729,435	6,908,566	7,088,243
22 Sites and buildings	8,619,133	8,549,127	8,688,529	8,217,153	8,342,956	8,470,991
23 Fiscal and other fixed cost programs	318,315	318,315	318,315	321,498	324,713	332,960
24 Debt service						
25 Principal	731,156	664,080	690,180	717,200	745,270	779,432
26 Interest and fiscal charges	434,999	406,880	381,000	353,900	325,780	296,547
27 Total expenditures	102,030,583	103,394,161	105,740,070	108,073,105	110,263,152	112,545,444
28						
29 Excess (deficiency) of revenue over expenditures	(1,353,044)	(1,715,048)	(1,024,917)	(1,241,595)	(1,375,653)	(1,831,344)
30						
31 Other financing sources (uses)						
36 District Reserves						
37 Assigned for Secondary Facilities		500,000	500,000			
38 Assigned for Construction & Capital Improvements		450,000	250,000	150,000	150,000	150,000
39 Assigned for Carryovers		610,000	350,000	350,000	350,000	350,000
40 Assigned for Strategic Priorities		250,000	50,000	50,000	20,000	20,000
41						
42						
43 Capital lease issued						
46 Proceeds from sale of assets	26,846					
47 Prior Period Adjustment						
48 Transfer In	1,340,000					
49 Transfer to Community Service Fund						
50 Total other financing sources (uses)	1,366,846	1,810,000	1,150,000	550,000	520,000	520,000
51						
52 Net change in fund balances	13,802	94,952	125,083	(691,595)	(855,653)	(1,311,344)
53						
54 Fund balances						
55 Beginning of year	27,491,342	27,505,144	27,600,096	27,725,179	27,033,585	26,177,932
56						
57 Ending Fund Balance (Assigned and Unassigned)	\$ 27,505,144	\$ 27,600,096	\$ 27,725,179	\$ 27,033,585	\$ 26,177,932	\$ 24,866,588
58 Ending Fund Balance (Unassigned)	\$ 15,779,571	\$ 15,874,523	\$ 15,947,847	\$ 15,256,253	\$ 14,400,600	\$ 13,089,256
59 Ending Fund Balance (Unassigned as % of expenditures)	15.5%	15.4%	15.1%	14.1%	13.1%	11.6%
60						
61 Nutritional Services						
62 Revenues	4,435,030	4,434,266	4,567,275	4,635,784	4,705,321	4,775,901
63 Expenditures	4,347,742	4,425,682	4,555,196	4,646,300	4,739,226	4,834,010
64						
65 Excess (deficiency) of revenue over expenditures	87,288	8,584	12,079	(10,516)	(33,905)	(58,109)
66 Ending Fund Balance	\$ 320,440	\$ 329,024	\$ 341,103	\$ 330,587	\$ 296,682	\$ 238,573
67 Ending Fund Balance (as % of expenditures)	7.4%	7.4%	7.5%	7.1%	6.3%	4.9%
68						
69 Community Services						
70 Revenues	5,343,584	5,342,008	5,224,627	5,355,243	5,489,124	5,626,352
71 General Fund Transfer						
72 Expenditures	5,250,818	5,342,008	5,303,400	5,396,210	5,490,643	5,586,729
73						
74 Excess (deficiency) of revenue over expenditures	92,766	-	(78,773)	(40,967)	(1,519)	39,622
75 Ending Fund Balance	\$ 1,470,731	\$ 1,470,731	\$ 1,391,958	\$ 1,350,991	\$ 1,349,472	\$ 1,389,094
76 Ending Fund Balance (as % of expenditures)	28.0%	27.5%	26.2%	25.0%	24.6%	24.9%

White Bear Lake Area Schools
General Fund Revenues and Expenditures Detail
Preliminary FY18 and Projected FY19, FY20 & FY21 Budgets

