INDEPENDENT SCHOOL DISTRICT #624

SCHOOL BOARD AGENDA

December 14, 2009

Independent School District No. 624

MISSION STATEMENT

THE MISSION OF THE WHITE BEAR LAKE AREA SCHOOL DISTRICT IS TO PROVIDE A HIGH-QUALITY EDUCATIONAL EXPERIENCE FOR ALL LEARNERS.

To accomplish our mission we believe that a high-quality educational Experience must:

- **be in partnership with the community;**
- **take place in a safe, supportive, and challenging environment;**
- **develop lifelong learners;**
- **allow each learner to reach full potential;**
- **encourage each learner to be a contributing member of a global society.**

Approved by White Bear Lake Area School Board on July 7, 1994

The White Bear Lake Area School District leading...
minds to learning,
hearts to compassion,
lives to community service.

INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: December 9, 2009

A meeting of the White Bear Lake Area School Board will be held on **Monday, December 14, 2009** at 7:00 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN.

AGENDA

A. PROCEDURAL ITEMS

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Approve Agenda
5. Consent Agenda – page 1
   a) Approval of Minutes – pages 2 - 6
   b) Payment of Invoices – pages 7 - 18
   c) Correspondence
   d) Acceptance of Gifts – pages 19 - 21
   e) Approve Field Trips – page 22
   f) Terminations – Retirements - Resignations – pages 23 - 24
   g) Leaves of Absence – page 25
   h) New Personnel – page 26
   i) Summer Academy Joint Powers Agreement and Fiscal Agent Agreement – page 27

B. PUBLIC FORUM

During the Public Forum any person may address the School Board on a topic of interest or concern. Listed below are the procedures for Public Forum.

1. Public Forum will follow the Procedural Items on the agenda.
2. Public Forum will be open for 30 minutes (4 minutes per speaker, 10 minutes per topic, and no more than 3 speakers per topic as a general rule). Comments should be brief, and repetition of other public comments should be avoided.
3. Those wishing to address the Board should fill out a card to be turned into the Clerk.
4. Questions may be asked on any topic, excluding those on the agenda.
5. An attempt will be made to answer questions. In those cases where an answer is not available or is not possible to give that evening, a phone call from someone in the administration will be made as a follow-up.
6. A handout on the purpose of School Board meetings and the meeting process is available.

7. Citizens may be asked to address the school board on a particular subject during the discussion of that item.

8. The Chair will attempt to reasonably honor requests to speak, but shall also exercise discretion to recognize time restraints and may limit the number of such presentations accordingly.

C. INFORMATION ITEMS

1. Superintendent's Report – page 28

D. DISCUSSION ITEMS

1. Presentation of Tax and Budget Information related to Truth-in-Taxation Hearing - page 29
2. Open Forum for Public Input on Truth-in-Taxation Presentation – page 30
3. Presentation of June 30, 2009 Audit Report – page 31
4. Presentation of Student Activities Audit – pages 32 - 64
5. First Reading of Policy 404, Employment Background Checks – pages 65 - 72
6. First Reading of Policy 407, Employee Right to Know – Exposure to Hazardous Substances – pages 73 - 75
7. First Reading of Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse, and Forum: Maltreatment of Students Report Form – pages 76 - 84
8. First Reading of Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults – pages 85 - 88
9. First Reading of Policy 502, Search of Student Lockers, Desks, Personal Possessions and Student's Person – pages 89 - 92
10. First Reading of Policy 504, Student Dress and Appearance – pages 93 - 96
11. First Reading of Policy 521, Student Disability Nondiscrimination – pages 97 - 99
12. First Reading of Policy 618, Assessment of Standard Achievement – pages 100 - 104
13. First Reading of Policy 619, Staff Development for Standards – pages 105 - 107

E. OPERATIONAL ITEMS

1. Acceptance of June 30, 2009 Audit – page 108
2. Action on 2009 Payable 2010 Property Tax Levy – page 109
3. Action on K-8 Physical Education Framework Proposal and Recommendation – pages 110-130
4. Action on Student Activities Audit – page 131

5. Action on SHIP Grant – page 132 - 141

6. Action on Student Teacher Agreement with the University of Wisconsin-LaCrosse – pages 142 - 145

7. Second Reading of Policy 205, Open Meetings and Closed Meetings – pages 146 - 155

8. Second Reading of Policy 208, Development, Adoption and Implementation of Policies – pages 156 - 158

9. Second Reading of Policy 210, Conflict of Interest – School Board Members – pages 159 - 162

10. Second Reading of Policy 212, School Board Members Development – pages 163 - 164

11. Second Reading of Policy 401, Equal Employment Opportunity – pages 165- 167

12. Second Reading of Policy 419, Tobacco-Free Environment – pages 168 - 171

13. Second Reading of Policy 526, Hazing Prohibition – pages 172 - 175

14. Second Reading of Policy 603, Curriculum Development – pages 176 - 178

15. Second Reading of Policy 609, Religion – pages 179 - 181

16. Second Reading of Policy 610, Field Trips, Fees and Fines – pages 182 - 186

17. Second Reading of Policy 613, Graduation Requirements – pages 187 - 189

18. Second Reading of Policy 616, School District System Accountability – pages 190 - 196

19. Award of Bids – Birch Lake Elementary School HVAC Equipment – 197 - 200

F. BOARD FORUM

G. ADJOURNMENT

A. PROCEDURAL ITEMS

AGENDA ITEM:	**Consent Agenda**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Procedural Items**
CONTACT PERSON(S):	**Dr. Michael J. Lovett, Superintendent**

Consent Agenda

a) Approval of Minutes

b) Payment of Invoices

c) Correspondence

d) Acceptance of Gifts

e) Field Trip Request(s)

f) Terminations – Retirements – Resignations

g) Leaves of Absence

h) New Personnel

i) Summer Academy Joint Powers Agreement and Fiscal Agent Agreement

RECOMMENDATION:

Approve the items listed on the Consent Agenda.

