

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

November 28, 2016

MISSION STATEMENT

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

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

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

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: November 14, 2016

A work-study session of the White Bear Lake Area School Board will be held on **Monday, November 28, 2016**, 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 Priorities for 2016-17 5:30 p.m.
 - a. Goal 4C - Review of Mental Health/Chemical Health Recommendations and Timelines, including Review of 2016 Minnesota Student Survey Data 5:35 p.m.
 - b. Goal 1, Strategy IV –Review of Technology Restructuring, including Digital Learning Specialists and Tier I and II Support 6:05 p.m.
 - c. Goal 4E- Update on Senior Transportation 6:35 p.m.
2. Discussion on Laws and Policy Affecting Licensing, Compensation, and Benefits of Preschool Teachers 6:55 p.m.
3. Update on Superintendent Recruitment and Selection Process 7:10 p.m.
- BREAK 7:25 p.m.
4. Overview of Opportunity to Participate in State Q Comp Program and Timeline 7:35 p.m.
5. Goal 2: Overview of Timelines for Potential 2017 Renewal Referendum 8:00 p.m.
6. Discussion on Opportunity to Partner with Other School Districts on Equity Policy 8:25 p.m.
7. Discussion on Primary Election Change 8:45 p.m.

C. ADJOURNMENT

9:00 p.m.

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

MEETING DATE: **November 28, 2016**

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 October 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 November 28, 2016)

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.			
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 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 and the District's Equity Plan and regularly report to the School Board. During 2016-17, the district will evaluate	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.		

			International Baccalaureate Programs, including the primary years program at Matoska, and the Middle Years Programs at Central and Sunrise Middle Schools and report on the evaluation to the School Board		
<p>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 opportunities to access rigorous, comprehensive educational experiences.</p>	<p>I.4: IB and Other Rigorous Comprehensive Programs.</p>	<p>In addition to implementation of IB, programming, the District will consider other options including but not limited to: Implementation of Career Pathways; Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programming, and other options for review.</p>	<p>Administration reviewed proposed evaluation plans for International Baccalaureate programs at the work-study session of October 24, 2016.</p>	<p>Evaluation Plan will include:</p> <ol style="list-style-type: none"> 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan. 	

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 world language opportunities at the secondary level.	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, French, German and Spanish.	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; 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	II.4 Service Learning		Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 1.Participation trends in global service learning projects, including	

opportunities at the classroom or building level.					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 comparable to conference schools.	III.1 Facility – Large Group Spaces			<p>July 11: Update to the School Board on options for ice rental, and presentation on growth in Hugo.</p> <p>August 22: Update on facilities planning for 2016-17 to include internal assessment of facilities and demographic study .</p> <p>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.</p>	<p>Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Completion of Phase I recommended improvements. 2. Incorporation of action step into comprehensive, long-term facilities planning process during 2016-17. 	

<p>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.</p>	<p>III.2 Facility – Elementary</p>	<p>During 2016-17, other elementary site improvements of significance will be considered, as part of a comprehensive long-term facilities planning process.</p> <p><u>DLR Group began site assessments in October and November. The demographic study is underway.</u></p>	<p>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year.</p> <p>September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</p>	<p>Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.</p>	
<p>Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.</p>	<p>III.3 Facility – Storage</p>	<p>Some improvements made in 2015 and 2016; further needs addressed by the comprehensive facilities plan in 2016-17.</p>		<p>Comprehensive review of facilities during 2016-17</p>	
<p>Action Step III. 4: The District will ensure that square footage to accommodate student population and program</p>	<p>III.4 Facility – Student Population Distribution</p>	<p>This goal will be incorporated into a comprehensive, long-term facilities planning process.</p>	<p>August 22: School Board Work Study Session: Establishing the Foundation: Academic Measures of Success.</p>	<p>Included in the comprehensive review of facilities during 2016-17.</p>	

activities are equitable for all buildings.			September 26 work-study session and October 10 School Board Meeting: Review options for demographic 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	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	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. <u>DLR Group began site assessments in October and November. The demographic student is underway.</u>	study with School Board approval on October 10.	
Action Step III. 8: The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	All secondary schools have either a secure entrance design or have 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			Secure entrances at each site and appropriate protocols in place.

		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 implementation in 2016-17 or 2017-18.	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.	Data on class size averages and ranges.	
Action Step III.11: Secondary facilities will	III. 11 Facility – Secondary	<u>DLR Group began site assessments in</u>	January 25, 2016: Update on	Part of the Comprehensive Facilities Plan.	

be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.	Phase I recommendations completed in 2015. This action step will be addressed via the Comprehensive Facilities Plan.	October and November. The demographic student is underway.	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.	
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	November 9, 2015: Update on 1:1 Initiative in the Schools January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present)	Evaluation plan during 2016-17 includes: 1. Monitor and evaluate the redesigned technology staffing model

<p>Action Step IV.12: The District will enhance communication, interaction, and collaboration through the use of a web site.</p>	<p>IV.12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan</p>	<p>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</p>	<p>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.</p>	<p>February 22, 2016 Study Session – technology Support Model (background and data)</p> <p>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.</p> <p><u>November 28, 2016: Update to the School Board on Review of Technology Restructuring, including Digital Learning Specialists and Tier I and II support.</u></p>	
				<p>2016-17 Evaluation plan includes: 1. Monitor internal and external user comments on website usability</p>	

	<p>update presented to the board annually.</p> <p>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.</p>	<p>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).</p>		<p>2. Track decrease in website misspellings and broken links.</p> <p>3. Report on extent to which current website meets standards and options for future improvements</p>	
<p>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.</p>	IV.13 Schoology	<p>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</p>	<p>November 2016: Workstudy Update on Digital Presence and Communication expectations as well as plans to streamline necessary account logins.</p>	<p>2016-17 Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Digital communication tools including Schoology and Google Apps 2. Evaluate options for reduction of necessary accounts to allow for more efficient communication. 	

		classroom communication model as well.			
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.	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 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	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	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.	

			<p>systems to provide broader access to our entire community.</p> <p>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.</p> <p>Work continues with Ramsey County Library to increase family access.</p> <p>On October 13, public libraries and elementary media specialists host an evening for district elementary students at the White Bear Library.</p>	<p>received to promote collaboration between the public library system and elementary media.</p> <p>November 2016 Workstudy Update - Student 1:1 now covers grades 6-12.</p>		
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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				<p>Evaluation:</p> <p>Successful implementation of Policy 900, Partnerships, including the following:</p> <ol style="list-style-type: none"> 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.			<p>Evaluation:</p> <p>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;</p>
Action Step V.3: The District will create a	V.3 Partnership – Vision	An update was provided to the School			<p>Evaluation:</p>

process which aligns a partner with a compelling need or promising vision.		Board at the work-study session of April 27, 2015.		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, including electronics, print, and other media.		<p>Evaluation:</p> <p>Communications plan implemented annually, including the following:</p> <ol style="list-style-type: none"> 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	VI.1 Bullying Policy and Program	<p>New program implemented during 2012-13.</p> <p>During 2014-15 additional training was provided to all staff to comply with new State</p>	<p>November 28, 2016 work-study session: Update on results of the 2016 Minnesota Student Survey.</p>	<p>The evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Reviewing data from the Minnesota Student Survey from spring, 2016; 2. An internal audit to assure that all schools are 	

<p>promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.</p>		<p>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 Policy, policies, and implementation of the curriculum currently in place.</p> <p>For 2016-17, all staff will receive training on compliance with state law and district policy.</p>		<p>complying with expectations to provide the curriculum:</p> <ol style="list-style-type: none"> 3. On-going review of other sources of data, including student discipline data. 4. Assurance that all staff receive the required training annually. 	
<p>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.</p>	<p>VI.2 Faculty</p>	<p>Beginning during 2015-16, the human resources office provides metrics on recruitment, selection, and retention consistent with this action step.</p>	<p>Administration will report employment metrics at the November work-study session.</p>	<p>Evaluation: Employment metrics will be reported annually to the School Board.</p>	

<p>Action Step VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.</p>	<p>VI.3 Equity in Curriculum and Instruction</p>	<p>Consistent with the District's Equity Plan, during 2016-17 develop and implement strategies to assure equity in curriculum and instructional practices.</p> <p>For 2016-17, the District has reallocated existing staff to create a new position, Assessment and Integration Coordinator.</p> <p>During October, the administration began a comprehensive process for preparing our new three year Integration and Achievement Plan.</p>		<p>Evaluation: An evaluation plan will be developed consistent with the equity plan.</p>	
<p>Action Step VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive</p>	<p>VI.4 School Transitions</p>	<p>Transition plans are in place at each level, including: 1. Kindergarten Jumpstart for four year olds;</p>		<p>Evaluation plan will include: 1. Annual Board updates on transition programming; 2. Attendance data reflecting student participation in transition programming;</p>	

<p>transition between buildings and programs.</p>		<p>2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school.</p> <p>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.</p>		<p>3. Student survey data on the effectiveness of transition programming.</p>	
<p>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.</p>	<p>VI.5 Equity in all Programming</p>	<p>An update on the Equity Plan was presented at the work-study session of July 13, 2015.</p> <p>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</p>	<p>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</p>	<p>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.</p>	

		<p>student lead ISI took place in January 28 at Willow Lane Elementary, with a second event at Lakeaires in May.</p> <p>2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children;</p> <p>3. Training for District leaders in cooperation with EMID member school districts;</p> <p>4. Other strategies consistent with Equity Plan</p>	<p>funding for 2016-17 school year.</p> <p>Presentation to the School Board on April 25, including overview of EMID from the Executive Director, and update on District's EMID programming.</p> <p>Presentation to the School Board on May 23 highlights work with PIQE and Equal Opportunity Schools.</p>		
<p>Action Step VI. 6: The District will review and assess the current plan related to cultural competency.</p>	<p>VI.6 Cultural Competency</p>	<p>During the 2016-17 school year, this action step will be aligned with the District's WBWF and Equity plan.</p> <p>During October the administration began a comprehensive process for preparing our new three year</p>		<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 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. 	

		Integration and Achievement Plan.			
Goal 2 - Ongoing Financial Stewardship and Budget Management	Details	Status	Report to the School Board	Evaluation	
<p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p>	<p>November 23: Quarterly Financial Update and Report on Workers Compensation.</p> <p>May 23: Presentation of preliminary budget for 2016-17, and information on financial matters which require Board action.</p> <p>June 13: School Board Action on the budget for 2016-17.</p> <p>November 28, 2016: Overview of timelines for potential 2017 renewal referendum.</p>	<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 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. 		

	District has restructured long-term debt to allow for more level tax levies over the next several years.	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.		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 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	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.	

	keep them connected, accentuate the positives, influence the influencers, and use data to inform decision-making.				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 will include community 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 will be offered in the 2015-16 school year at Lincoln Elementary School with two	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.		

