

**INDEPENDENT SCHOOL  
DISTRICT #624**



**WORK-STUDY  
MEETING PACKET**

November 26, 2018

# **MISSION STATEMENT**

**The mission of the White Bear Lake Area School District, the community at the forefront of educational excellence, honoring our legacy and courageously building the future, is to ensure each student realizes their unique talents and abilities, and makes meaningful contributions with local and global impact through a vital system distinguished by:**

- **Students who design and create their own future**
- **Diversity of people and ideas**
- **Safe, nurturing and inspiring environments**
- **Exceptional staff and families committed to student success**
- **Abundant and engaged community partners**

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak  
Superintendent of Schools

Date: November 14, 2018

A work-study session of the White Bear Lake Area School Board will be held on **Monday, November 26**, 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. Elementary Specialists Discussion of Scope and Timeline | 5:30 p.m. |
| 2. Discussion on 2019-20 Calendar                          | 6:00 p.m. |
| 3. Achievement and Integration Discussion                  | 6:30 p.m. |
| 4. Big Sleuth Idea Champions                               | 7:00 p.m. |

#### **C. ADJOURNMENT**

AGENDA ITEM: **Elementary Specialists Discussion of Scope and Timeline**

MEETING DATE: **November 26, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

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

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**BACKGROUND:**

This Fall, administration and the School Board identified strategic priorities for the 2018-19 school year. One of priorities is review elementary visual arts programming in the context of our elementary specialist offerings.

Tonight, Assistant Superintendent Sara Paul, Elementary Teaching and Learning Coordinator Ann Malwitz, and our Elementary Principals will provide a brief program description of each specialist area, and highlight our continuous improvement efforts for the 2018-19 school year.

AGENDA ITEM: **2019-2020 Calendar Discussion**

MEETING DATE: **November 26, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

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

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**BACKGROUND:**

Each year, district leadership works with the School Board to discuss instructional needs that can be addressed through calendar decisions. Tonight, Sara Paul will share the 2019-20 calendar which will be brought to the School Board for official approval at our School Board meeting on December 10, 2018.

# WB 624 2019-20 CALENDAR

## White Bear Lake Area Schools

August 19-20 .....New Teacher Orientation  
 August 26.....Convocation  
 August 27-29 .....Teacher Work and Staff Development

September 2 .....No School - Labor Day  
 September 3 .....First Day of School (Grades 6-12+)  
 September 4.....First Day of School (Grades 1-5)  
 September 4 .....Kindergarten Orientation  
 September 5 .....First Day of School (K & K+)  
 September 9 .....First Day Early Childhood Programs

October 7 .....Non Student Day\*  
 October 17-18.....No School - Education Minnesota Conference

November 5 .....Non Student Day\*  
 November 8 .....End of First Quarter  
 November 14 .....Parent Teacher Conferences PM  
 November 18 .....Non-Student Day (PreK-5)\*  
 November 18 .....School Day for Grade 6-12+  
 November 18 .....Parent Teacher Conferences PM (PreK-5)  
 November 19 .....Parent Teacher Conferences PM (6-12+)  
 November 27 .....Non Student Day\*  
 November 28-29.....No School - Thanksgiving Break

December 23-31 .....No School - Winter Break

January 1-3.....No School - Winter Break  
 January 6.....School Resumes  
 January 20 .....No School - MLK, Jr. Day  
 January 24 .....End of Second Quarter  
 End of First Semester  
 January 27 .....Non-Student Day (K-12+)\*

February 14 .....Non-Student Day\*  
 February 17 .....No School -Presidents' Day  
 February 18 .....Parent Conferences PM (PreK-5)  
 February 20 .....Parent Conferences PM (PreK-5)  
 February 27 .....Parent Conferences PM (6-12+)

March 3.....Parent Conferences PM (6-12+)  
 March 9-13.....No School - Spring Break

April 3.....End of Third Quarter  
 April 10.....Non Student Day\*

May 25.....No School - Memorial Day

June 5.....Last Day of School  
 WBLAHS Graduation

\* Non Student Days—Staff engage in curriculum work, professional learning and instructional delivery, assessment reporting, conferences and communication with parents.