AGENDA ITEM:	**School Board Minutes**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Consent Agenda**
CONTACT PERSON(S):	**Cathy Storey, School Board Clerk**

Background:

The School Board minutes from last month's meeting are being presented for approval by the School Board.

Recommendation: Approve the minutes.

UNAPPROVED
INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110

A meeting of the White Bear Lake Area School Board was held on Monday, November 9, 2009 at 7:00 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN

A. PROCEDURAL ITEMS

1. Chair Larson called the meeting to order at 7:02 p.m.

2. Roll Call- Present: Parsons, Storey, Swanson, Hiniker, Kimball, Larson, Newberg
   Ex-Officio: Lovett
   Cabinet: Present – Daniels, Guenther, Moore, Swanson, Thelen, Willcoxon

3. Pledge of Allegiance

4. Motion by Hiniker and seconded by Swanson to approve the agenda as presented. ***Voice vote: all ayes. Motion carried.***

5. Motion by Newberg and seconded by Parsons to approve the consent agenda consisting of:
   - Approval of minutes of regular meeting of October 12 and work-study meeting of October 26;
   - Payment of invoices based on a random sample, all of which met the standards and guidelines as set by the Board;
   - Passage of resolution regarding acceptance of gifts with thank you letters directed to the donors;
   - Approve field trips to include:
     a) Boys Basketball, 12/29-30/09, Winona, MN
     b) Birch Lake Elementary Fifth Graders, 1/19-22/10, Wolf Ridge
     c) South Campus Band, 4/22-25/10, New York City
     d) South Campus Choir, 4/22-25/10, New York City
   - Passage of resolution to approve personnel issues to include:
     - Resignations – Classified Staff:
       - Janelle Wilke, Regular Part-Time Cook, North Campus, effective 11/06/09
     - Unpaid Medical Leave – Classified Staff
       - Debra Currier, Pupil support Assistant, Lincoln Elementary, unpaid from 09/08/09 through 10/09/09
     - Unpaid Child Care Leave – Certified Staff
       - Jennifer Howard, Mathematics Teacher, Secondary, unpaid from 10/19/09 through 11/06/09
     - Change in Continuing Contract – Certified Staff
       - Mary Miles, Physical Therapist, Elementary, from .8 f.t.e. to a 1.00 f.t.e. effective 10/19/09
     - New Personnel – Classified Staff
       - Joanne Forsythe, Instructional Assistant ADSIS, Lincoln, effective 11/2/09
       - Julie Kelly, Instructional Assistant ADSIS, Oneka, effective 11/2/09
       - Samantha Wiener, Program Assistant Leader, Vadnais Heights Elementary, effective 11/2/09

- New Personnel – Administration
  - Christina Picha, Director of Human Resources, District Center, effective 12/28/09
- Approval of the Local Education Authority for the White Bear Lake Area Schools

Roll call vote: all ayes – Parsons, Storey, Swanson, Hiniker, Kimball, Larson, Newberg Motion carried.

B. PUBLIC FORUM – Keith Warner, Vadnais Heights community member, applauded the efforts of the White Bear Lake Area High School cheerleaders who recently participated in an American Cancer Society Relay for Life summit. Mr. Warner introduced Nikia Forsberg, a junior at South Campus and a cheerleader, who has volunteered to lead the High Schools Against Cancer program in our District. Melissa Marquis, Community Relations Manager Midwest Region, American Cancer Society, was also introduced.

C. INFORMATION ITEM

1. Superintendent's Report – Dr. Lovett reported on the following:
   - Presentations of programmatic improvements and Board/Superintendent 2000-2010 Goals continue with staff and PTO/PTA's.
   - Groundbreaking ceremony for the YMCA Aquatic Center will be held on Thursday, November 12. Target completion date for the pool is summer 2010.
   - Congratulations to Janet Newberg and George Kimball who were re-elected and to Kim Chapman and Bob Shevik who were elected to the School Board.
   - A celebration honoring Rolf Parsons and Gregg Larson will be held on December 14 from 4:30-6:30 p.m. All are welcome to attend.
   - We continue our emphasis on our Core Value of Service throughout the District. The Food Drive at South campus was a huge success. Central Middle School students held a Walk for the Cure to raise awareness of breast cancer and raise money for the Susan G. Komen Foundation. Almost $1700 was raised for breast cancer research. H2O for Life was supported recently by students at North Campus who undertook a "water walk" to raise money for the Kizara Primary School in Uganda. To date $2500 has been raised for the partner school.
   - Students and staff enjoyed expressing their creativity by dressing up in the spirit of Halloween the end of October.

A. DISCUSSION ITEMS

1. First Reading of Policy 205, Open Meetings and Closed Meetings – Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes.
2. First Reading of Policy 208, Development, Adoption and Implementation of Policies – Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes.
3. First Reading of Policy 210, Conflict of Interest – School Board Members - Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes.
4. First Reading of Policy 212, School Board Members Development - Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes.
5. First Reading of Policy 401, Equal Employment Opportunity - Changes recommended are

consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes.

6. First Reading of Policy 419, Tobacco-Free Environment - Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes.
7. First Reading of Policy 526, Hazing Prohibition - Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes with additional language to remain consistent with other District policies and procedures.
8. First Reading of Policy 603, Curriculum Development - Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes with minor editing.
9. First Reading of Policy 609, Religion - Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes with minor editing.
10. First Reading of Policy 610, Field Trips - Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes with additional updates for clarification.
11. First Reading of Policy 613, Graduation Requirements - Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes.
12. First Reading of Policy 616, School District System Accountability - Changes recommended are consistent with those recommended by MSBA. School Board Policy Committee has reviewed and recommended the changes.