		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.			
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.	<p>October 26: Plan presented to the School Board.</p> <p>Planning meeting with small group on January 5, January 21, and February 2, 2016.</p> <p>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.</p> <p>Large Group meetings held on March 17, 2016, and May 5, 2016.</p>	<p>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.</p>	

d. Continue to follow-up on Program Review of Preschool and Early Childhood Programs, including addressing space	Goal 4d Follow-up on Preschool and Early Childhood Programs. During 2014-15, the District made a	A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were	In October, 2016, administration reviews findings and recommendations with principals and other leadership team members in advance of final presentation to the School Board in November, 2016.	May 23: Update to the School Board on the mental health and chemical dependency review. Final large group meeting was convened on June 16 th to discuss preliminary findings. Small group met July 13 to summarize discussion and data outcomes. We are anticipating Board work-study presentation in 2016 with final recommendation discussion. <u>November 28, 2016: Review of Mental Health/Chemical Health recommendations.</u>	November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center	Evaluation plan will include: 1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other

constraints due to program growth	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 recommendations for potential next steps.	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 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. <u>In October, 2016, the administration informed</u>	March 22: Update the School Board on planning for the Achievement Center.	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.
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			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.		
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.	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			<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 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

	<p>The goal of this comprehensive 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.</p>	<p>2015 to our senior population. Work with the Community has continued through the fall of 2015.</p> <p>An update on the progress of the Community Forums was given to the School Board at the January 25, 2016 work-study session.</p> <p>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.</p> <p>Follow up meetings were held on April 6,</p>	<p>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.</p> <p><u>November 28, 2016: Update to the School Board on Senior Transportation.</u></p>	<p>with cities, municipalities, the township, and other entities working on behalf of seniors.</p>	
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AGENDA ITEM: **Review of Mental Health/chemical Health
Recommendations and Timelines, including Review of
2016 Minnesota Student Survey Data**

MEETING DATE: **November 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Kathleen Daniels, Director of Student Support Services
Avis Fink, Social Worker
Brian Morris, Assessment Coordinator**

BACKGROUND:

This represents the final report of the committee co-chaired by Avis Fink, Social Worker, and Kathleen Daniels, Director of Student Support Services.

This committee grew directly out of significant concerns we heard from staff during the 2014-15 school year, as well as the results of the Minnesota Student Survey.

The work of the committee spanned better than a year and one-half, with preliminary discussions in the spring and summer of 2015, and significant committee work through the 2015-16 school year with wrap-up this summer and fall.

Brian Morris has provided information from the Minnesota Student Survey.

Recommendations from the Mental Health and Chemical Health Committee Review

Mental health is defined as..... “how a person thinks, feels, and acts when faced with life’s situations.... this includes handling stress, relating to other people, being able to concentrate, and making decisions.” (Substance Abuse and Mental Health Services Administration SAMHSA: U.S. Department of Health and Human Services)

Purpose: The Superintendent and Cabinet heard from *building listening sessions* in the 14-15 and 15-16 school year that many staff members, both elementary and secondary would like training and support in the area of mental health. As a result the Superintendent’s Goal 4C: Review District Programs and Services Supporting Students with Mental and Chemical Health Needs was presented to the school board during the Board Work Study session, in October of 2015. Co-Chairs; Kathleen Daniels, Director of Student Support Services, and Avis Fink, District Social Worker and Out of District Placement Coordinator presented.

Process and Timeline:

1. During November and December of 2015 and January of 2016, small group planning meetings were held which included: Kathleen Daniels, Avis Fink, Michael Lovett, Superintendent, Sara Paul, Assistant Superintendent, Lyle Helke (former District Coordinator of Services), Mary Sue Hanson and Peggy Huot-Hanson from the Suburban Ramsey Family Collaborative (SRFC), and Ann Malwitz, Teaching and Learning Coordinator. The small team met to develop a plan to review district resources (both internal and external), best practices, national standards, identify where we have gaps in service and where we currently have strong supports.
2. In February, March, May, and June of 2016, large-group stakeholder meetings were held. During the large-group meetings, current literature and data from both local and national levels were reviewed and discussed. In addition the large-group:
 - Conducted building surveys:
 - Reviewed current and known supports
 - Conducted student and parent interviews
 - Gathered input from the Superintendent's Student Advisory Committee
 - Reviewed 2013 Minnesota Student Survey Data
 - Reviewed and discussed current partnerships, community resources, shared practices, and views from respective positions

3. Large-group participants comprised representatives from the following:
 - a. Administration: Gretchen Harriman, Principal, ALC and Insight, Angie Nelson, Associate Principal, North Campus, Sara Paul, Assistant Superintendent, Chris Streiff, Principal, Willow Lane Elementary, Sara Svir, Principal, Vadnais Heights Elementary
 - b. Secondary Schools Chemical Health Specialists: Beth Samuelson and Jennifer Funk
 - c. Guidance Counselors: Greg Burke, High School, Calli Moreau, Middle School, Janeen Kuemmel MSW, Middle School
 - d. Cultural Liaisons: Graciela Hammeken, District-Wide, Amy Ottaviani, Normandy Park
 - e. Health Teacher: Rita Leonard, High School
 - f. Paraprofessional: Becky Wallin, High School
 - g. Teaching and Learning Coordinator: Ann Malwitz
 - h. Psychologists: Erika Kelly-Kennedy, Elementary, Stephanie Tollison, Secondary
 - i. School Nurse: Molly Miller, District Lead Nurse

Findings:

1. Current National studies indicate that 20% of all people have some type of mental health concern. Of this 20%, it is estimated that only 20% are getting help/support/ treatment. White Bear Lake Area Schools have students, staff and parents that need support and education in the area of mental and chemical health. It is reasonable to assume that our community also reflects that 20% of the residents, staff and students have mental health concerns. Mental health and chemical health issues continue to carry a negative stigma in every community. In Minnesota, concerns about the under-identification and insufficient treatment of children with mental health issues have surfaced at the legislature and are a common interest for school districts and social services' regional planning.
2. Staff, parents, students, and community members are at varying levels of understanding mental/chemical health issues. We must increase our understanding of cultural differences, race, socio economic, gender, and disability in order to address issues in an effective and sensitive way in both the area of mental and chemical health... Intercultural and intergenerational conversations around community engagement are critical. We must partner with community, county and state organizations to increase our supports. We cannot do this alone.
3. After reviewing district data, sharing staff first-hand experience and knowledge, reviewing research and attending presentations, the team concluded that our district has students who are suffering from trauma, social/emotional/behavioral and/or chemical issues. Some are experiencing toxic/chronic stress. Students cannot think or learn under these on-going conditions.
4. The classroom and school climate are critical to students success and wellbeing. Students thrive when the classroom and school culture is consistently relationship and strength based, and when students perceive their teachers are empathetic, compassionate and supportive. A system to identify those students who are disconnected is critical.

5. Our students participated in the Minnesota Student Survey in 2016. The results of the survey did not come out until after our group work was complete. The district has the survey results now and is working on disaggregating the data and comparing the results to 2013. We will look for trends in several areas including, but not limited to, school connectedness, chemical and alcohol use, and bullying (by grade, race and gender).
6. We have resources in place that not all staff/families/students know exist or how to access. Some of the partnerships, supports, and curriculums are unknown to those who need them. We need to find effective ways to make connections between existing partnerships and students, families and staff in need. (ex: school linked mental health, Project Enhance, the Insight Program, county services etc.).
7. Every Child Succeeds Act (ESSA) recognizes the need for schools to support the whole child. ESSA's new framework creates an important opportunity to reshape the education sector to better support student health and wellness. Under ESSA states can use school improvement funding to support student engagement and healthy supportive environments. Examples of this could include activities such as mental health awareness training programs for school staff or expanding access to school-based mental health partnerships. Supports, training, services, initiatives, and partnerships needs coordination. One person/position/navigator is needed who can align, organize, communicate, monitor, collect data and pull supports together to help provide a district-wide system. We need to continue reviewing curriculums and supports to ensure fidelity and relevancy. What worked 10 years ago may not be relevant today.
8. Media use is an important part of the daily lives of many students and families. There are both positive and negative impacts on students. Our students require technology to be successful 21st Century learners. The use of social media has created the opportunity for cyber bullying. Cyber bullying has been shown to cause higher levels of depression and anxiety for victims than traditional bullying (Kowalski, 2009). These issues are played out in the schools and have impact our students.
9. Students and families who have needs in the areas of mental and chemical health are from all socio economic, cultural, gender, and racial backgrounds. All students/staff have a right to wellness.
10. The majority (5.6 fte out of 6.4 fte) of the current support in the area of social work is supported through special education funds, therefore limiting the students that have access to social work support.
11. District initiatives and state level goals must be aligned, not separate. They are interrelated and cannot be looked at as separate. The World's Best Workforce, our Equity Work, and the District Strategic Plan all have goals that that cannot simply stand alone.
12. We have some excellent interventions in place; however how they are accessed or delivered across the school community varies greatly. The systematic interventions on behavioral and social and emotional health need to be clear (see triangle slide). Building

capacity for staff on their understanding of “trauma-informed” practices and how mental and chemical health are connected is essential. This will require a mind shift in how many staff understand traditional learning and discipline. The foundation for learning must first start with the student feeling safe, supported, and grounded. We must work from strengths.

13. The positive mental health of staff members is critical in working with students and families. Staff are seeking help and support. Teachers cannot teach when they are personally suffering and struggling with chronic stress or when they are dealing with the underlying needs of students who are under chronic stress, as it plays out in the classroom.
14. In the area of academic support, a continuum of services is required; the same continuum needs to be in place for chemical and mental health. We need to ensure that we are working on awareness, prevention, and intervention through health and social curriculums delivered with fidelity. Our internal and external supports must be both proactive and reactive.

The students who need the most love will ask for it in the most unloving ways.