JULY						
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JANUARY						
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OCTOBER						
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DECEMBER						
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JUNE						
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21	22	23	24	25	26	27
28	29	30				

	First/Last Day of School		No School for Students		Parent/Teacher Conference/Communication
	End of Quarter/Semester		District Center Closed		6-12 School Day & PreK-5 Non-school day

AGENDA ITEM: **Achievement and Integration Discussion**

MEETING DATE: **November 26, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

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

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**BACKGROUND:**

The purpose of the *Achievement and Integration for Minnesota* program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. Each year, districts must provide updates on progress toward their achievement and integration plan goals, including holding a public meeting and reporting to MDE.

Tonight, Assessment Coordinator Brian Morris will share 2017-18 data related to our Achievement and Integration (AI) goals. Cultural Liaisons will also be present to provide insights regarding progress towards AI goals.

## **Achievement and Integration Plan - Goals and Progress, 2017/18**

**Goal #1:** Increase from 90% to 96% the number of students who graduate from high school by 2020. This goal aligns with WBWF Goal #5: All Students Graduate.

**Baseline Data:** The WBLAS class of 2017 had a 4-year graduation rate of 88.7% (525 graduates out of the 592 students in the 2017 cohort). Since the 2017 graduation date, 28 additional cohort members have graduated, bringing the 5-year rate up to at least 93.4%. The WBLAS 7-year rate in 2017 was 94.0% (591 graduates out of 629 students in the cohort). 2018 graduation rate data will be released in February, and assessment of progress towards our goals will take place then.

### **Actions:**

- Improve attendance through identification of chronically absent students and providing supports for students and families.
- Increase time spent engaged in classwork via student behavior supports.
- Improve performance and reduce F's in coursework by supporting student transitions between grade levels.

**Progress Monitoring:** We track progress on our goal through the following indicators: data on chronic absences, student referrals, number of students with D's and F's, participation counts for parent engagement events and trainings, and survey responses.

**Goal #2:** Close the achievement gap in both reading and math by 15%.

This goal aligns with WBWF goal #3: Close the Achievement Gaps Between Student Groups.

**Baseline Data:** We look at our WBWF goal in terms of participation equity across our college level courses. If we look at MCA-based proficiency equity in the same manner, we would want proficiency gaps between our highest performing group and all other groups to be reduced by 15 percentage points.

During our base year (2017), our proficiency gaps range from 2.8 to 19.7 percentage points in reading and from 4.8 to 30.3 percentage points in math. In 2018, our proficiency gaps range from 2.7 to 27.9 percentage points in reading and from 13.9 to 31.2 percentage points in math. Reducing proficiency gaps by 15 percentage points across all groups by 2020 would eliminate proficiency gaps for at least two groups and significantly close proficiency gaps between others.

**Actions:**

- Strengthen instructional practice through AVID PATH training through collaborative district partnership.
- Provide targeted support to students who have one or more D or F.
- Professional development in changing instruction in response to student formative data.
- Continue to build instructional capacity in literacy through coaching, modeling, and alignment of standards.
- Focus on strengthening student number sense through instructional development and an in-depth examination of math standards.

**Progress Monitoring:** We track progress on our goal through the following indicators: yearly increase in reading and math MCA proficiency, cohort increase in MCA reading and math proficiency, and reduction in the number of student referrals.

**Goal #3:** Increase the number of underserved students who are Career/College ready and enrolled in rigorous coursework, including students enrolled in alternative learning centers. This goal aligns with WBWF goals #3 and #4: Close Gaps Between Student Groups and All Students Career- and College-Ready By Graduation.