B. OPERATIONAL ITEMS

1. Swanson motioned and Storey seconded to approve the resolution to canvass the November 3, 2009 General Election of School Board Members. ***Roll call vote: all ayes – Parsons, Storey, Swanson, Hiniker, Kimball, Larson, Newberg. Motion carried.***

2. Parsons motioned and Newberg seconded to approve authorization of Assurance of Non-Discrimination Compliance. ***Roll call vote: all ayes – Parsons, Storey, Swanson, Hiniker, Kimball, Larson, Newberg. Motion carried.***

3. Hiniker motioned and Kimball seconded to approve the new course proposals, name changes, deletions, and credit and grade level changes. ***Roll call vote: all ayes – Parsons, Storey, Swanson, Hiniker, Kimball, Larson, Newberg. Motion carried.***

4. Storey motioned and Hiniker seconded to approve withdrawing School Board Policy 617, School District Ensurance of Preparatory and High School Standards and School Board Policy 620, Credit for Learning. ***Voice vote: all ayes. Motion carried.***

C. BOARD FORUM – Swanson also invited the community to attend the reception on December 14 for Gregg Larson and Rolf Parsons. Swanson advised that the Holiday Angels Program continues through December 16. Donations will be accepted on behalf of the White Bear Lake Area Educational Foundation's program to support students and families in need.

D. ADJOURNMENT – Parsons moved, Larson seconded to adjourn the meeting at 7:28 p.m.

Submitted by: Cathy Storey

INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110

A work-study session of the White Bear Lake Area School Board was held on Monday, November 23, 2009 at 5:00 p.m. in Room 201 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

A. PROCEDURAL ITEMS

Call To Order - Larson called the meeting to order at 5:12 p.m.

Roll Call – Present: Parsons, Storey, Swanson, Hiniker, Kimball, Larson, Newberg

Ex-Officio - Lovett
Cabinet - Daniels, Guenther, Moore, Swanson, Thelen, Willcoxon

B. DISCUSSION ITEM

1. K-8 Physical Education Framework Proposal and Recommendation – Cindy Moore, Director of Curriculum and Assessment; Anne Malwitz, Professional Development; Maruta Thompson, Physical Education teacher at Vadnais Elementary and David Percival, Physical Education teacher at Central Middle School overviewed their committee proposal and recommendations for the Board. Committee members Lyle Hielke, Chemical Health Coordinator and Max DeRaad, principal at Otter Lake Elementary also attended. The goal is to offer a program that engages students in learning to pursue and practice a lifetime of healthful physical activity. This proposal will be on the agenda for approval at the December 14 Board meeting.
2. Preliminary Report of Student Activities Audit – Dr. Jill Thelen, Director of Schools, David Guenther, Director of Community Education, Tim Wald, principal at South Campus and Don Bosch, principal at North Campus comprised a team that audited student activities. Their initial findings were presented to the Board.
3. Update on Community Facility Partnerships
    a. YMCA – Dave Guenther updated the Board on the progress being made in the design of the Y pool. Shareholders recently met to provide additional input into the overall design
    b. Vadnais Heights Facility Project – Dr. Lovett advised that administration continues discussion on the District's needs with regard to this facility versus current facilities that we use.
    c. Other – Guenther provided a brief update on the White Bear Basketball Association's progress with their new basketball arena.
4. Negotiation Study Session – Marv Swanson, Human Resources Manager, reviewed the status of labor negotiations with the Board

C. ADJOURNMENT - Parsons moved; Larson seconded to adjourn the meeting at 8:36 p.m. Voice vote: ***All ayes. Motion carried.***

Submitted by: Cathy Storey, Clerk

AGENDA ITEM:	**Monthly Check Registers**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Consent Agenda**
CONTACT PERSON(S):	**Pete Willcoxon Sr., Executive Director of Business Services** **Mary Vaske, Accountant**

Background:

Enclosed in this packet are the monthly check registers for the previous period.

Recommendation:

Administration recommends that the Board approve the payments itemized in the check registers.

White Bear Lake Area Schools
Electronic Transfers - November

	11/4/2009	11/13/2009	11/24/2009	11/30/2009
Investment - MNTrust	500,000.00			
Direct Deposit 252125-253479		1,422,484.36		
U.S. Treasury (FICA, Medicare, withholding)		472,683.06		
MN State Income Tax		76,228.49		
WI State Income Tax		2,772.46		
PERA		82,937.07		
TRA		168,956.40		
ING		1,879.42		
White Bear Lake Teacher's Association		26,664.13		
State of MN - Unemployment Insurance			23,558.95	
Direct Deposit 253480-254823				1,403,302.29
U.S. Treasury (FICA, Medicare, withholding)				471,216.84
MN State Income Tax				76,084.37
WI State Income Tax				3,182.38
PERA				82,518.84
TRA				168,648.02
ING				1,879.42
White Bear Lake Teacher's Association				26,664.13