Recommendations

Recommendation	Rationale	Action Steps
<i>1. Increase staff professional development opportunities for ALL staff in the area of mental health and chemical health.</i>	<ul style="list-style-type: none"> ● Mental and Chemical Health issues greatly interfere with students’ ability to learn and to receive good instruction. ● Teachers who have strong content knowledge need tools to assist students in the areas of mental and chemical health. ● Teachers and other school personnel are often “first responders” to students that need help and often feel unprepared. Staff needs training in identifying early warning signs and where /when to refer. ● Training around understanding implicit biases and historical trauma, based on culture and race, are essential for understanding/healing/ student wellness. ● The Minnesota Student Survey data from 2013 and 2016 will help us understand trends and needs associated with school connectedness, 	<ul style="list-style-type: none"> ● All licensed staff attend Dr. Clayton Cook presentation on “<i>Student Social-Emotional Wellbeing as the Foundation for Academic and Life Success.</i>” ● Training on understanding Adverse Childhood Experiences (ACEs) and how they impact student learning engagement and brain function. ● Build Restorative Practice Skills with our staff. ● “<i>Make It OK</i>” campaign- (sponsored by Health Partners, Mayo Clinic, NAMI Minnesota and more) to destigmatize mental health issues. Break the silence to encourage support and treatment PIQUE. ● Prairie Care Collaboration- Local Partners. ● Suburban Ramsey Family Collaborative - Department of Human Services Grant for School Linked Mental Health. ● Increase internal training on

	<p>use of drugs and alcohol, bullying incidents and other areas of concern that impact our students. Data from the survey was released late summer and fall. We need to take time to study the data in depth to inform our practice and supports needed. * **an initial summary will be presented tonight which was not available to our review team.</p>	<p>Chemical Health in the areas of prevention and intervention by utilizing internal and external staff.</p> <ul style="list-style-type: none"> ● Convene a small group of mental and chemical health supports from the district and collaborate with the Carei Program at the U of MN to study the MSS data to help understand where and what additional supports are needed, look for trends and gaps.
<p><i>2. Increase opportunities for parents and community members to learn about mental and chemical health issues, signs and prevention. Help provide information on available resources.</i></p>	<ul style="list-style-type: none"> ● Schools must work in collaboration with families to make improvements in the areas of mental and chemical health. ● Provide family engagement opportunities around mental and chemical health that are inclusive and reflect the culture and diversity of the district/school. ● Parent Interviews report that they are not always aware of what is available to their students or families when experiencing a mental or chemical health issue/crisis. 	<ul style="list-style-type: none"> ● Make Parent Resource Guides available on our website (include Ramsey, Washington, Anoka). ● Parent Safety Night including National Alliance for Mental Illness (NAMI) providing suicide prevention training. ● Grant from Ramsey County Children’s Mental Health Collaborative to provide parent training. Two separate sessions include information on anxiety in adolescents and young children). ● Continue Intentional Social Interaction (ISI) gatherings. ● “<i>Make It Okay</i>” campaign (sponsored by Health Partners, Mayo Clinic, NAMI Minnesota and more) to destigmatize mental health issues. Break the silence to encourage support and treatment.
<p><i>3. Increase staff awareness of available community resources to our students and parents who have both basic needs as well as mental health and chemical health needs.</i></p>	<ul style="list-style-type: none"> ● During large-group discussions, school surveys, and student and staff interviews, it became evident that not all staff know and understand what services and supports are available in the school, linked to the schools, or available in the community. Continue to review with staff 	<ul style="list-style-type: none"> ● Make (Ramsey, Washington, Anoka) Parent Resource guide available on our website. ● District Resource Guide- recently developed and customized for our district. ● Continue to review with staff services available currently in the district (Enhance, School Linked Mental Health,

	<p>services available currently in the district.</p>	<p>Diagnostic Evaluation Center, Insight Program).</p> <ul style="list-style-type: none"> ● Align internal and external supports to maximize resources to respond to full continuum of student needs. ● Have regular meetings with all stakeholders to review current trends, review data, discuss supports needed, increase need for understanding of cultural/racial differences and commonalities.
<p>4. Expand opportunities for staff to connect (build relationships) with students during the school day.</p>	<ul style="list-style-type: none"> ● According to the National Research Council and the Institute of Medicine, the scientific literature unequivocally indicates that strong social relationships with educators are an essential piece of creating school engagement and intrinsic academic motivation in students. ● Positive teacher-student relationships are one of the most cost effective and most impactful public health prevention strategies that can be implemented in society. ● There is evidence from our work that most students report that they have a “go to” person in the school. There is a certain percentage that does not. Anecdotally, we suspect that this is especially true for our students of color. How can we continue to strengthen connections that already exist and initiate connections with those that still do not have them? There is more to class time than core curriculum. 	<ul style="list-style-type: none"> ● Administration needs input from staff as to how we can be creative to increase opportunities for connections. Engage in discussions around how this can happen and what it could look like. ● There is concern that curriculum demands during Home Base/Advisory prevent the staff from using the time to build meaningful connections. Evaluate how this time is currently structured and if changes are needed. ● Continue to increase opportunity for students to participate in school activities and clubs. Evaluate which students are not participating and why (cost? interests? transportation?). ● Continue to increase cultural and racial diversity in our workforce to match demographics of our students (also part of our Strategic Plan). ● Work must be grounded in equity, for both academic progress and school connectedness.

<p>5. Increase support district wide around mental health.</p>	<ul style="list-style-type: none"> ● At present, many staff members have some accountability for mental and chemical health work across the district. The district needs a person whose primary focus and expertise will bring available resources (district teams) together to train. The position would be responsible to continue to build partnerships and connections with the students, staff and, community (including law enforcement, social action input, faith communities, county services etc.). This position would be closely tied to our work on equity and integration to bring stakeholders together. 	<ul style="list-style-type: none"> ● Build into district budget (initially) resources for a part time practitioner with a Master's level degree in the field of Social Work or similar skill set. This position would be responsible to lead the district's work in the area of mental and chemical health and to support the on-going vision for strong programming ● Increase availability of Social Work for general education students by expanding the budget outside of special education
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Minnesota Student Survey, 2016

The Minnesota Student Survey is conducted in schools across the state every three years, last being administered in spring, 2016. The survey is a collaboration of local schools and four state agencies: the Minnesota Departments of Education, Health, Human Services, and Public Safety. The survey is administered to fifth, eighth, ninth and eleventh grade students. The survey is anonymous and voluntary for students. Parents were notified prior to administration of the survey.

The survey asks students about their activities, opinions, behaviors, and experiences. Students respond to questions on school climate, bullying, out-of-school activities, health and nutrition, emotional and mental health, relationships, substance use and more. Questions about sexual behaviors are asked only of ninth and eleventh grade students.

School districts and local agencies use survey data to determine student needs and to develop effective programming for students. State, county and district data from 2013 and 2016 are available in an online interactive format at the bottom of the Department of Education Data Analytics page <http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>. The data below is an example of summary trend data for students in White Bear Lake Area Schools that is related to the work of our Mental Health and Chemical Health Committee.

WBL Participation in Minnesota Student Survey

5th grade – 541 students

8th grade – 522 students

9th grade – 512 students

11th grade – 464 students

Mental Health

Mental health indicators measured by the Minnesota Student Survey include measures of emotional well-being and distress, and suicide. The 2016 survey reveals, in grades 8 through 11, that 19% of White Bear students report “little interest or pleasure in doing things” while 16% report “feeling down, depressed, or hopeless” more than half of days, and 19% reported having at some point “seriously considered attempting suicide.” There is a higher rate of feelings of depression and consideration of suicide among girls. There is not a significant correlation between measures of depression or suicide and reported race or ethnicity. The questions used for these measures have changed since the 2013 survey so we are not able to compare student responses over time.

Bullying or Harassment

Minnesota Student Survey data points to a small decrease in bullying and harassment in White Bear schools between 2013 and 2016. Bullying and harassment in White Bear schools remains lower than state averages across grade levels and across types of bullying. Yet, 55% of White

Bear students surveyed in 2016 reported experiencing some form of bullying or harassment at least once in the past 30 days while 21% reported being bullied or harassed at least once per week. Additionally, across the state and in White Bear schools, differences persist in how different student groups experience bullying and harassment. Beginning in grade 9, girls report a higher rate of sexual harassment than boys. Students in racial and ethnic minority groups report a higher rate of bullying or harassment based on their ethnicity than students in ethnic and racial majorities.

School Connectedness

Minnesota Student Survey data from 2016 displays that, across the state and in White Bear, student feelings of connectedness to adults in their schools decrease as students grow older. This connectedness is measured through student agreement with statements such as, “Adults at my school listen to students”, “At my school, teachers care about students”, and “Most teachers at my school are interested in me as a person.” The agreement responses for these questions begin well above 90 percent in 5th grade and decrease to the 70 to 80 percent range by 11th grade. On most school connectedness questions and at most grade levels, White Bear students respond in positive agreement at a slightly higher rate than do students across the state.

Substance Use

Changes in the frequency of alcohol and marijuana use varies by grade level. Fewer 9th grade students are reporting alcohol use in the past 30 days in 2016 (12% used) as compared to 2013 (16% used). Frequency of alcohol use remains unchanged between 2013 and 2016 among 8th grade students (7% used) and 11th grade (32% used.) In 2016, fewer 8th and 9th grade students reported using marijuana in the past 30 days, while slightly more 11th grade students report using marijuana. Marijuana use was reported by 3% of 8th graders (decrease from 6% in 2013), 8% of 9th graders (decrease from 17% in 2013), and 24% of 11th graders (an increase from 23% in 2013). The level of reported alcohol and marijuana use by White Bear students in grades 8 and 9 are consistent with the level of use reported across the state while the level of reported alcohol and marijuana use by White Bear students in 11th grade is higher than the level reported across the state. In White Bear, 32% of 11th graders reported alcohol use in the past 30 days (compared to 25% statewide) and 24% of White Bear 11th graders reported marijuana use in the past 30 days (compared to 16% statewide.)

MENTAL AND CHEMICAL HEALTH COMMITTEE RECOMMENDATIONS

November 28, 2016

Presenters:

Kathleen Daniels
Avis Fink
Lyle Helke
Mary Sue Hansen
Peggy Huot Hansen
Gretchen Harriman
Erika Kelly-Kennedy
Janeen Kuemmel

SAMHSA's Center for Mental Health Services:

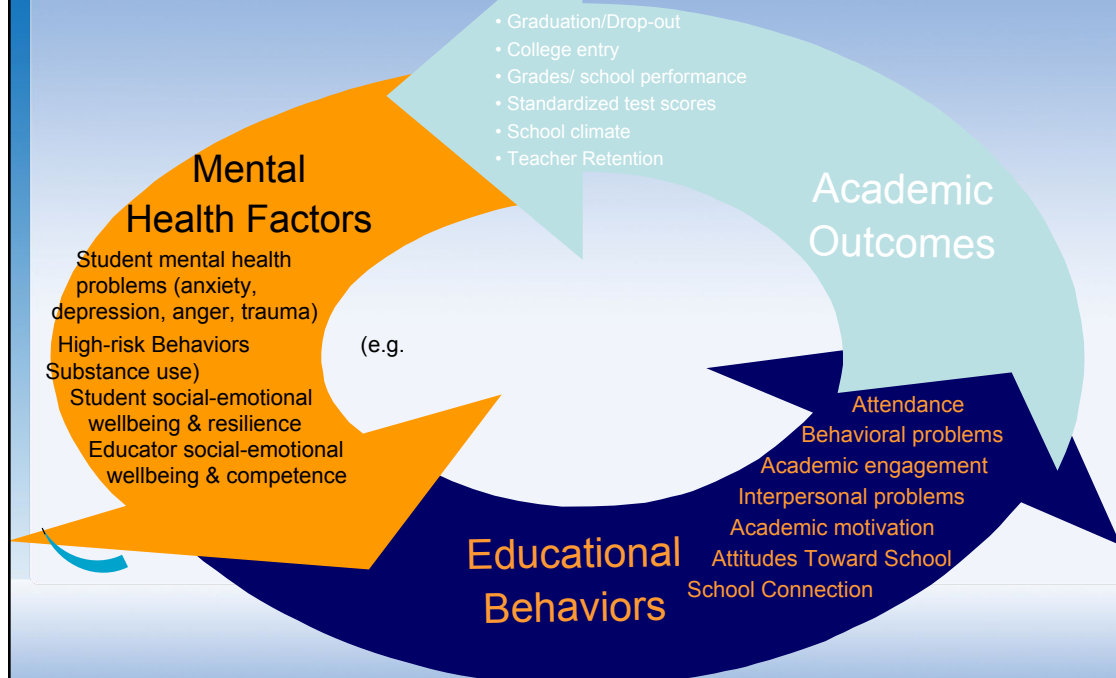
(Substance Abuse and Mental Health Services Administration SAMHSA:U.S Department of Health and Human Services)

“Mental health is defined as.....