	Actual 2016	Revised 2017	Preliminary 2018	Projected 2019	Projected 2020
1 Revenue					
2 Local sources					
3 Property taxes	\$ 23,170,610	\$ 23,436,477	\$ 23,390,625	\$ 23,624,531	\$ 23,860,776
4 Investment earnings	75,992	100,000	160,000	175,000	180,000
5 Other	3,637,559	3,261,178	3,400,000	3,400,000	3,400,000
6 State sources	61,295,757	60,964,418	62,519,295	63,827,085	65,024,491
7 Special Education	9,952,820	11,100,000	12,436,918	12,996,579	13,613,917
8 Federal sources	2,544,801	2,817,040	2,808,315	2,808,315	2,808,315
9 Total revenue	100,677,539	101,679,113	104,715,153	106,831,510	108,887,499
10					
11 Expenditures					
12 Current					
13 Administration					
14 Salaries	3,012,814	3,101,181	3,162,697	3,225,955	3,290,476
15 Employee benefits	1,021,193	1,016,859	1,049,760	1,072,431	1,095,591
16 Purchased services	211,705	266,333	286,325	289,188	262,081
17 Supplies and materials	15,133	17,000	17,000	17,170	17,341
18 Other expenditures	59,031	61,001	61,001	61,609	62,224
19 Total administration	4,319,876	4,462,374	4,576,783	4,666,353	4,727,713
20					
21 District support services					
22 Salaries	923,550	943,693	962,566	981,818	1,001,455
23 Employee benefits	331,324	349,571	361,876	369,543	377,371
24 Purchased services	513,706	541,577	521,585	526,802	532,069
25 Supplies and materials	134,299	86,000	86,000	86,860	87,730
26 Capital expenditures	—	—	—	—	—
27 Other expenditures	24,955	25,040	25,040	25,290	25,543
28 Total district support services	1,927,834	1,945,881	1,957,067	1,990,313	2,024,168
29					
30 Elementary and secondary regular					
31 instruction					
32 Salaries	29,975,287	31,732,415	32,489,516	33,817,582	34,681,692
33 Employee benefits	11,476,043	11,227,568	11,498,490	11,731,509	11,969,477
34 Purchased services	1,380,751	1,467,901	1,463,642	1,472,996	1,482,442
35 Supplies and materials	2,992,430	2,231,406	2,657,970	2,944,907	2,941,963
36 Capital expenditures	224,133	406,500	220,395	219,518	219,518
37 Other expenditures	193,488	550,508	196,061	197,881	199,719
38 Total elementary and secondary					
39 regular instruction	46,242,132	47,616,298	48,526,074	50,384,393	51,494,811
40					
41 Vocational education instruction					
42 Salaries	421,732	374,083	383,887	393,953	404,288
43 Employee benefits	176,976	164,971	183,741	187,774	191,893
44 Purchased services	247,348	354,898	354,898	358,408	361,954
45 Supplies and materials	34,804	29,249	6,915	6,915	6,915
46 Capital expenditures	—	—	—	—	—
47 Other expenditures	—	—	—	—	—
48 Total vocational education					
49 instruction	880,860	923,201	929,441	947,050	965,050
50					
51 Special education instruction					
52 Salaries	13,374,974	13,845,714	14,145,911	14,453,271	14,767,968
53 Employee benefits	5,619,844	5,697,810	5,949,521	6,065,986	6,185,020
54 Purchased services	712,470	545,692	545,692	550,227	554,811
55 Supplies and materials	91,542	139,322	139,322	140,476	141,641
56 Capital expenditures	16,049	50,000	50,000	50,000	50,000
57 Other expenditures	3,912	32,570	32,570	32,861	33,155
58 Total special education instruction	19,818,791	20,311,108	20,863,016	21,292,821	21,732,595
59					
60 Instructional support services					
61 Salaries	4,158,098	4,198,238	4,282,198	4,367,841	4,455,198
62 Employee benefits	1,552,849	1,549,441	1,593,450	1,628,454	1,664,230
63 Purchased services	342,621	316,210	316,210	319,373	322,568
64 Supplies and materials	88,344	112,189	76,247	81,109	77,779
65 Capital expenditures	2,104,807	939,465	960,866	939,465	939,465
66 Other expenditures	1,224	570,504	570,504	576,209	581,971
67 Total instructional support service	8,247,943	7,686,047	7,799,475	7,912,451	8,041,211
68					