Check Nbr	Vendor Name	Check Date	Check Amount
356559	AARP DRIVER SAFETY PROGRAM	12/03/2009	398.00
356560	ABILITATIONS	12/03/2009	529.83
356561	ABRAKADOODLE	12/03/2009	1,184.50
356562	ACKERKNECHT CATHY	12/03/2009	171.00
356563	ADAMS LINDA	12/03/2009	85.85
356564	AMAZON	12/03/2009	436.12
356565	AMERICAN MESSAGING	12/03/2009	151.98
356566	AMERICAN TIME & SIGNAL CO	12/03/2009	243.00
356567	AMERIPRIDE SERVICES	12/03/2009	580.00
356568	APPLIED ENVIRONMENTAL SCI INC	12/03/2009	530.62
356569	ARRIOLA MARK	12/03/2009	61.00
356570	ASSOC FOR FACILITIES ENGINEERI	12/03/2009	410.00
356571	ASTLEFORD INTERNATIONAL TRUCKS	12/03/2009	2,179.27
356572	AT & T MOBILITY	12/03/2009	1,486.20
356573	AUDIO ENHANCEMENT	12/03/2009	377.12
356574	AVON BUSINESS FORMS & PROMOTIO	12/03/2009	100.66
356575	BACIGALUPO, MICHELE M	12/03/2009	53.00
356576	BANERDT BARBARA A	12/03/2009	168.85
356577	BARNES & NOBLE	12/03/2009	509.55
356578	BEACON ATHLETICS	12/03/2009	571.00
356579	BERNARD FOOD INDUSTRIES INC	12/03/2009	2,339.55
356580	BEST BUY FOR GOVT AND EDUC	12/03/2009	2,213.69
356581	BIX PRODUCE COMPANY INC	12/03/2009	6,163.79
356582	BLICK ART MATERIALS	12/03/2009	445.24
356583	BOWERMASTER TRACI	12/03/2009	104.57
356584	BOYER TRUCKS	12/03/2009	60.18
356585	BRAINERD AREA EDUCATION CENTER	12/03/2009	490.00
356586	BRAINPOP	12/03/2009	1,425.00
356587	BRAND, BEN	12/03/2009	19.00
356588	BRO-TEX INC	12/03/2009	154.28
356589	BROOKSHAW SUE	12/03/2009	175.00
356590	BROWER, JON	12/03/2009	16.00
356591	BROWN RYAN	12/03/2009	188.00
356592	BRYAN ROCK PRODUCTS	12/03/2009	1,177.93
356593	THE BUG COMPANY	12/03/2009	16.00
356594	BUREAU OF CRIMINAL APPREHENSIO	12/03/2009	60.00
356595	BUREAU OF EDUCATION & RESEARCH	12/03/2009	414.00
356596	C-AIRE, INC.	12/03/2009	1,067.00
356597	CAMP ST CROIX	12/03/2009	2,649.00
356598	CAMPBELL-BEAMS, RANA	12/03/2009	450.00
356599	CDW GOVERNMENT INC	12/03/2009	1,171.26
356600	CENTER FOR EXCELLENCE IN	12/03/2009	120.00
356601	CENTURY RESOURCES INC	12/03/2009	3,008.05
356602	CERTIFIED LABORATORIES	12/03/2009	1,175.43
356603	CHAMPION YOUTH	12/03/2009	672.00
356604	CHAPMAN GAYLE	12/03/2009	166.02
356605	THE CHILDREN'S THEATRE COMPANY	12/03/2009	1,358.25
356606	CHURACK, SUSAN S	12/03/2009	1,205.00
356607	COASTAL TRAINING TECHNOLOGIES	12/03/2009	462.41
356608	COCA-COLA BOTTLING MIDWEST CO	12/03/2009	2,758.58

Check Nbr	Vendor Name	Check Date	Check Amount
356609	COMCAST	12/03/2009	33.95
356610	CONSTRUCTION MANAGEMENT BUILDI	12/03/2009	4,380.00
356611	CONTINENTAL RESEARCH CORP	12/03/2009	1,694.45
356612	COON RAPIDS HIGH SCHOOL	12/03/2009	195.00
356613	COPY IMAGES INC	12/03/2009	7,194.42
356614	Vendor Continued Check	12/03/2009	0.00
356615	COPY IMAGES INC	12/03/2009	774.46
356616	COUNTRY INN & SUITES	12/03/2009	528.12
356617	CTB INC	12/03/2009	7,794.00
356618	DAHLEM TERESA	12/03/2009	392.15
356619	Vendor Continued Check	12/03/2009	0.00
356620	Vendor Continued Check	12/03/2009	0.00
356621	DALCO CORPORATION	12/03/2009	4,391.05
356622	DANIELS KATHLEEN	12/03/2009	615.15
356623	DARTS VMS INC	12/03/2009	105.93
356624	DB DECORATING	12/03/2009	400.00
356625	DECKER INC	12/03/2009	301.11
356626	DELL MARKETING LP	12/03/2009	4,170.61
356627	DELTA EDUCATION	12/03/2009	91.06
356628	DIEL, KRISTIN	12/03/2009	10.00
356629	DOOR SERVICE COMPANY	12/03/2009	507.00
356630	E.L. REINHARDT COMPANY INC	12/03/2009	22.50
356631	EARL F ANDERSEN INC	12/03/2009	481.65
356632	EBSCO SUBSCRIPTION SERVICES	12/03/2009	627.51
356633	ECKROTH MUSIC	12/03/2009	91.77
356634	ECOLAB	12/03/2009	324.31
356635	EDUCATIONAL RECORD CENTER INC	12/03/2009	9.95
356636	EDWARD DON & COMPANY	12/03/2009	72.33
356637	EIGENFELD CAROLYN	12/03/2009	785.70
356638	ELECTRIC MOTOR REPAIR	12/03/2009	487.14
356639	ELECTRONIC LEARNING PRODUCTS	12/03/2009	599.40
356640	ELECTRONIX EXPRESS	12/03/2009	228.90
356641	ENABLING DEVICES	12/03/2009	287.85
356642	ENGSTRAN PAUL	12/03/2009	410.69
356643	ENTERTAINMENT PUBLICATIONS	12/03/2009	3,970.00
356644	ENVIROBATE METRO	12/03/2009	448.00
356645	ESSENTIAL SKILLS	12/03/2009	112.95
356646	FASTENAL COMPANY	12/03/2009	328.61
356647	FEDEX	12/03/2009	128.56
356648	FERRON ELAINE	12/03/2009	20.16
356649	FIRST ST PAUL TOASTMASTERS	12/03/2009	75.00
356650	FIRSTGROUP AMERICA	12/03/2009	5,100.22
356651	FOLLETT EDUCATIONAL SERVICES	12/03/2009	29.23
356652	FONG, BELINDA M	12/03/2009	25.00
356653	GALLAGHERS NORTHWESTERN TIRE C	12/03/2009	650.25
356654	GARCIA ANDERSON, ODELIS M	12/03/2009	47.03
356655	GARDEN & ASSOCIATES INC	12/03/2009	50.00
356656	GARNER, DEBORAH L	12/03/2009	313.94
356657	GEMINI LETTERS & SIGNS	12/03/2009	166.20
356658	GILL PATTI	12/03/2009	55.00