“how a person thinks, feels, and acts when faced with life's situations.... This includes handling stress, relating to other people, being able to concentrate, and making decisions.”



Mental health and academic outcomes



ADAPTED FROM: Geierstanger, S. P., & Amaral, G. (2004). School-Based Health Centers and Academic Performance: What is the Intersection? April 2004 Meeting Proceedings. White Paper. Washington, D.C.: National Assembly on School-Based Health Care.



1. Increase staff professional development opportunities for ALL staff in the area of mental health and chemical health.

- Partnership with the University of Minnesota, Dr. Clayton Cook
- Prairie Care collaboration with presentations
- Chemical Health staff building capacity around prevention and intervention
- Suburban Ramsey Family Collaborative- Department of Human Services Grant for School Linked Mental Health



2. Increase opportunities for parents and community members to learn about mental health and chemical health issues, signs, and prevention. Provide information on available resources.

- “Make It Okay” Campaign (NAMI, Health Partners, Mayo)
- Ramsey County \$1000 Grant for Parent Education; Prairie Care parent informational meetings
- National Association for Mental Illness (NAMI) parent sessions
- Parent Safety Night
- County Parent Resource guide available on website (Ramsey, Anoka and Washington)



3. Increase staff awareness of available community resources to our students and parents who have both basic needs as well as mental health and chemical health needs.

- Online Resource Guide – Specific to WBLAS
- Online Resource Guide - Ramsey, Washington and Anoka Counties.
- Review, with staff, current resources available (e.g., Enhance, School Linked Mental Health, Diagnostic Evaluation Center (DEC)).
- Link *Ramsey County Parent Resource Guide* on WBL website.
- Resource Fair and Social Work presentations.



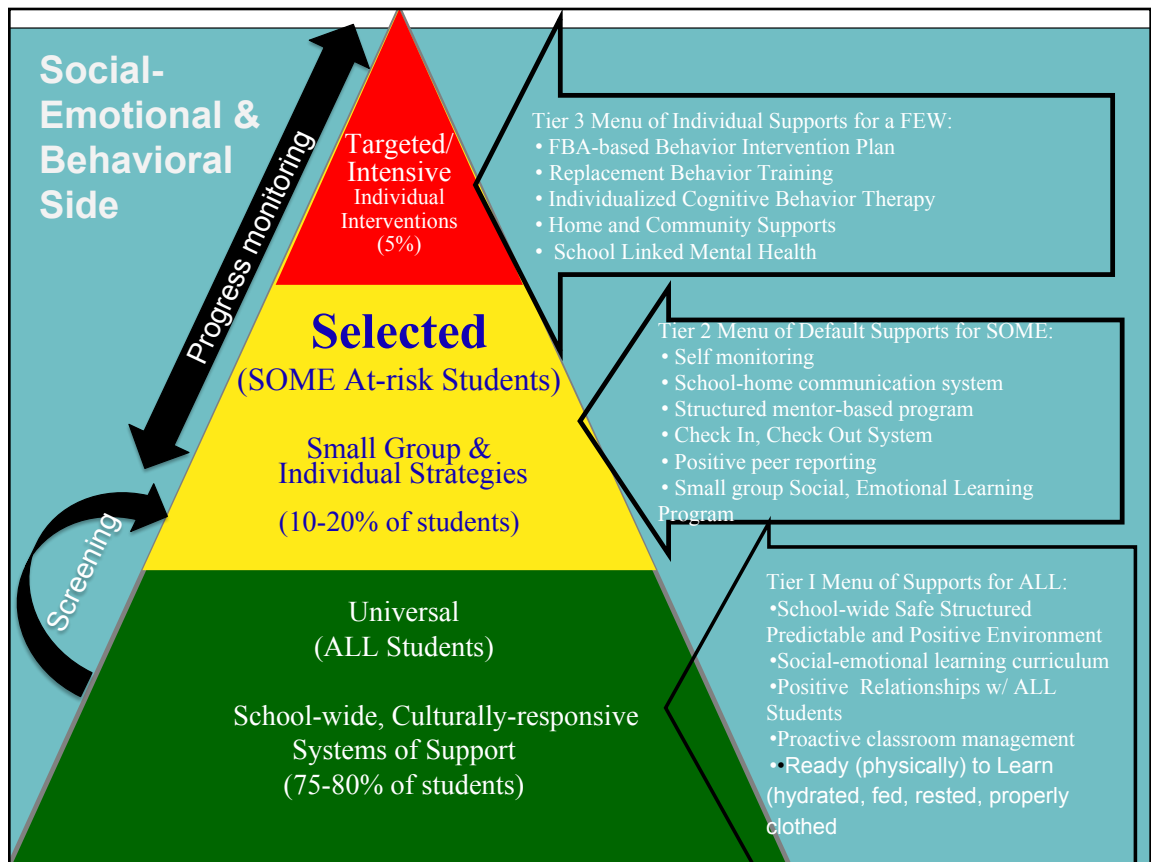
4. Expand opportunities for staff to connect (build relationships) with students during the school day.

- Class time
- Advisory Period
- Home Base Activities
- Increase participation in school activities and clubs
- Increase Staff awareness of the importance of personal relationships with ALL students



5. Increase support district wide around mental health.

- Add a district coordinator to be responsible guiding/monitoring district wide mental/chemical health needs to:
 1. Build a continuum of collaboration and communication
 2. Continue to expand partnerships for WBL schools/community
 3. Develop regular collaboration with interdisciplinary staff
- Increase Social Work time outside of Special Education budget
- Will work to include in future budgets



AGENDA ITEM: **Review of Technology Restructuring, including
Digital Learning Specialists and Tier I and II Support**

MEETING DATE: **November 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

The Technology Department implemented changes to staffing and support models over the summer. The goals, outlined for the School Board last spring, are to provide the highest level of technical support, maximize the learning impact of our technology investment and prepare for the future. With the first quarter complete, Mark Garrison and his colleagues will share data illustrating the success of the new model from the technical, instructional and systems perspective. Finally, they will describe some of the department's major accomplishments of this fall and look ahead to upcoming projects.

Technology Department Update November 28, 2016

White Bear Lake Area Schools | School Board



Our goal is to provide the highest level of
technical support,
maximize the
learning impact

of our technology investment and prepare for the
future.

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technical support,

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learning impact

of our technology investment and prepare for the
future.

Technical Support

Tier I



Tier II



Tier III



Tickets Closed 2015 & 2016

September, 2015

1187

October, 2015

962

Total: 2149

September, 2016

1617

October, 2016

749

Total: 2366

Quick Response

23%

Faster Response Time

Comprehensive Services

We also have time and expertise to tackle big projects.

For example, we logged over

250 hours

supporting a single program this fall.

Our goal is to provide the highest level of
technical support,

maximize the

learning impact

of our technology investment and prepare for the

future.

Digital Learning Specialists



Personalized Resources

WHITE Bear TECH TIPS

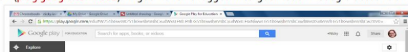
Tuesday, October 25, 2016

Pushing Chrome Apps to Students + RealTimeBoard Application

Pushing Chrome Apps to Students with Google Play

Chrome Apps are web-based applications that run in the Chrome browser. Teachers can push these applications to students' Chromebooks by following these simple steps:

1. Go to Google Play for Education (play.google.com/edu). If you haven't logged into your isd624 Google account already, log in when prompted.



Your Digital Learning Specialists

- Cassandra Knutson
- LuAnne Oklobzija
- Matt Skogen
- Nicholas Marty
- Ryan Clark
- Shannon Treichel

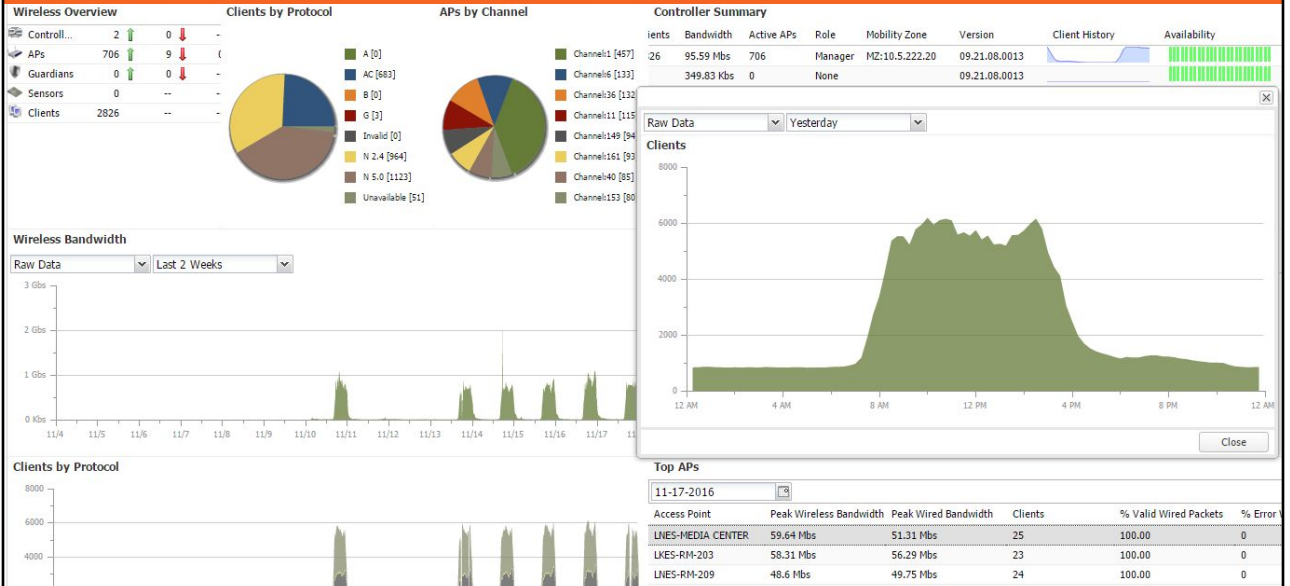
Our goal is to provide the highest level of
technical support,
maximize the
learning impact

of our technology investment and prepare for the
future.

Streamlined Applications



~6,000 Devices Daily



Wireless Coverage





Print

Today

2015

363 Print Devices

133 Different Models

179 Print Devices

Fewer than 20 Models

$\frac{1}{3}$ - $\frac{1}{2}$ Cent Per Copy

\$150,000 Projected Annual Savings

Print Queue

Print Queue

23,557 pages
saved in 2 months!

That's **47** reams weighing in at **235.5** lbs.