**Baseline Data:** Participation in college level courses increased from 51% in 2016 to 61% in 2018. Participation gaps were effectively narrowed across nine racial/ethnic and economic groups. In 2018, participation increased across all demographic groups. Participation equity for all groups is on track to be achieved by 2020. Registration of 11th and 12th graders in college level courses for the 2018-19 school year is at 66%. Participation equity has been reached at the 66% percent rate among students who are Asian, Black or African American, and Multiracial who are from families with Medium or High income. 77% of our 2018 graduates participated in at least one college level class. 32% of 2018 10th graders have participated in at least one college level class. In 2018/19, we will begin our fourth year of applying equitable enrollment strategies which identify students who have not registered but have data indicating readiness for college level coursework. Providing ongoing support for students and professional development for staff has been critical to our success.

**Actions:**

- Support underrepresented students during course selection to inform them of career pathway opportunities and opportunities to participate in college level coursework in high school.
- Professional development in AVID strategies focused on college and career readiness.
- Communicate with parents and other stakeholders to support their involvement in their child's readiness for college and career.

**Progress Monitoring:** We measure our progress by monitoring the participation gap for students from underrepresented groups in college level courses, the proportion of students within our college level courses who earn a C- or higher, and the level of parent engagement around college and career readiness.

**Racially Isolated School Goals:**

Increase reading proficiency on MCA assessments for Willow Lane students from 51.7% to 70.8%.

Increase integrated learning experiences between students from Willow Lane Elementary School and Otter Lake Elementary School.

**Baseline Data:** Reading proficiency level (grades 3-5, based on MCA) at Willow Lane Elementary increased from 50.0% in 2017 to 55.3% in 2018. This included an increase by the 4rd grade cohort from 44.2% proficient in 2017 (3rd grade) to 54.7% proficient in 2018 (4th grade), and an increase by the 5th grade cohort from 46.5% proficient in 2017 (4th grade) to 61.4% proficient in 2018 (5th grade).

**Actions:**

- In addition to district-wide initiatives in closing proficiency gaps, we will increase classroom engagement by reducing the number of students who receive disciplinary action that warrants extended time out of class.
- We will use STEM programming to increase engagement and ultimately increase student achievement in reading, math and science.
- Increase STEM experiences at Tamarack Learning Center in collaboration with Otter Lake Elementary.

**Progress Monitoring:** We track progress on our goal through the following indicators: increase in reading MCA proficiency, cohort increase in MCA reading proficiency, and reduction in the number of student referrals.

AGENDA ITEM: **The Big Sleuth**

MEETING DATE: **November 26, 2018**

SUGGESTED DISPOSITION: **Discussion Item**

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

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## BACKGROUND:

# The Big Sleuth

November 20, 2018

The Big Sleuth is a crowd-based innovation platform designed to engage more voices and elevate great ideas to a strategic level.

The Big Sleuth was introduced at Convocation where the strategic alignment was clearly outlined. Next, individual building and department meetings were held across the District to provide all staff with additional information about how they could be involved. Additional information is posted at <http://www.isd624.org/innovate/>.

Our staff response has been amazing!

- 143 ideas were submitted by 107 ideators October 1-17.
- 754 comments were posted by staff eager to join the conversation.
- 505 staff members (over 1/3 of our contracted staff) voted on 66,705 ideas pairs November 5-17.

Six ideas were chosen through staff voting to advance to the design thinking workshop in January with the goal of having working prototypes in place this school year.

## Big Idea:

**Mentally Healthy Bears** | Colleen Kopp | 4th Grade Teacher | Oneka Elementary



### Medium Ideas:

**Everyone Deserves to Feel Clean!** | Beth Samuelson | Chemical Health Specialist | Area Learning Center

**Delaying Secondary School Start Times To Align With Research** | Lindsay Lamwers | Media Specialist | South Campus

### Small Ideas:

**The Power of Play - Recess Makes Kids Smarter** | Mary Maloy & John Barnes | 1st & 2nd Grade Teachers | Hugo Elementary & Otter Lake Elementary