Check Nbr	Vendor Name	Check Date	Check Amount
356659	GL SPORTS	12/03/2009	42.34
356660	GOLDSTEIN, JULIE B	12/03/2009	70.00
356661	GOODIN COMPANY	12/03/2009	7,134.47
356662	GOPHER	12/03/2009	144.96
356663	GORIS PAMELA	12/03/2009	129.46
356664	GOVT FINANCE OFFICERS ASSOC	12/03/2009	280.00
356665	GRADY LORI J	12/03/2009	40.00
356666	GRAFFIC TRAFFIC LLC	12/03/2009	96.00
356667	Vendor Continued Check	12/03/2009	0.00
356668	GRAINGER	12/03/2009	379.77
356669	GRANDMA'S BAKERY INC	12/03/2009	88.68
356670	GREATAMERICA LEASING CORP	12/03/2009	1,137.36
356671	GREEN, BARBARA J	12/03/2009	315.38
356672	GRITZMACHER SHAWN	12/03/2009	85.00
356673	GROTHE, DAVID D	12/03/2009	89.00
356674	GROTH MUSIC CO	12/03/2009	6.40
356675	GROUP HEALTH INC - WORKSITE	12/03/2009	75.00
356676	GRUN SUSAN L	12/03/2009	134.85
356677	HAINEY KATHLEEN M	12/03/2009	111.00
356678	HAMILTON CONNIE	12/03/2009	65.45
356679	HAMMEKEN, GRACIELA E	12/03/2009	80.71
356680	HARDWARE DISTRIBUTORS LTD	12/03/2009	276.18
356681	HARRIMAN GRETCHEN	12/03/2009	262.35
356682	HICKS, SUSAN L	12/03/2009	49.33
356683	HIGGINS SHEILA	12/03/2009	166.10
356684	HOANG, CONG	12/03/2009	180.00
356685	HODD ROY	12/03/2009	159.80
356686	HOFF ERIN	12/03/2009	23.97
356687	Vendor Continued Check	12/03/2009	0.00
356688	Vendor Continued Check	12/03/2009	0.00
356689	HOGLUND BUS AND TRUCK CO	12/03/2009	1,975.36
356690	HOME DEPOT CREDIT SERVICES	12/03/2009	359.14
356691	HOUGHTON MIFFLIN HARCOURT	12/03/2009	7,305.97
356692	HUGO MILL OUTDOOR POWER	12/03/2009	182.99
356693	HUMAN SERVICES INC	12/03/2009	41,770.86
356694	HYDROLOGIC WATER MANGEMENT	12/03/2009	9.23
356695	INDUSTRIAL ARTS SUPPLY	12/03/2009	323.51
356696	INTA JUICE	12/03/2009	348.00
356697	INTEGRA TELECOM	12/03/2009	299.43
356698	INTERCULTURAL DEVMT INVENTORY	12/03/2009	300.00
356699	JOHNSON COLLEEN	12/03/2009	678.00
356700	JOHNSON, JULIE	12/03/2009	45.00
356701	JOHNSON SHARON ANNE	12/03/2009	214.50
356702	KARLSBURGER FOODS INC	12/03/2009	16.50
356703	KC DISTANCE LEARNING INC	12/03/2009	2,592.00
356704	KEARN BARBARA	12/03/2009	160.00
356705	KHALIF, ISMID	12/03/2009	250.00
356706	KIESLING SUSAN A	12/03/2009	44.00
356707	Vendor Continued Check	12/03/2009	0.00
356708	KIMBALL MIDWEST	12/03/2009	2,445.80

Check Nbr	Vendor Name	Check Date	Check Amount
356709	KINDLIEN, CYNTHIA J	12/03/2009	74.25
356710	KITTELSON LOU ANN	12/03/2009	53.09
356711	KITTS HARRY	12/03/2009	250.50
356712	KNUTSON FLYNN & DEANS PA	12/03/2009	9,256.00
356713	KOEHLER, KARYN	12/03/2009	284.37
356714	KORNEY BOARD AIDS INC	12/03/2009	815.20
356715	KRAMLINGER, TRACEY A	12/03/2009	57.50
356716	KRAUS ANDERSON CONSTRUCTION CO	12/03/2009	9,780.10
356717	KRIZ-HERBERT SANDY	12/03/2009	43.00
356718	KRUSEMARK, CARY L	12/03/2009	44.99
356719	KULLY SUPPLY COMPANY	12/03/2009	629.06
356720	KUPFERSCHMIDT ROBERT	12/03/2009	50.00
356721	L'ALLIER CONCRETE INC	12/03/2009	34,570.00
356722	LAB SAFETY SUPPLY CO INC	12/03/2009	763.76
356723	LACASSE KIM S	12/03/2009	142.49
356724	LAKESHORE LEARNING STORE	12/03/2009	847.85
356725	LAKESHORE LEARNING MATERIALS	12/03/2009	579.01
356726	LAKESHORE PLAYERS THEATER	12/03/2009	1,121.50
356727	LAKEVILLE NORTH HIGH SCHOOL	12/03/2009	150.00
356728	LAMWERS, LINDSAY M	12/03/2009	240.48
356729	LANGER'S TREE SERVICE	12/03/2009	170.00
356730	LA VANIER JERRY	12/03/2009	240.00
356731	LAW, DAVID W	12/03/2009	769.70
356732	LEARNING OPPORTUNITIES INC	12/03/2009	184.58
356733	LEARNING A-Z	12/03/2009	29.95
356734	LEGACY CONSTRUCTION GROUP INC	12/03/2009	4,361.70
356735	LEHN BRENDA	12/03/2009	10.00
356736	LENDWAY, THERESA	12/03/2009	29.85
356737	LENIHAN, PATRICK	12/03/2009	25.00
356738	LIBRARIANS BOOK EXPRESS LLC	12/03/2009	666.55
356739	LIBRARY VIDEO COMPANY	12/03/2009	105.81
356740	LIFESPAN	12/03/2009	2,500.00
356741	LINSE, JILL	12/03/2009	100.00
356742	LOCH STACEY	12/03/2009	360.53
356743	MAHONEY SUSAN	12/03/2009	146.70
356744	MALDONADO, ANTONIO	12/03/2009	60.00
356745	MALMBORGS INC	12/03/2009	711.40
356746	MALWITZ ANN	12/03/2009	665.34
356747	MARTINSON KARA	12/03/2009	55.93
356748	MARUYAMA, ELLEN	12/03/2009	88.20
356749	MATTSON CARLA	12/03/2009	175.00
356750	MATTSFIELD, PEGGIE L	12/03/2009	108.27
356751	MCCALL MAUREEN E	12/03/2009	291.60
356752	MCGINLEY MYERS, NANCY J	12/03/2009	124.19
356753	MERCURY OFFICE SUPPLY	12/03/2009	24.33
356754	MERSCH, NICOLE A	12/03/2009	42.46
356755	METRO DINING CLUB	12/03/2009	1,508.00
356756	METRO MEALS ON WHEELS	12/03/2009	150.00
356757	MICHEL, ROCHELLE N	12/03/2009	41.00
356758	MIDWEST BUS PARTS INC	12/03/2009	569.33