Additional Accomplishments



1:1
Grades 6-12



True Time

Family
Online Annual
Update



Zscaler
Content
Filtering



Student
Library
Cards

In Progress & Upcoming



- Phones
- Windows 10 & Chrome OS
- Monitor Bandwidth
- 4C's Focused Classroom Design
- Streamline Applications

AGENDA ITEM: **Update on Senior Transportation**

MEETING DATE: **November 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**
Wayne Kazmierczak, Assistant Superintendent for Finance and Operations
Tim Maurer, Director of Community Services and Recreation
Tara Jebens-Singh, Adult Programs Coordinator

BACKGROUND:

At the work-study session in September, Tara Jebens-Singh, coordinator of adult programs, provided a detailed presentation to the School Board on the history of Senior Transportation provided by the school district, our partnership with the Lions Club, and developments over the past couple of years resulting in our recommendation to consider alternatives for the future.

Dr. Kazmierczak, Mr. Maurer, Dr. Lovett, and Ms. Jebens-Singh had several meetings subsequent to the September work-study session, including a presentation and meeting with the city managers from Vadnais Heights, City of White Bear Lake, White Bear Township, and Hugo; and in November a presentation to the City of White Bear Lake Council at the request of the city manager.

In an effort to continue to get feedback from stakeholders, Mr. Maurer and Ms. Jebens-Singh sent the communications from our September meeting to a broad list of stakeholders, and then personally invited each of the current riders to a listening session held on Friday, November 18, 2016 at the Senior Center.

A copy of the communication and distribution schedule is attached, along with a recommended transition plan.

At Monday's work-study session, administration will provide an update to the School Board and options for next steps.

Understanding the School District's Role in Senior Transportation Stakeholder Engagement

Cover letter, school board agenda and background materials sent to individual members; followed up with in-person presentations and discussions to the bulk of school and community groups listed below:

School Board and Cabinet, Principals, Community Services Coordinators, Senior Program Staff and Lionmobile Drivers, Senior Program Advisory Committee, Community Services Advisory Council, Newtrax Transportation Advisory Committee and Transportation Action Team, The White Bear Lake Lion's Club, Vadnais Heights Lions Club, Minnesota Department of Transportation (5310), Metropolitan Area Agency on Aging, Consortium of Lake Area Senior Services, Community Forum on Seniors, Municipalities, Vadnais Heights City Council, White Bear Lake City Council

The general response from the community was surprise that the senior transportation program cost so much and served so few; while they were sad to think of the program going away they understood the need for change and were reassured by hearing that:

- The bulk of Senior transportation needs within the community are and will continue to be served by other providers.
- There is a clear plan and timeline for transition that provides ample time and resources to counsel current riders and educate the community on alternative senior transportation options.
- The White Bear Area Senior Program will continue to be the personalized, local hub for senior activities, education, service navigation and advocacy.
- ISD624 will continue to support the needs of area seniors by maintaining current funding and staffing.
- The White Bear Lion's Club will continue to be a strong partner and supporter of ISD624 and the White Bear Area Senior Program.
- The legacy of the Lionmobile will be honored in a meaningful and celebratory way

Questions and Concerns:

- Many are upset that the Lionmobile may be ending - even though they were not users themselves - because they liked knowing the service was there should they need it - acknowledging that change is hard.
- Is this a district shift in focus away from senior programs?
- If not the school district - then who is responsible for senior transportation? How can we get more services?
- What is the legal definition of "public purpose"? Does it apply to any other programs?
- Have we exhausted all options to keep the program running?
- Concerns over the loss of customer service to riders when they use Metro Mobility versus the Lionmobile.

Riders

Lionmobile riders (and when appropriate their caregivers) who have used the service within the last two years, were sent a letter informing them: of the review of the program, encouraging comment and inviting them to attend a listening session. Eight riders commented; 3 riders and their caregivers attended the listening session.

- Many expressed their appreciation for the Lionmobile (quality, affordability, convenience, customer service).
- While many also use other providers to get around, the Lionmobile is their favorite.
- Some were distressed by the news.
- Most strongly advocated for the program to continue.

The Senior Program has received little to no response following the article printed in the White Bear Press reporting the possible closure of the program on 11/16 which encouraged public comment.

November 10, 2016

Dear (name),

As a user of the Lionmobile transportation service, we want to inform you of important program news. The White Bear Lake Area School Board and administration are currently reviewing the School District's role in senior transportation. We are exploring new models and partnerships which could lead to the creation of new transportation options in the area; however, transportation services provided directly through the Senior Program may end. Nothing has been finalized yet and the district is committed to providing Lionmobile service through the end of winter, 2017.

We welcome your input and invite you to attend the upcoming Lionmobile Listening Session with District leadership and Senior Program staff:

- Friday, November 18, at 2:00 pm., White Bear Area Senior Center, 2484 East County Road F, White Bear Lake.
- To RSVP and/or schedule a ride, please call Rose at 651-653-3122.

In addition, we are collecting community comments to be included in this process and brought to the White Bear Lake Area School Board Work-Study Session on Monday, November 28. Please feel free to direct any questions, concerns, or written statements for inclusion to Tara Jebens-Singh, Adult Programs Coordinator, at 651-653-3126 or tara.jebens-singh@isd624.org.

In the event of changes, the District's financial support of a thriving Senior Program is steadfast. Our staff will continue to be here to support you now and into the future. Our Elder Resource Specialists will continue to be a resource to help you learn and access available transportation and benefit options. Please contact Lynn Amon at 651-653-3125 if you have questions about other methods to meet current or future transportation needs.

We appreciate the impact that any changes in service will have on the community and will continue to keep you informed.

Sincerely,

Tara Jebens-Singh
Adult Program's Coordinator

Rose Price
Dispatch/Administrator

Lynn Amon
Elder Resource Specialist

Senior Transportation (Lionmobile) Transition Plan - DRAFT

December 2016

- Announce that we will no longer be taking on new clients to the program.
- Inform current riders and family contacts of transition plan.
- Inform regular referral sources (Salvation Army, Cerenity, local clinic Care Coordinators, local senior living buildings) of the service change
- Identifying current riders' transportation options and need for extra service navigation
- Develop new White Bear Area Guide to Senior Transportation
- Plan additional staffing needs and responsibilities for transition period

January - March 2017

- Distribute new White Bear Area Guide to Senior Transportation
- Elder Resource Specialists will provide personalized assistance to our riders to help them transition to other transportation options
- Targeted visits to senior living communities most affected.
- Hold 3-4 Outreach Events/Focus Groups to educate community on Transportation Options and gather information for Newtrax pilot project
- District Leadership, Senior Program Staff and Senior Advisory Committee meet to discuss future direction of the Senior Program
- Plan ways to honor the legacy of the Lionmobile
- Plan new partnership projects with the White Bear Lions Club

April - June 2017

- Officially close the Lionmobile Program.
- Honor obligations to funders, donors, etc.
- Transfer ownership of bus to another 5310 provider as per MNDOT guidance
- Continue to assist community, families and individuals navigate transportation services
- Internal reorganization of Senior Program Resources, staffing responsibilities, etc.
- Update program outreach materials, social media, etc.

Senior Transportation Community Engagement

Want to get involved? Here are some options:

- White Bear Area Senior Program: Ongoing service navigation for individuals and families
- White Bear Area Senior Program: Opportunities to donate, volunteer, get involved
- Transportation Focus Groups: Learn about current providers and share ideas for pilot
- Transportation Action Committee: Advocate for quality regional transportation options

For information, contact Tara Jebens-Singh at 651-653-3126 or tara.jebens-singh@isd624.org

AGENDA ITEM: **Discussion on Laws and Policy Affecting Licensing,
Compensation, and Benefits of Preschool Teachers**

MEETING DATE: **November 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Linda Goers, Director of Human Resources
Tim Maurer, Director of Community Services and Recreation
Dr. Wayne Kazmierczak, Assistant Superintendent of Finance
and Operations**

BACKGROUND:

Linda Goers, Director of Human Resources, will provide information on the laws and policy affecting licensing, compensation and benefits of our preschool teachers. She will be available to answer questions.

AGENDA ITEM: **Update on Superintendent Recruitment and Selection Process**

MEETING DATE: **November 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Janet Newberg, School Board Chair**

BACKGROUND:

At our meeting on Monday, November 28, 2016, an update will be provided by George Kimball, Chair of Superintendent Selection Process and Procedures Committee, on the recommendations for the recruitment and selection process of our next superintendent. It is the goal of the School Board to have the new superintendent begin as of July 1, 2017.

AGENDA ITEM: **Overview of Opportunity to Participate in State Q Comp Program and Timeline**

MEETING DATE: **November 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

Assistant Superintendent for Teaching and Learning Sara Paul will be joined by Dr. Michael McKenzie, President of the White Bear Lake Teachers Association, to share work that has been done to explore Q-Comp funding through the Department of Education. Q-Comp was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the five components of the law. The five components under Q-Comp include:

- Career Ladder/Advancement Options
- Job-embedded Professional Development
- Teacher Evaluation
- Performance Pay
- Alternative Salary Schedule

Approved school districts receive up to \$260 per student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. At this time, we will NOT be pursuing the board-approved levy funds. We are looking at approximately \$1.3 million dollars of potential new funding to support our work. The purpose of this presentation is to share the current thinking and the timeline for exploring this opportunity.

Why Q-Comp?

*Exploring Q-Comp to support instruction
in White Bear Lake Area Schools*

November 28, 2016 School Board Work Study Session

What is Q-Comp?

Q-Comp was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the five components of the law. The five components under Q-Comp include:

- Career Ladder/Advancement Options
- Job-embedded Professional Development
- Teacher Evaluation
- Performance Pay
- Alternative Salary Schedule

The background image shows a group of teachers in a classroom setting, engaged in collaborative work. They are sitting at desks, looking at papers and devices, and talking to each other. The image is overlaid with an orange semi-transparent box at the top and a white semi-transparent box at the bottom.

Our Compelling Why

Time to collaborate using collective inquiry strategies is needed to effectively use data to adjust instructional practice.

Providing Teachers Time to Collaborate Benefits Students

“Planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcomes.”

— John A.C. Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning**

Essential Questions: How can Q-Comp support our compelling why?

- How can Q-Comp help improve student outcomes?
- How can Q-Comp funding support teacher development through more frequent feedback about learning and teaching happening in the classroom?
- How can Q-Comp help us provide a solution for time to collaborate?
- How can Q-Comp funding support building capacity for collaborative inquiry?

How much money are we talking about?

Approved school districts receive up to \$260 per student (**\$169 per student in state aid** and \$91 per student in board-approved levy) for the program.

At this time, we will NOT be pursuing the board-approved levy funds.

We are looking at approximately \$1.3 million dollars of potential new funding to support our work.

Current Status

We are second in the queue at the MDE for Q-Comp funding next year.