**Flexible PD Opportunities** | Kelly Sokolowski | Kindergarten Teacher | Willow Lane Elementary

**Teachers Don't Need Pictures- Families Do!** | Kristina Kuehn | Music Teacher | Central Middle School

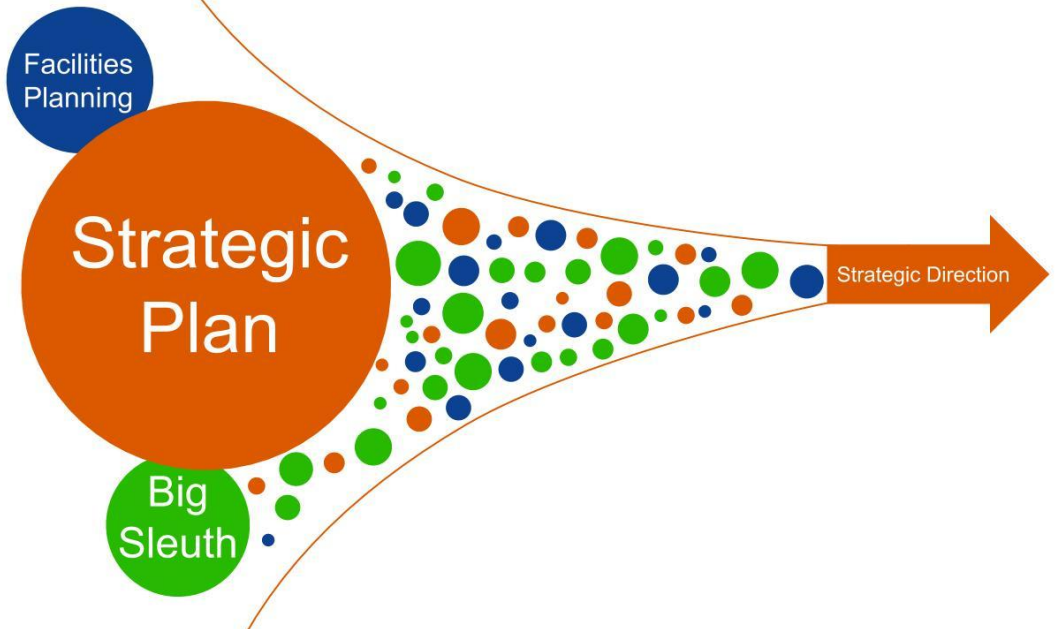
Starting in December, Idea Champions will work with design coaches, colleagues and students to collect more information about their problem. In January, teams will work to take their idea through the rest of the design thinking process. (Empathize. Define. Ideate. Prototype. Test) Using a lean startup (low cost) approach, staff will test their idea and continue to iterate based on feedback. This process can take anywhere from a couple of months to a couple of years, but the goal is to have an initial working prototype in place and tested before the end of the school year.





Think, Explore, Design!

White Bear Lake Area Schools  
School Board Update  
November 26, 2018



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# INNOVATE | K12



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## Goals

Authentically engage more voices  
in decision making

&

Provide a structure to  
elevate new ideas



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# Communication

Postcard & Website

Convocation

Building & Department Meetings

Email Updates Throughout Process



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## The Big Sleuth

Think, Explore, Design! How would you do things differently? The Big Sleuth is a process to elevate your great idea to a strategic level.

Submit an idea to improve our district. Beginning October 1st, our secure site will accept proposals for improving WLBAS in small, medium, and big ways. The deadline for submission is October 17th, so be thinking about your idea now!

Submit as many small, medium, and big ideas as you like! Don't forget to show support for your colleagues' proposals by leaving a comment.



Submit Idea



View Ideas



pairMatrix Voting

Idea Submission  
Oct 1 - Oct 17

PairMatrix Voting  
Nov 5 - Nov 17

Workshops  
Jan 1 - June 1

Implementation  
Fall 2019



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# Idea Submission

## October 1 - 17, 2018



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Idea Title\*

🕒 Give it something catchy, like the title of a book!

Idea Size\*

- ☐ Small
- ☐ Medium
- ☐ Big

What is the problem, unmet need, or opportunity?\*

Who has the problem, unmet need or opportunity and why?\*

What are they doing today?\*

What is your solution?\*

Why is it better?\*

We will ensure that each student is the primary agent in their learning.