Check Nbr	Vendor Name	Check Date	Check Amount
356759	MIDWEST TECHNOLOGY PRODUCTS	12/03/2009	89.00
356760	MIELKE SUE	12/03/2009	447.05
356761	MINVALCO INC	12/03/2009	979.40
356762	MN ASSOC IB WORLD SCHOOLS	12/03/2009	120.00
356763	MN DEPT OF HEALTH	12/03/2009	30.00
356764	MN HOUSING SVCS	12/03/2009	170.88
356765	MN MIDDLE SCHOOL ASSOC	12/03/2009	290.00
356766	MN NCPERS LIFE INSURANCE	12/03/2009	576.00
356767	MN REC & PARK ASSN (MRPA)	12/03/2009	268.00
356768	MN SWORD PLAY	12/03/2009	600.00
356769	MONGAUP TECHNOLOGIES	12/03/2009	116.60
356770	MONTGOMERY JACOB	12/03/2009	370.18
356771	MOORE CYNTHIA	12/03/2009	773.58
356772	MORRIS BRIAN	12/03/2009	68.30
356773	MORTENSEN KIM	12/03/2009	46.50
356774	MOULTON DAVID, PIANO TECHNICIA	12/03/2009	85.00
356775	MR Z'S	12/03/2009	4,947.45
356776	MULTI-SOURCE CONSULTANT LLC	12/03/2009	410.00
356777	MUNDELL GERALD	12/03/2009	642.40
356778	MURPHY LYNNE	12/03/2009	90.00
356779	MUSCULAR DYSTROPHY	12/03/2009	158.00
356780	NADEAU, TARI T	12/03/2009	175.00
356781	NASCO	12/03/2009	11.80
356782	NATL FLAVORS INC	12/03/2009	100.24
356783	NCS PEARSON INC	12/03/2009	443.58
356784	NELCO	12/03/2009	785.90
356785	NESS ELECTRONICS INC	12/03/2009	93.22
356786	NEVCO INC	12/03/2009	183.16
356787	NEW VISION PRINTING	12/03/2009	627.75
356788	NEXTEL COMMUNICATIONS	12/03/2009	760.70
356789	NICOL, BARBARA	12/03/2009	8,286.00
356790	Vendor Continued Check	12/03/2009	0.00
356791	NORTH CENTRAL TRUCK EQUIPMENT	12/03/2009	362.67
356792	NORTHEAST METRO INTERMEDIATE D	12/03/2009	204.00
356793	NORTHSTAR ACCESS LLC	12/03/2009	1,736.00
356794	NANCY A NUTTING	12/03/2009	4,100.00
356795	OFFICE DEPOT	12/03/2009	210.86
356796	OLSON ANGELA	12/03/2009	74.99
356797	OLYMPUS IMAGING AMERICA INC	12/03/2009	493.58
356798	ORANGE TREE EMPLOYMENT SCREENI	12/03/2009	383.45
356799	OSTERBAUER, TODD E	12/03/2009	95.15
356800	PAR INC	12/03/2009	100.10
356801	PARADIS DARLA	12/03/2009	149.00
356802	PARK HIGH SCHOOL	12/03/2009	125.00
356803	PAUL THE PLUMBER INC	12/03/2009	388.00
356804	PAXTON/PATTERSON	12/03/2009	470.22
356805	PAYPAL INC-VPS	12/03/2009	54.10
356806	PCI EDUCATIONAL PUBLISHING	12/03/2009	323.03
356807	PEARSON MECHANICAL SERVICES IN	12/03/2009	39,180.59
356808	PERFECTION LEARNING CORP	12/03/2009	121.25