		Actual 2016	Revised 2017	Preliminary 2018	Projected 2019	Projected 2020
69	Pupil support services					
70	Salaries	2,753,256	2,910,164	2,994,885	3,054,967	3,116,251
71	Employee benefits	1,082,104	1,073,241	1,118,245	1,142,773	1,167,842
72	Purchased services	213,534	183,917	221,365	223,579	225,816
73	Supplies and materials	130,676	43,087	57,437	58,013	58,592
74	Capital expenditures	—	—	—	—	—
75	Other expenditures	97,450	93,511	60,600	61,206	61,818
76	Total pupil support services	4,277,020	4,303,920	4,452,532	4,540,538	4,630,319
77						
78	Transportation					
79	Salaries	1,492,770	1,448,880	1,477,858	1,507,415	1,537,563
80	Employee benefits	446,108	528,600	542,046	555,598	567,922
81	Purchased services	3,463,776	3,503,250	4,003,250	4,123,348	4,247,048
82	Supplies and materials	423,160	415,200	423,504	431,974	444,933
83	Capital expenditures	386,470	310,000	110,000	110,000	110,000
84	Other expenditures	240	1,000	1,000	1,100	1,100
85	Total transportation	6,212,524	6,206,930	6,557,658	6,729,435	6,908,566
86						
87	Sites and buildings					
88	Salaries	2,970,988	3,025,565	3,086,074	3,147,797	3,210,754
89	Employee benefits	1,081,409	1,125,707	1,179,600	1,206,174	1,233,344
90	Purchased services	2,509,214	2,517,349	2,517,349	2,542,521	2,567,944
91	Supplies and materials	919,265	969,478	999,478	1,009,473	1,019,565
92	Capital expenditures	1,127,291	895,000	890,000	295,000	295,000
93	Other expenditures	10,966	16,028	16,028	16,188	16,349
94	Total sites and buildings	8,619,133	8,549,127	8,688,529	8,217,153	8,342,956
95						
96	Fiscal and other fixed cost programs					
97	Purchased services	318,315	318,315	318,315	321,498	324,713
98						
99	Debt service					
100	Principal	731,156	664,080	690,180	717,200	745,270
101	Interest and fiscal charges	434,999	406,880	381,000	353,900	325,780
102	Total debt service	1,166,155	1,070,960	1,071,180	1,071,100	1,071,050
103						
104	Total expenditures	102,030,583	103,394,161	105,740,070	108,073,105	110,263,152
105						
106	Excess (deficiency) of revenue over					
107	expenditures	(1,353,044)	(1,715,048)	(1,024,917)	(1,241,595)	(1,375,653)
108						
109	Other financing sources (uses)					
110	District Reserves					
111	Assigned for Secondary Facilities		500,000	500,000		
112	Assigned for Construction & Capital Improvments		450,000	250,000	150,000	150,000
113	Assigned for Carryovers		610,000	350,000	350,000	350,000
114	Assigned for Strategic Priorities		250,000	50,000	50,000	20,000
115	Capital lease issued					
119	Proceeds from sale of assets	26,846				
120	Transfers in	1,340,000				
121	Transfers (out)					
122	Total other financing sources (uses)	1,366,846	1,810,000	1,150,000	550,000	520,000
123						
124	Net change in fund balances	13,802	94,952	125,083	(691,595)	(855,653)
125						
126	Fund balances					
127	Beginning of year	27,491,342	27,505,144	27,600,096	27,725,179	27,033,584
128	Prior Period Adjustment					
129	End of year	\$ 27,505,144	\$ 27,600,096	\$ 27,725,179	\$ 27,033,584	\$ 26,177,932

White Bear Lake Area Schools
Preliminary FY18 and Projected FY19, FY20 & FY21 Budgets
Nutritional Services Fund--Detailed Revenues and Expenditures