We will provide expanding access to a broad range of opportunities for all students.

We will foster community engagement and partnerships.

We will build organizational capacity.

We will embrace all cultures with humility and respect.

We will ensure learning environments enhance students' educational experience.

We will engage families as partners in the education of their children.

We will ensure the social and emotional growth of our students

If it is selected I have the desire and bandwidth to move this idea forward.\*

☐ Yes



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# 143

## Ideas Submitted



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<p><b>for you! Class furniture online site</b></p> <p>by Karin Hogen on 10.1.18</p> <p>a swap website in which teachers can search for, and claim needed and unused classroom furniture and other teaching supplies. This website will allow users to post needs, search for items that meet their needs, and to post...</p> <p>Comments (12)</p> <p>Sara Paul</p> <p>Love it!</p> <p>Submission</p>	<p><b>Therapy Dogs in Schools</b></p> <p>by Lindsay Lamwers on 10.17.18</p> <p>Place therapy dogs in all schools. Therapy dogs can help reduce student stress and anxiety. In addition, therapy dogs can improve school attendance, boost confidence, provide positive changes towards learning.</p> <p>Comments (13)</p> <p>frank malone</p> <p>Great Idea for three years I brought my dog to school she was used in the EBD classrooms as a calm...</p> <p>Stage: Submission</p>	<p><b>We're Not Farmers Anymore! - Year Round Elementary School</b></p> <p>by Mark Theissen on 10.16.18</p> <p>Offering an elementary year round school opportunity would keep students engaged academically and socially year round. Students would still attend the same amount of school days during the year, but would be on a schedule such as nine weeks on and t...</p> <p>Comments (17)</p> <p>Erika Heltner Heltnier</p> <p>I would vote for K-12 year round school! As a counselor, I see so many students struggle to get bac...</p> <p>Stage: Submission</p>	<p><b>Outdoor Learning Space</b></p> <p>by Mathew Stephens on 10.1.18</p> <p>Develop an outdoor classroom space with tables and flexible seating so that students can learn more effectively when outdoors, and so that more teachers will feel comfortable and able to switch up their learning environment.</p> <p>Comments (5)</p> <p>Kate Andersen</p> <p>In early childhood we have outdoor learning classrooms for both students only and parent/child class...</p> <p>Stage: Submission</p>	<p><b>Reading, Writing, World Love...</b></p> <p>by Christine Ba</p> <p>Purchase a district wide license, such as Read and Write Google, for ALL students to ensure equitable access to online content.</p> <p>Comments (1)</p> <p>Rebecca Butters-LeVahn Butters</p> <p>Way to go ladies! This has my v...</p> <p>Stage: Submission</p>
<p><b>Minute Counts</b></p> <p>by Kristin Erickson on 10.9.18</p> <p>Two additional specialists - Science K-5, Art and Art/Orchestra Ensemble 5. This will allow classroom teachers additional minutes to literacy, while helping to manage the lists' schedules. It will also allow the lists a ...</p> <p>Comments (15)</p> <p>Sara Paul</p> <p>Lots to...</p> <p>Submission</p>	<p><b>Preschool Temple</b></p> <p>by Edenia Buboltz on 10.2.18</p> <p>move the toilet paper dispenser to the other side away from the handle to flush</p> <p>Comments (2)</p> <p>Tara Jebens-Singh</p> <p>A great place to start on the many improvements Normandy bathrooms could...</p> <p>Stage: Submission</p>	<p><b>Designed To Learn</b></p> <p>by Ryan Clark on 10.1.18</p> <p>I propose a classroom update application program. The district could design five packages that could be used to update classrooms. Each package could align with an innovative approach to teaching. For example, they could be designed for specific outc...</p> <p>Comments (5)</p> <p>Alli McCann</p> <p>I would love to see this implemented! I've thought a lot about how to radically change my classroom...</p> <p>Stage: Submission</p>	<p><b>"Hop on the - Mid-Afternoon - Bus, Gus"</b></p> <p>by Matt Menier on 10.8.18</p> <p>Running activity buses at both 4 PM and 5 PM would allow secondary students who need to stay at school for extra help from teachers to get home at an earlier time.</p> <p>Comments (6)</p> <p>Sarah Fuhrman</p> <p>yes yes yes! More teachers AND students would stay after school and work together!</p> <p>Stage: Submission</p>	<p><b>Beginnergarten</b></p> <p>by Sara S</p> <p>Kindergarten students arrive having experiences prior to starting school; students come to us with a huge range of education for those 5 year olds who are developmental...</p> <p>Comments (1)</p> <p>Julie O'Rourke yellow jackets</p> <p>I would LOVE LOVE LOVE this idea! A range of skills at this age...</p> <p>Stage: Submission</p>