Check Nbr	Vendor Name	Check Date	Check Amount
356809	PETTY CASH	12/03/2009	51.15
356810	PETTY CASH	12/03/2009	158.66
356811	PETTY CASH	12/03/2009	1,300.00
356812	PETTY CASH	12/03/2009	106.38
356813	PHOTO WAREHOUSE	12/03/2009	1,136.98
356814	PLASTER MARK A	12/03/2009	113.85
356815	POKORNY MARY	12/03/2009	630.32
356816	POSTMASTER	12/03/2009	88.00
356817	POSTMASTER	12/03/2009	185.00
356818	PRESS PUBLICATIONS	12/03/2009	601.38
356819	PRIMEX WIRELESS	12/03/2009	520.03
356820	PRISSEL, JESSIE L	12/03/2009	28.64
356821	PROGRAM DEVELOPMENT ASSOCIATES	12/03/2009	150.00
356822	QSP INC	12/03/2009	448.75
356823	R & R SPECIALTIES INC	12/03/2009	32.50
356824	RA PEARSON & ASSOCIATES	12/03/2009	5,600.00
356825	RBG FOODS LLC	12/03/2009	2,925.00
356826	REBER JODY ANN	12/03/2009	160.00
356827	RED BALLOON BOOKSHOP	12/03/2009	410.75
356828	REINHART FOOD SERVICE	12/03/2009	4,045.10
356829	REITAN PIANO SERVICE	12/03/2009	285.00
356830	RENAISSANCE LEARNING INC	12/03/2009	107.64
356831	RITTENHOUSE PAULA	12/03/2009	70.40
356832	ROCKFORD JEREMY	12/03/2009	51.62
356833	ROSE, LORI J	12/03/2009	50.03
356834	ROSEVILLE HIGH SCHOOL	12/03/2009	150.00
356835	ROTO ROOTER	12/03/2009	184.00
356836	S & T OFFICE PRODUCTS INC	12/03/2009	52.85
356837	SAGDALEN, NATALIE R	12/03/2009	86.00
356838	SALEM PRESS INC	12/03/2009	1,110.00
356839	SAM'S CLUB	12/03/2009	239.32
356840	SAM'S CLUB	12/03/2009	259.62
356841	SAM'S CLUB	12/03/2009	1,137.57
356842	SAMMONS PRESTON	12/03/2009	242.30
356843	SARGENT-WELCH	12/03/2009	187.48
356844	SCAN AIR FILTER INC	12/03/2009	823.71
356845	SCHARBER & SONS	12/03/2009	32.49
356846	SCHINDLER ELEVATOR CORP	12/03/2009	566.37
356847	SCHLOTTERBECK MA, KARL R	12/03/2009	250.00
356848	SCHMITT MUSIC COMPANY	12/03/2009	88.00
356849	SCHOLASTIC BOOK FAIRS - 17	12/03/2009	3,418.23
356850	SCHOLASTIC MAGAZINES	12/03/2009	328.38
356851	SCHOOL SERVICE INC	12/03/2009	93.13
356852	SCHOOLIDENTITY.COM	12/03/2009	750.00
356853	SCHWAB-VOLLHABER-LUBRATT	12/03/2009	472.91
356854	SCREENING FOR MENTAL HEALTH IN	12/03/2009	750.00
356855	SECURITAS SEC SVCS USA INC	12/03/2009	2,158.56
356856	SELECTACCOUNT	12/03/2009	1,553.50
356857	SENTRY SYSTEMS INC	12/03/2009	781.00
356858	SEXTON PRINTING	12/03/2009	13,892.80

Check Nbr	Vendor Name	Check Date	Check Amount
356859	SHIFFLER EQUIPMENT SALES INC	12/03/2009	17.37
356860	SHOUP, ANDREA J	12/03/2009	25.00
356861	SIMONSON TINA	12/03/2009	129.00
356862	SIMSHAUSER, KIMBERLY P	12/03/2009	143.61
356863	SOUTHEASTERN PERFORMANCE APPAR	12/03/2009	592.78
356864	SOUTHWEST PREFERRED FINISHING	12/03/2009	302.04
356865	SPECTRUM SOLUTIONS INC	12/03/2009	1,487.50
356866	SPIESS, LISA M	12/03/2009	59.98
356867	ST CATHERINE UNIVERSITY	12/03/2009	800.00
356868	ST CROIX RECREATION CO INC	12/03/2009	82.00
356869	STAPLES CREDIT PLAN	12/03/2009	1,150.72
356870	STAR TRIBUNE	12/03/2009	393.30
356871	STATE SUPPLY CO	12/03/2009	587.39
356872	STEWART, SCOTT	12/03/2009	52.80
356873	STILLWATER EXPRESS SOLUTIONS	12/03/2009	200.00
356874	STONEHOUSE, ERIN	12/03/2009	200.00
356875	STORKAMP ROGER LAWRENCE	12/03/2009	1,496.70
356876	STRAUSS SKATES AND BICYCLES	12/03/2009	810.00
356877	STUDY ISLAND	12/03/2009	5,026.56
356878	SUCCESS BEYOND THE CLASSROOM	12/03/2009	1,870.00
356879	SUPERIOR TRANSIT SALES LLC	12/03/2009	42.13
356880	SVIR, SARA A	12/03/2009	71.00
356881	SWENSON, CYNTHIA L	12/03/2009	70.67
356882	TAHER INC	12/03/2009	4,816.56
356883	TAHO SPORTSWEAR INC	12/03/2009	2,415.60
356884	THE TALENT CENTER	12/03/2009	627.90
356885	TARGET BANK	12/03/2009	34.85
356886	TATREAU, LAURIE	12/03/2009	110.00
356887	TAUTGES, LYNSEY K	12/03/2009	25.44
356888	THALHUBER, SHEILA	12/03/2009	18.54
356889	THUNDER COMMUNICATIONS DESIGN	12/03/2009	412.50
356890	Vendor Continued Check	12/03/2009	0.00
356891	THYSSENKRUPP ELEVATOR CORP	12/03/2009	3,784.97
356892	TIERNEY BROTHERS INC	12/03/2009	2,165.00
356893	TIES	12/03/2009	160.00
356894	TOSHIBA FINANCIAL SERVICES	12/03/2009	111.00
356895	TRADE PRESS INC	12/03/2009	870.00
356896	TRANS-MISSISSIPPI BIO SUPPLY	12/03/2009	222.65
356897	TRI STATE BOBCAT	12/03/2009	225.48
356898	TRIO SUPPLY COMPANY	12/03/2009	6,442.84
356899	TURNER, RASHAD A	12/03/2009	386.38
356900	U.S. ENERGY SERVICES INC	12/03/2009	759.00
356901	UHL CO INC	12/03/2009	3,664.00
356902	UNIVERSITY OF MINNESOTA	12/03/2009	24,942.00
356903	VAIL, ANNE B	12/03/2009	80.00
356904	VANARRAGON, JANEL L	12/03/2009	122.10
356905	VERIZON WIRELESS	12/03/2009	429.23
356906	VIKING ELECTRIC SUPPLY	12/03/2009	1,776.04
356907	VIKING INDUSTRIAL CENTER	12/03/2009	33.60
356908	VIRCO INC	12/03/2009	129.62