Proposed Timeline

November 2016

- Union and District meet to review opportunity and establish parameters
- Committee Established
- Communicate to teachers and administrators that we will be exploring Q-Comp
- Work Study to express intent to pursue Q-Comp funding

Proposed Timeline (continued)

December 2016

- Committee Meetings
- Continue connecting with the MDE to ensure compliance with statute

January 2017

- Site Visits to share draft proposal and get input
- Reconcile draft with site feedback to finalize plan to be voted on
- Union Vote

Proposed Timeline (continued)

February 2017

- Work Study Discussion

March 2017

- School Board to vote

The background of the slide features a photograph of a classroom scene. A female teacher with dark hair is on the left, smiling and looking towards a group of students. Several young students are visible, some looking at the teacher and others looking at each other. The scene is brightly lit, and the overall tone is positive and educational. The top portion of the image is overlaid with a semi-transparent orange rectangle.

Discussion

"Don't be afraid to give up the good to go for the great."

John D. Rockefeller

AGENDA ITEM: **Overview of Timeline for Potential 2017 Operating Levy
Renewal Referendum**

MEETING DATE: **November 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

White Bear Lake Area Schools has in place an operating levy that was initially passed by District voters in November 2007 and was renewed in November 2011. The District may seek to renew the operating levy as part of the November 2017 general election. An overview of the operating levy will be presented to the School Board on Monday, November 28, 2016. This overview will be organized as follows: 1) Statewide trends, 2) Recent operating levy referendum history, 3) Operating levy revenue details and tax impact, and 4) Preliminary timeline for November 2017 renewal referendum. Attached please find the slides that will be used for the presentation.

Operating Levy Overview

School Board Work Study Meeting
November 28, 2016

WHITE BEAR LAKE AREA SCHOOLS



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



Statewide: Growing Reliance on Referendums

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

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Statewide: Growing Reliance on Referendums

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.

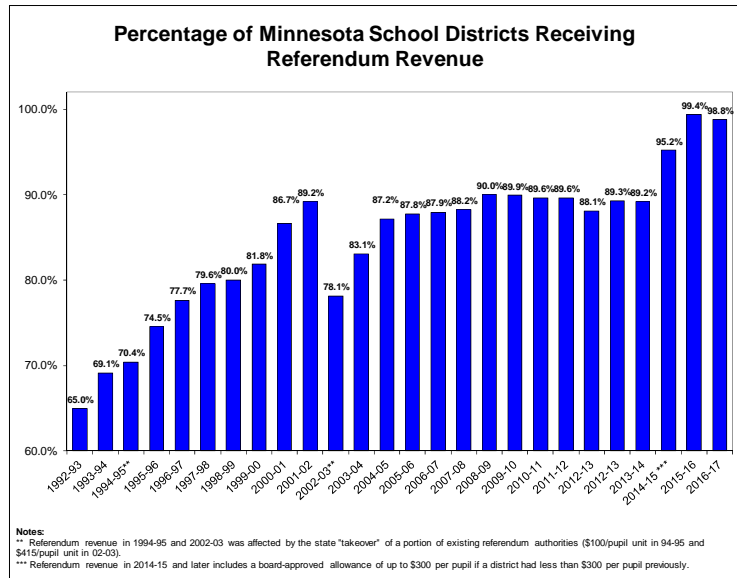
*** For 2014-15 and later, Total Revenue includes both Referendum and Location Equity/Local Optional Revenue. In addition, significant changes were made to the way pupils are counted, reducing the total number of pupils in FY 14-15.

Source: Minnesota Department of Education

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

4

Statewide: Growing Reliance on Referendums



5

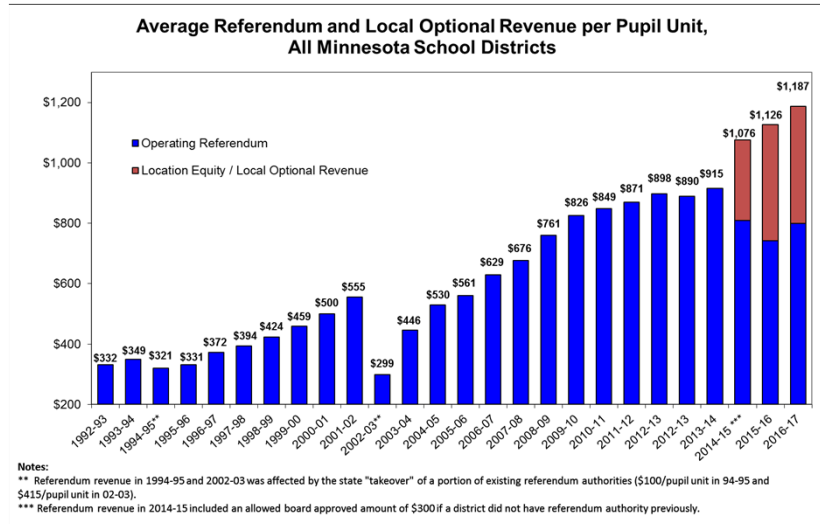
Statewide: Growing Reliance on Referendums

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 **\$1,187 per pupil**
 - 10.3% of general education formula allowance
 - Of this amount, \$800 is board approved or voter approved operating referendum, and \$387 is Local Optional Revenue

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Statewide: Growing Reliance on Referendums



7

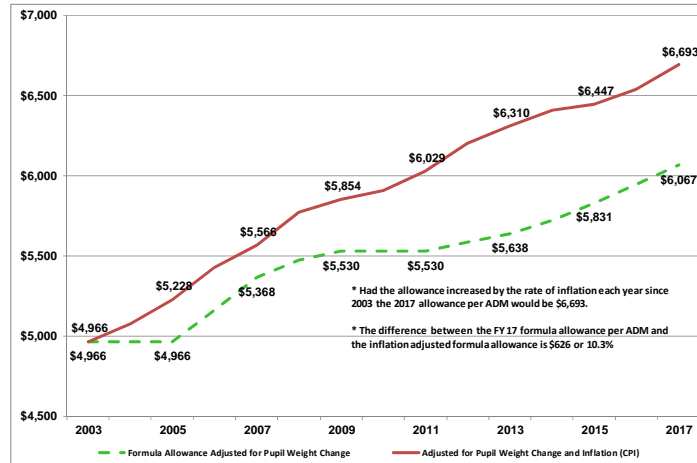
Statewide: Growing Reliance on Referendums

- 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

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Statewide: Growing Reliance on Referendums

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

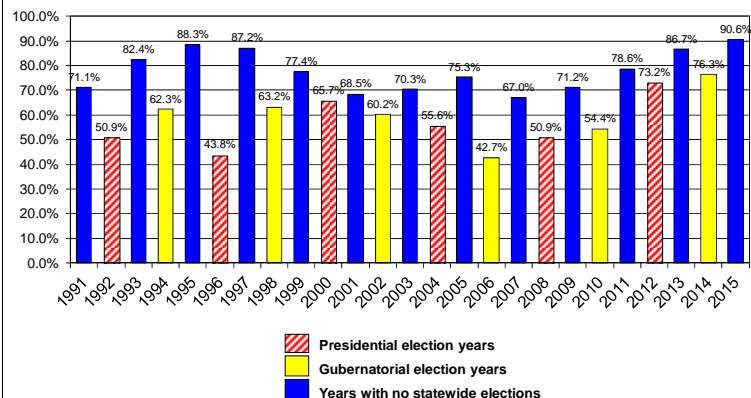


Source: MDE General Education Formula Allowance, 2003 - 2017

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Statewide: Election Trends

Percentage of Referendums Approved by Voters, by
Calendar Year



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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%

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Recent WBL 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

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Operating Levy Referendum 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

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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

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Preliminary Timeline for Operating Levy Renewal Referendum

November 18, 2016	Operating levy overview with Finance Committee
November 28, 2016	Operating levy overview with School Board
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

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Preliminary Timeline for Operating Levy Renewal Referendum

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

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AGENDA ITEM: **Opportunity to Partner with Other School Districts on Equity Policy**

MEETING DATE: **November 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael J. Lovett, Superintendent; Dr. Wayne A. Kazmierczak, Assistant Superintendent for Finance & Operations; and Sara Paul, Assistant Superintendent for Teaching & Learning**

BACKGROUND:

Minneapolis-St. Paul metropolitan area school district leaders continue to discuss how to best address Minnesota's persistent opportunity and achievement gaps. The consensus has been that it would be wise to engage as a broader community with leaders from other school districts. In addition, school district leaders seek collective guidance as the lawsuit of *Cruz-Guzman vs. State of Minnesota* unfolds; this lawsuit is the latest in a series of challenges in the past 25 years that question whether or not Minnesota's constitutional guarantee of a uniform system of public education is being met. The plaintiffs seek, in part, the remedy of metro-wide desegregation.

The purpose of this collective engagement is *to ensure the constitutionally guaranteed right to an adequate education of all students by creating a comprehensive collective action plan to address integration, access, opportunity, and educational achievement* (see attached document). The work of these school district leaders will be critical as policy recommendations are formulated and shared with school boards, legislators, and other stakeholders.

The Association of Metropolitan School Districts (AMSD) has agreed to serve as the fiscal agent for this collaboration, and districts are asked to consider participating which gives broader engagement and spreads the cost among more school districts. We anticipate that the cost to White Bear Lake will be approximately \$10,000. We've provided a copy of the *Request for Services* that was used to solicit proposals. We have been actively involved in learning about these issues and are supportive, along with the rest of the District's cabinet, of White Bear Lake's participation in this collaborative effort of school district leaders.

September 20, 2016

Greetings Metro/AMSD Superintendents,

The Twin Cities Metropolitan region consists of more than 50 school districts. We know that our collective voice matters, and decision makers take notice of our advocacy efforts.

Addressing the persistent achievement gaps between students of color and white students is a priority in all of our districts. We shudder to think that the state of Minnesota is often cited for having some of the largest achievement gaps in the country. Through community dialogue, innovative programming and community/business partnerships, our districts continue to implement plans for increased achievement for all students and accelerated growth for our historically under-performing students.

Last year, the *Cruz-Guzman vs. the State of Minnesota* lawsuit was filed claiming the state of Minnesota is failing to provide an adequate education for all students based on allowing segregated schools to form throughout the Metro region. The suit seeks a Metro-wide solution to school attendance boundaries that have resulted in segregation by student race and socioeconomic status.

Each of our school districts has unique demographics and characteristics. The final ruling of the Cruz-Guzman lawsuit may dictate how we approach equity, attendance boundaries and our efforts to close achievement gaps. One remedy imposed by the courts may be the creation of a single Metro school district, thus removing our locally elected boards and districts.

Last spring, a group of superintendents convened to begin a dialogue about the Cruz-Guzman lawsuit and how it might impact our districts. A smaller leadership group met throughout the summer to plan how a representative superintendents group might respond to the charges in the lawsuit. By bringing together our collective voices, the group drafted the following statement of purpose:

To ensure the constitutionally guaranteed right to an adequate education of all students by creating a comprehensive collective action plan to address integration, access, opportunity, and educational achievement.

We are asking you to consider entering into this Metro-wide partnership and develop solutions to problems that have been plaguing our state and communities for far too long. To that end, we have drafted a "Request For Proposal to solicit the services of an expert or organization who will guide our work. The consultant selected will work on behalf of all participating districts and communities.