	Actual 2015	Actual 2016	Revised 2017	Preliminary 2018	Projected 2019	Projected 2020	Projected 2021
1 Revenue							
2 Local sources							
3 Investment earnings	65	309	100	100	100	100	100
4 Other	2,270,735	2,258,254	2,405,675	2,269,400	2,303,442	2,337,996	2,373,068
5 State sources	203,990	243,870	265,835	246,500	250,198	253,950	257,760
6 Federal Sources	1,733,770	1,929,903	1,762,656	2,051,275	2,082,044	2,113,275	2,144,974
7 Total revenue	4,208,560	4,432,336	4,434,266	4,567,275	4,635,784	4,705,321	4,775,901
8							
9 Expenditures							
10 Current							
11 Salaries	1,333,924	1,469,989	1,545,689	1,618,300	1,650,666	1,683,679	1,717,353
12 Employee Benefits	378,813	425,206	444,337	477,025	486,566	496,297	506,223
13 Purchased Services	424,737	345,991	358,975	351,150	358,173	365,336	372,643
14 Supplies and Materials	2,046,457	1,950,885	1,988,281	2,091,021	2,132,841	2,175,498	2,219,008
15 Other Expenditures	9,297	145,938	77,300	13,700	13,974	14,253	14,539
16 Capital Outlay	52,277	9,733	11,100	4,000	4,080	4,162	4,245
17 Total expenditures	4,245,505	4,347,742	4,425,682	4,555,196	4,646,300	4,739,226	4,834,010
18							
19 Excess (deficiency) of revenue over expenditures	(36,945)	84,594	8,584	12,079	(10,516)	(33,905)	(58,109)
20							
21 Other financing sources (uses)							
22 Proceeds from Sale of Assets		2,694					
23							
24 Net change in fund balances	(36,945)	87,288	8,584	12,079	(10,516)	(33,905)	(58,109)
25							
26 Fund balances							
27 Beginning of year	270,097	233,152	320,440	329,024	341,103	330,587	296,682
28							
29 Ending Fund Balance (Assigned and Unassigned)	\$ 233,152	\$ 320,440	329,024	\$ 341,103	\$ 330,587	\$ 296,682	\$ 238,573

White Bear Lake Area Schools
Preliminary FY18 and Projected FY19, FY20 & FY21 Budgets
Community Services Fund--Detailed Revenues and Expenditures

	Actual 2016	Revision 2017	Proposed 2018	Projected 2019	Projected 2020	Projected 2021
1 Revenue						
2 Local sources						
3 Property taxes	\$ 1,042,443	\$ 999,957	\$ 912,785	\$ 935,605	\$ 958,995	\$ 982,970
4 Investment earnings	2,084	500	12,000	12,300	12,608	12,923
5 Other	3,681,104	3,787,352	3,623,481	3,714,068	3,806,920	3,902,093
6 State sources	597,719	554,199	676,361	693,270	710,602	728,367
7 Federal Sources	20,234					
8 Total revenue	5,343,584	5,342,008	5,224,627	5,355,243	5,489,124	5,626,352
9						
10 Expenditures						
11 Current						
12 Salaries	3,069,171	3,233,702	3,106,623	3,160,989	3,216,306	3,272,592
13 Employee Benefits	888,307	995,636	958,222	974,991	992,053	1,009,414
14 Purchased Services	851,560	822,820	850,857	865,747	880,898	896,313
15 Supplies and Materials	407,220	259,200	354,248	360,447	366,755	373,173
16 Other Expenditures	7,318	6,650	27,000	27,473	27,953	28,442
17 Capital Outlay	27,242	24,000	6,450	6,563	6,678	6,795
18 Total expenditures	5,250,818	5,342,008	5,303,400	5,396,210	5,490,643	5,586,729
19						
20 Excess (deficiency) of revenue over expenditures	92,766	—	(78,773)	(40,967)	(1,519)	39,622
21						
22 Other financing sources (uses)						
23 Transfer In	—					
24						
25 Net change in fund balances	92,766	—	(78,773)	(40,967)	(1,519)	39,622
26						
27 Fund balances						
28 Beginning of year	1,377,965	1,470,731	1,470,731	1,391,958	1,350,991	1,349,472
29						
30 Ending Fund Balance (Assigned and Unassigned)	\$ 1,470,731	\$ 1,470,731	\$ 1,391,958	\$ 1,350,991	\$ 1,349,472	\$ 1,389,094