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# Paired Voting

## November 5 - 17, 2018



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### We're Not Farmers Anymore! - Year Round Elementary School

*by Mark Theissen on 10.16.18*

Offering an elementary year round school opportunity would keep students engaged academically and socially year round. Students would still attend the same amount of school days during the year, but would be on a schedule such as nine weeks on and t...

Comments (17)



Erika Heltner Heltner

I would vote for K-12 year round school! As a counselor, I see so many students struggle to get bac...

Stage: Submission

### "Hop on the - Mid-Afternoon - Bus, Gus"

*by Matt Menier on 10.8.18*

Running activity buses at both 4 PM and 5 PM would allow secondary students who need to stay at school for extra help from teachers to get home at an earlier time.

Comments (6)



Sarah Fuhrman

yes yes yes! More teachers AND students would stay after school and work together!

Stage: Submission



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# 505

Staff Participants



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# 66,705

Voted Pairs



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# Idea Selection

1 Big | 2 Medium | 3 Small



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## Mentally Healthy Bears

Colleen Kopp | 4th Grade Teacher | Oneka Elementary



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# Everyone Deserves to Feel Clean!

**Beth Samuelson** | Chemical Health Specialist | Area Learning Center

## Delaying Secondary School Start Times To Align With Research

**Lindsay Lamwers** | Media Specialist | South Campus



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## The Power of Play - Recess Makes Kids Smarter

**Mary Maloy & John Barnes** | 1st & 2nd Grade Teachers | Hugo Elementary & Otter Lake Elementary

## Flexible PD Opportunities

**Kelly Sokolowski** | Kindergarten Teacher | Willow Lane Elementary

## Teachers Don't Need Pictures - Families Do!

**Kristina Kuehn** | Music Teacher | Central Middle School



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# Design Teams

Idea Champion

Staff Colleague

2 Design Thinking Coaches

3-5 Students



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The Design Process Begins in December!

EMPATHIZE

IDEATE

DEFINE

PROTOTYPE

TEST



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# THE BIG SLEUTH

WHITE BEAR LAKE AREA SCHOOLS 2018-2019

66,705

idea pairs were  
voted on during  
Big Sleuth  
voting!

505

staff members voted and  
commented on Big Sleuth ideas.  
That is over 1/3 of our total  
contracted staff. Wow!

143

Big Sleuth ideas we submitted by  
107 brave colleagues willing to  
take a stand for something that  
will improve our White Bear Lake  
Area Schools.

12

coaches will help Idea Champions dig  
into their problem with the goal of  
designing a working prototype this  
school year.

ideas will advance the to design thinking phase:

#### Big

Mentally Healthy Bears

#### Medium

Everyone Deserves to Feel Clean!

Delaying Secondary School Start Times

To Align With Research

#### Small

The Power of Play - Recess Makes Kids

Smarter

Flexible PD Opportunities

Teachers Don't Need Pictures- Families Do!

6

LET'S BIG SLEUTH THAT IDEA!

WHITE BEAR LAKE

SCHOOLS 2018-2019

66,705



idea pairs were  
voted on during  
Big Sleuth  
voting!

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