The consultant will propose community and cultural groups to convene and will facilitate discussions with the groups to collect ideas and expectations about educational equity, integration, and student achievement. After convening the groups, the consultant will organize, analyze, synthesize, and present data collected from the community groups. In addition, the consultant will recommend the main themes from the groups that will be used to develop policy. Finally, the consultant will facilitate the writing of the plan or policy with guidance from the superintendents. Through all aspects of the project, the consultant will be the key communicator of the work.

As superintendents, we are asking you to respond with your level of interest in participating in this partnership. Your level of interest will help determine how the consultant fees will be split among districts. We will propose a fee structure similar to AMSD with a fixed fee, a variable fee (based on enrollment), with a maximum amount.

Our next step is to submit the RFP for solicitation. We are asking you to state your interest so that we can determine how the costs of services can be split. At this stage, your interest is in sending the RFP so we can determine who is interested in leading this work on our behalf.

Our collective will to be leaders in this conversation to close achievement gaps and build an equitable school system is critically important. Please respond with your interest to Dr. John Schultz at john.schultz@hopkinsschools.org by October 4, 2016.

Respectfully Submitted,

A Minneapolis-St. Paul Area Schools Superintendent Leadership Team

Nancy Allen-Mastro
Superintendent
West St. Paul Public Schools

David Law
Superintendent
Anoka Public Schools

Paul Cady
Legal Counsel
Anoka Public Schools

Nik Lightfoot
Assistant Superintendent
Hopkins Public Schools

Scott Croonquist
Executive Director
Association of Metropolitan School Districts

Dennis Peterson
Superintendent
Minnetonka Public Schools

Ric Dressen
Superintendent
Edina Public Schools

John Schultz
Superintendent
Hopkins Public Schools

Joseph Gothard
Superintendent
Burnsville Public Schools

Katie Stennes
Superintendent Intern
Hopkins Public Schools

Carlton Jenkins
Superintendent
Robbinsdale Public Schools

TALKING POINTS - 1

1. Can the *Cruz-Guzman et. al. v. State of Minnesota et. al.* litigation impact suburban metropolitan schools?

Yes. If the court finds that “de facto” segregation is unconstitutional, there is no question that suburban metropolitan schools will be impacted. This would probably lead to some level of court-ordered busing and there is a realistic threat for a judicial order creating a single metropolitan school district. If that occurs, suburban metropolitan school districts will be compelled to divert millions of dollars to the process.

2. Can Courts order the creation of a single metropolitan school district?

Yes. In one instance, a federal court ordered creation of a single metropolitan school district in Louisville, Kentucky. However, more recent decisions, the U.S. Supreme Court has precluded that remedy so the advocates of single metropolitan school districts have shifted to state courts where the precedence is less clear.

In *Sheff v. O'Neill* the State of Connecticut was ordered to eliminate “de facto” segregated schools, which are segregated principally by where people choose to live. To date, according to one article, the initiative to desegregate the “de facto” segregation of the schools has cost the tax payers of Connecticut upwards of \$2 billion. And, despite the cost, there is virtually no evidence that their initiatives – the implementation of a magnet schools program – have remedied the overall “de facto” segregation issues in Connecticut.

Where “de facto” schools are found unconstitutional, this dynamic has resulted in a perpetual cycle of court orders and modifications over the past 20 years. Most recently, the Court has ordered the Legislature to fix this problem. Their decision is still pending but more litigation is likely.

3. How would suburban metropolitan school districts be impacted?

Minnesota is the second state to face such a state constitutional challenge. Many of the more traditional proposed remedies have been attempted in the metropolitan area – including magnet schools and busing initiatives – without any measurable success at least as far as the advocates are concerned. And, as set forth above, despite the significant cost, the programs in Connecticut have not demonstrated much success. Although they do not explicitly call for a remedy in their pleadings, the *Cruz-Guzman* plaintiffs and their advocates have made it clear that a single district is one of their goals.

So it appears the plaintiffs in *Cruz-Guzman* are using the roadmap created through the *Sheff* litigation to initiate a more far-reaching remedy to reduce the prospect of majority families moving further outside of the Minneapolis / St. Paul metropolitan area such that they are not impacted by a judicially-imposed remedy. So, although metropolitan schools were not named parties, they will undoubtedly be significantly impacted by any settlement or adverse judicial order. Charter schools have intervened and are now parties in this significant litigation.

4. What options to suburban metropolitan school districts have, and what are the implications for each option?

The respective suburban metropolitan school districts have three primary options:

1. Take no action: The districts can choose to do nothing and wait and see what happens. While this may be the most cost-effective option, school districts that do nothing will have no say in what happens, so they will be forced to live with the consequences and implications of any outcome that results from the lawsuit, through settlement or judicial order.
2. Monitor: Another option is to monitor, and if necessary, to file an amicus brief in the appellate courts if there is an adverse court decision. The advantage of this option is reduced cost and reduced exposure to adverse publicity (see question 6 below). The disadvantage is that the district(s) would not be able to participate in any settlement (most lawsuits settle, so the districts that have not intervened would have no say in the terms of the settlement), nor would they be able to develop their own record (they would not be able to submit their own evidence, call their own witnesses, etc.).
3. Intervention: The metropolitan school districts can petition the court to intervene in the lawsuit. This option would allow the respective intervening districts to (1) prepare their own defense to the litigation (i.e., defending certain rights of the districts that may not otherwise be defended by the named defendants in the case), and (2) have a say in what agreed-upon remedies there are through settlement discussions.

Ultimately, the nature, extent and timing of intervention impacts the amount of say the respective district has in the outcome.

5. What is the cost for the various options?

Cost is difficult to determine at this juncture. However, based on the cost of the successful intervention in the school finance case years ago – which was \$1.5 million dollars, paid over a 3 year period – we estimate the total cost of intervention to be approximately the same. More specifically, the estimated attorneys' fees for an intervention would break down approximately as follows: \$500,000 if settled before trial; additional \$750,000 through trial; and another \$250,000 for appeals. This can be paid over the course of the litigation and would be split among the participating intervening

districts. The estimated cost would be significantly less if the districts decide to monitor the litigation and file an amicus brief.

In any case, the expense of proactive measures such as intervention would be a small fraction of what metropolitan districts would spend if “de facto” segregation is found to be unconstitutional and the districts are forced to accept judicial oversight in the organization or operation of schools without the districts’ input (e.g., the remedies in the *Sheff* litigation have cost an estimated \$2 billion to date).

6. Are there any negative implications to intervention?

There is a strong risk of adverse publicity as advocates will undoubtedly claim that the intervening districts oppose desegregation.

To counter the prospect of adverse publicity, the respective intervening districts would enter the litigation through a Joint Powers Agreement, which would allow the respective districts some degree of insulation from this publicity by not being specifically names / identified at the outset. In addition, as a proactive approach, it would be advisable that the intervening districts meet to develop a series of strategies to improve the quality of schools which are “de facto” segregated. In any case, if the decision is made to participate in some manner the districts should develop a press release emphasizing their position on the case (i.e., the value of local autonomy and the cost of judicial oversight), and to also articulate our proposed program(s) to address the challenge of “de facto” segregation vis-à-vis poor performing schools.

#55004.v6

I. PURPOSE OF REQUEST FOR SERVICES

Currently, Minneapolis-St. Paul metropolitan area school district superintendents have been discussing the leadership necessary to address equity and integration in our school districts. Superintendents recognize that our leadership to address opportunity and achievement gaps needs the wisdom of the broader community and other leaders. In addition, superintendents are looking for guidance in regards to the lawsuit *Cruz-Guzman vs. the State of Minnesota*, which challenges the State of Minnesota on segregated schools and the availability of a uniform system of schools as guaranteed by the Minnesota Constitution.

Each metropolitan school district has unique demographics and enrollment trends. Metropolitan school districts educate in economically and culturally diverse communities. This request for proposal is looking for services for superintendents to craft solutions and policy for integrating students, decreasing opportunity and achievement gaps and providing quality education to all students. The purpose of this work is:

To ensure the constitutionally guaranteed right to an adequate education of all students by creating a comprehensive collective action plan to address integration, access, opportunity, and educational achievement.

Superintendents are seeking a consultant who can convene and facilitate community and educational professional groups to collect quantitative and qualitative data related to student achievement, integration, educational equity and access. Superintendents are also seeking legal expertise to monitor the *Cruz-Guzman* lawsuit. The facilitator will also be a key communicator and work collaboratively with superintendents to present the plan or policy recommendation to legislators and other stakeholders.

II. SCOPE OF SERVICES

The consultant will be expected to work in close partnership with superintendents who are participating in this work. The consultant will also meet periodically with them to report progress and receive guidance and direction on convening groups and facilitating the development and implementation of any plan or policy. The consultant will propose community and cultural groups to convene and facilitate discussions to collect ideas and expectations about educational equity, integration, and student achievement. After convening groups, the consultant will organize, analyze, synthesize and present the data collected. In addition, the consultant will recommend the main themes from the groups that will be used to develop policy. Finally, the consultant will facilitate the writing of the

plan or policy with guidance from the superintendents. The facilitator will also be a key communicator and work collaboratively with superintendents to present the plan or policy recommendation to legislators and other stakeholders.

Convening and Facilitating Groups:

Express Need

1. Utilizing educational data, identify and develop talking points regarding the need for convening community groups and developing a collective action plan to address integration, equity, access, opportunity, and educational achievement.

Convening Groups

1. Propose a list of inclusive, representative community groups to convene.
2. Invite and convene community groups identified in #1 to collect hopes and concerns for equitable and integrated education for children.
3. Analyze and report the data collected from community groups and provide a summary of key points that will be considered in the development of an educational plan.

Analysis and Plan Development:

Collective Educational Plan Development

1. Analyze and synthesize the quantitative and qualitative data collected.
2. Present the data collected in an understandable fashion, including themes and observations.
3. Identify the structure of the plan and prepare identified key themes to be used in plan development.
4. Facilitate the development of the educational plan with superintendents and key stakeholders.

Present the Educational Plan

1. Identify key stakeholders to help implement the plan.
2. Present the plan with superintendents to key stakeholders including but not limited to legislators, Minnesota Department of Education, court, school board members, lobbyists, policy writers, and parents.
3. Provide periodic updates about the development and implementation of the plan.
4. Present any and all data and themes collected from group meeting to participating school districts upon request.

Legal Consulting:

Legal Services

1. Hold a license to practice law in the State of Minnesota.
2. If no license is held, please identify the individuals or firm who will be providing these services under the terms of this proposal.
3. Monitor and provide updates about all lawsuits related to educational equity and integration.
4. Provide legal recommendations for strategies or actions that place the school districts in the best possible position to realize intended outcomes.

Administrative Services:

1. Administer all activities related to convening community groups.
2. Administer the facilitation of community groups, key stakeholders, and superintendents.
3. Provide information and items for superintendent meetings.
4. Prepare all documentation for convening community groups, the educational plan, and key stakeholders.
5. Communicate regularly with superintendents.
6. Collect fees from participating school districts.

Timeline :

Superintendents expect this work to begin immediately after awarding the contract to the individual or firm. It is expected that the final plan or policy be presented to the superintendents in February, 2017 for presentation to legislators and other stakeholders in March, 2017

III. ORGANIZATIONAL BACKGROUND/INTRODUCTION

Minneapolis-St. Paul Area metropolitan school district superintendents are organized informally and without structure. The group of superintendents includes pK-12 school districts, West Metro Education Program (WMEP), and East Metro Integration District (EMID). A leadership team of district leaders and superintendent provide administrative support to the group and will be the representatives who will receive the proposal.

IV. SUBMISSION OF PROPOSALS

1. Sealed proposals must be submitted to:
Minneapolis-St. Paul Area Superintendents
1001 Highway 7
Hopkins, MN 55305
2. Proposals not received by the deadline will be late and ineligible for consideration.
3. Three (3) copies of the proposal must be submitted in a sealed envelope plainly marked "Proposal Convening Community Groups and Developing a Collective Educational Plan" with the name of the individual or firm and address clearly identified.
4. A proposal, once delivered in the formal custody of the leadership team, may not be withdrawn. Once the leadership team has received documents, all documents become the property of the school districts involved in this work. When documents are opened, they become public information and any restrictions put upon the school districts regarding the sharing of information or duplicating copies after the opening may be grounds to reject the proposal.

V. REQUIREMENTS

The following conditions must be met at a minimum and addressed in the proposal:

1. The consultant must have sufficient background, credentials, knowledge, and experience to provide consultation regarding the convening of community groups, developing a collective educational plan, and litigation and/or management of lawsuits related to educational equity and integration.
2. The proposals submitted in response to this request will be considered the only submission; revised proposals will not be allowed after the proposal return date unless requested by the leadership team.
3. The superintendents reserve the right to negotiate terms with consultants prior to recommending the successful proposal or finalizing contract terms.
4. The superintendents reserve the right to negotiate plan amendments and/or modifications to the financial or administrative arrangement with the consultant selected to administer the plan. The superintendents also reserve the right to waive minor irregularities, accept or reject any proposal wholly or in part, or call for new proposals.
5. All proposals must be valid for three months after the date of opening.
6. All proposals must answer or address all applicable sections and subsections as outlined.

7. All proposals become property of the Minneapolis-St. Paul Area metropolitan school districts in the collective.
8. All proposals must include provisions ensuring compliance with federal, state and local laws, ordinances, rules, regulations or executive orders pertaining to unlawful discrimination.
9. The consultant must hold a license to practice law or provide the license of the individual or firm who will provide legal services and has demonstrated success representing school districts.

VI. PROPOSAL FORMAT

Proposals shall be submitted in the following format and must include the following information.

General Information

1. Provide the legal name of the consultant(s), individual or firm, their address, e-mail address, phone number, fax number and consultant Internet web address. If from different locations, provide the address of each of the locations providing services.
2. Provide a brief history of your consultant work, including groups you have convened, topics discussed, policy and plan developed, and cases managed or litigated.
4. Describe your vision of the consultant's relationship with the superintendents and their school districts.
5. Identify and describe the roles and qualifications of any additional staff members or sub-contracted (affiliate), individuals or firms, who will be providing the requested services.
6. Confirm that you are licensed to provide requested services that require a license in the State of Minnesota. Provide documentation.
7. "Consultant" will be required to enter into a contract, which will create a fiduciary relationship with the superintendents and the school districts.

Community Convening

1. Describe your expertise and experience in the following:
 - a. Convening community groups to discuss complex challenging issues.
 - b. Developing plans based on data from a collection of community groups and stakeholders.
 - c. Communicating with educational leaders, policy writers, and legislators.
2. Identify the number of accounts you currently have in convening groups.
3. Detail the scope of services you or your firm would offer and how you and your firm would accomplish the work described.

4. Describe your methodology for convening groups and developing plans and policy as follows:
 - a. Narrative description of services, processes and key interactions.
 - b. Timetable of events
 - c. Information analysis and reporting timelines. Include sample documents used in this process.
5. Outline your ability to provide expertise and experience in the areas of convening groups, educational planning, and policy development. Include examples of innovations or solutions you have recommended in these groups.
6. Describe any strategies you use in communicating and motivating community groups to convene around educational topics. Provide examples.
7. Describe any other relevant information concerning your firm's expertise which you believe would be of interest to the superintendents in understanding the level of services you can provide.
8. Please indicate any other services, capabilities, designations or experience that differentiate you from other consultants.

Legal Services

1. Describe your expertise and experience in managing or litigating educationally related lawsuits.
2. Detail the scope of services you or your firm would offer and how you and your firm would accomplish the work described.
3. Describe experiences you or your firm has in evaluating legal strategies and alternatives.

References

List two current clients in education where you convened a community group to discuss a challenging social or educational issue. For each client, the list must specify the type of work performed, the size of the client's community group and a summary of the results of the convening. For each client, include the name, title, address, email address, and phone number of a contact person who the superintendents may contact as a reference.

Consultant Compensation

The school districts and superintendents will compensate the selected consultant on a fixed fee basis charged to the school districts involved in this collective work. Please provide your fee structure to deliver the proposed services, now and in the future. Please

note that the school districts and superintendents will require complete disclosure of any and all fees, commissions, contingent commissions, overrides, or bonuses.

Consultant Agreement

Please attach a copy of a sample consultant agreement with you or your firm.

Attachments

Attach any additional documents or examples of work product that you believe support your consideration in this RFP.

VII. CONSIDERATION OF PROPOSALS

The superintendents may choose to award a contract based upon the initial proposals received without discussion of such proposals with the consultant. Accordingly, each initial proposal should be submitted with the most favorable price and service standpoint. The superintendents reserve the right to reject any or all proposals received and to waive any irregularities in proposals and to make all decisions in the best interest of their school districts. The superintendents may negotiate a contract with any consultant. The superintendents may interview any consultant. All information and material returned with proposals shall become part of any contract that results from this proposal.

The superintendents reserve the right to exercise discretion and be the sole judge of the proposal. The superintendents are not liable for any costs incurred by a consultant prior to the issuance of a contract and receipt of all necessary approvals.

Consultant finalist selected for an evaluation prior to final selection may be required to make an oral presentation of their proposal to the superintendents. Such presentations provide an opportunity for the potential consultant to clarify the proposal to ensure mutual understanding.

VIII. PROPOSAL EVALUATION

Proposals will be evaluated by the leadership team of the superintendents. The successful selection of a consultant will be based on the following criteria (not necessarily in order of importance):

1. Expertise and experience in providing consultation services
2. Legal qualifications, past experience and expertise of the consultant

3. References from public sector clients who have been part of the consultant's convening and plan development.
4. Ability to respond efficiently and effectively to requests for services.
5. Quality of the proposal, responsiveness and adequacy of information provided.
6. Scope of services offered.
7. Fee/payment structure to service this account.
8. Other considerations as identified by the superintendents in the review of consultant proposals.

Due care and diligence have been used in the preparation of this information; and it is believed to be substantially correct. The responsibility for determining the full extent of the exposure and verification of all information presented herein shall rest solely upon the proposer. Please direct all questions regarding the RFP to Minneapolis-St. Paul area superintendents.

IX. RFP TENTATIVE TIME SCHEDULE

Announcement of RFP	September 22, 2016
Proposals due on or before	October 21, 2016
Proposals reviewed including interviews as determined	October 28, 2016
Identification of recommended consultant	November 7, 2016

X. PREPARATION COSTS

The school districts and superintendents are not responsible for any costs associated with the preparation or submittal of proposals.

XI. EEO STATEMENT

The superintendents are committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status or sexual orientation.

XII. CONFIDENTIALITY

All documents, materials and information supplied by and to the superintendents are subject to the Minnesota government data practices act. That act provides that all data collected, created, received, maintained or disseminated by the superintendents shall be public unless otherwise classified and protected from disclosure by law. By delivering information to the superintendents, the respondent represents that it has reviewed, to the extent it deems appropriate, and understands the provisions of the act. The respondent further acknowledges that the superintendents have no right to withhold disclosure of public data. All data provided by the respondent deemed, "CONFIDENTIAL" will be so marked. If a request of disclosure of such document is made, the superintendents will notify the respondent of such request. The superintendents do not undertake to defend any action to require the disclosure of such information.

XIII. PROPOSAL COMPLETION

The superintendents require that all responses include the required information. **All proposals must be signed and submitted by an authorized representative of the firm.**

XIV. REJECTION

The superintendents may reject any and all proposals if the information is incomplete and does not address all the required items. Unsigned and late proposals will not be considered.

XV. NEGOTIATION

The superintendents reserve the right to negotiate the proposal with the top finalist. This may require interviews, site visits and facility tours as part of the negotiation process. In addition, the superintendents reserve the right to negotiate modifications to the proposal with a single respondent without obligation to negotiate similar modifications with other respondents.

XVII. PROPOSAL AWARD

Letters will be sent to all other respondents after the successful consultant has been notified.

AGENDA ITEM: **Discussion on Primary Election Change**

MEETING DATE: **November 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Maurer, Director of Community Services and Recreation
and Dr. Wayne A. Kazmierczak, Assistant Superintendent for
Finance & Operations**

BACKGROUND:

Mr. Joseph Mansky, Ramsey County Elections Manager, will be in attendance at the November 28, 2016 School Board work study meeting to discuss with the School Board the possibility of eliminating the primary election in future District elections. Attached please find a letter from Mr. Mansky dated September 8, 2015. This letter accurately describes White Bear Lake Area Schools' situation and provides important data to consider as a change is contemplated.



Ramsey County Elections

90 West Plato Boulevard, Suite 160

P.O. Box 64098

St Paul, MN 55164-0098

Email: elections@co.ramsey.mn.us

September 8, 2015

Janet Newberg
Chair, Board of Education
White Bear Lake Area Schools
4855 Bloom Ave
White Bear Lake, MN 55110

Dear Ms. Newberg,

As you know, we conducted a school district primary last month on behalf of White Bear Lake Area Schools. The purpose of the primary was to reduce the number of candidates for the general election ballot to twice the number of persons to be elected in November. In this case, there were ten candidates for six nominations. This was the first school district primary that we have conducted on behalf of the school district and as best I can tell, is the only primary that the school district has had since 2001.

A total of 626 voters participated in the primary, which is somewhere between 1% and 2% of the total number of eligible voters in the school district. Our costs to conduct the primary were in the neighborhood of \$30,000.

At the present time, White Bear Lake is the only school district in the county that has a school district primary. The St Paul school district eliminated their primary in 2011.

Given the low level of public interest in the recent primary, I recommend that the school board consider eliminating the primary. The board can do so by a resolution passed no later than April 15, 2017.

Please let me know if you have any questions about this matter.

Sincerely,

Joseph Mansky
Ramsey County Elections Manager

cc: Michael Lovett, Superintendent