Check Nbr	Vendor Name	Check Date	Check Amount
356909	VOYAGER EXPANDED LEARNING	12/03/2009	60.00
356910	WALTERS REBUILDERS	12/03/2009	259.95
356911	WASTE MANAGEMENT BLAINE	12/03/2009	12,303.01
356912	WHITE BEAR GLASS INC	12/03/2009	286.00
356913	WHITE BEAR LACROSSE	12/03/2009	3,000.00
356914	WHITE BEAR LOCKSMITH INC	12/03/2009	147.28
356915	WILHEMY MICHELE	12/03/2009	119.49
356916	WILLIAM V MACGILL & CO	12/03/2009	85.90
356917	WILLIAMS, LAURA L	12/03/2009	117.10
356918	WILLIAMS JR LEE E	12/03/2009	80.30
356919	WOOLLEY, CELENE M	12/03/2009	84.95
356920	XCEL ENERGY	12/03/2009	67,522.23
356921	ZARNOTH BRUSH WORKS INC	12/03/2009	834.60
356922	ZOSS DESIGN	12/03/2009	100.00
364	Computer	Check(s) For a Total of	512,053.25

Check Nbr	Vendor Name	Check Date	Check Amount
350814	ARRIOLA MARK	12/04/2009	61.00
353875	BROOKSHAW SUE	12/04/2009	175.00
353968	GORIS PAMELA	12/04/2009	175.00
353984	HAINEY KATHLEEN M	12/04/2009	175.00
354033	KIESLING SUSAN A	12/04/2009	175.00
354084	MATTSON CARLA	12/04/2009	175.00
354116	MORTENSEN KIM	12/04/2009	175.00
354121	NADEAU, TARI T	12/04/2009	175.00
354309	WILHEMY MICHELE	12/04/2009	175.00
354731	MCCARTY MIKE	12/04/2009	6.00
355397	ATTITUDE CONCEPTS FOR TODAY IN	12/04/2009	100.00

11 Void Check(s) For a Total of 1,567.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	364	Computer	Checks For a Total of	512,053.25
Total For	364	Manual, Wire Tran, ACH & Computer Checks		512,053.25
Less	11	Voided	Checks For a Total of	1,567.00
			Net Amount	510,486.25

RESOLUTION FOR ACCEPTANCE OF GIFTS

WHEREAS, the School Board believes it necessary and appropriate to accept the gifts that are reflected upon the following pages; and

WHEREAS, these gifts are consistent with State laws, School Board policy, and administrative practices; and

WHEREAS, acceptance of these gifts are consistent with the mission and educational programs of the White Bear Lake Area Schools; and

THEREFORE BE IT RESOLVED, that the School Board authorizes the acceptance and use of the following gifts:

AGENDA ITEM: **Acceptance of Gifts**

MEETING DATE: **December 14, 2009**

SUGGESTED DISPOSITION: **Operational Item**

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

Donation	Donor	Recipient
$145.50	Wells Fargo Foundation Educational Matching Gift Program P.O. Box 2157 Princeton NJ 08543-2157	Willow Lane School
$100 for Larson and Parsons retirement celebration	LHB, INC	White Bear Lake Area School District
$100 for Larson and Parsons retirement celebration	Kraus-Anderson	White Bear Lake Area School District
Letter Jacket	Dave Brierley Class of 1961	White Bear High School North Campus
Little Tykes stove/oven with accessories	Kara Andres	Early Childhood Program
$130 for students who can not pay to be in the play "No Strings Attached"	James and Cheryl Faulkner	Oneka Elementary School
$100 for books	VFW Post 1782 Ladies Auxilliary	Parkview/Centerpoint Elementary Ms. Hayden's first grade classroom
$177.18	Qwest One Percent Back to Schools Program	White Bear Lake Area School District
$25	Greater America Ribs, Inc.	White Bear Lake Area High School Theater Program
$100	Marcia DeFiel	White Bear Lake Area High School Theater Program
$100	Landmark Community Bank	White Bear Lake Area High School Theater Program
$25	Bremer Bank	White Bear Lake Area High School Theater Program

$50	Exteriors By Jrs. Inc.	White Bear Lake Area High School Theater Program
$100	Michael and Brenda Rugh	White Bear Lake Area High School Theater Program
$100	Stockness Construction	White Bear Lake Area High School Theater Program
$50	John and Susan Beane	White Bear Lake Area High School Theater Program
$50	Gulden's Roadhouse	White Bear Lake Area High School Theater Program
$25	George Jr. and Sandie Baldwin	White Bear Lake Area High School Theater Program
$100	Steve Oman Rpt Pianoman Service	White Bear Lake Area High School Theater Program
$25	Dennis and Bridget Armbruster	White Bear Lake Area High School Theater Program
Clarinet (valued at $150)	Karl and Sue Self	Sunrise Park Middle School

RECOMMENDATION: Accept donations.

AGENDA ITEM: **Field Trip Request**

MEETING DATE: **December 14, 2009**

SUGGESTED DISPOSITION: **Consent Agenda**

CONTACT PERSON(S): **Cindy Moore, Director of Curriculum and Assessment**
Jill Thelen, Director of Schools

Background:
School Board Policy #610 – Field Trips requires School Board approval of any overnight field trips. The following field trips are being presented by the administration to the School Board for approval.

Date of Trip and Destination	Requesting Staff Member	Grade/ Team	Number of School Days Missed	Number of Students Attending	Cost and Source of Revenue	Means of Transportation	Purpose of Field Trip
12/27-29/2009 Maple Lake Resort Callaway, MN	Jeffrey Nowak	Nordic Ski	0	28 students 10 adults	$150	Parents are driving	Team building and training
January or February, 2010 Standing Cedars East Farmington, WI	Laura Watters Mike Hamernick	ALC Science and Communications	2 days	Up to 12 students	$25	District bus	Students will experience the natural wilderness and practice survival skills.
3/26-30/2010 Madison, WI Chicago, IL	Jaclyn Whitcomb Janet Newberg	South Campus Ambassadors	0	20 – 30 students	$375.00	Coach bus	Purpose is to reveal leadership through service, relationships, and action.

Recommendation:

Administration recommends the School Board approve the field trips.

RESOLUTION FOR PERSONNEL ITEMS

WHEREAS, the School Board believes it necessary and appropriate to approve the personnel items that are reflected upon the following pages; and

WHEREAS, that personnel items, A-5(f) to A-5(h), as revised be approved on the premise that they conform to previously Board approved actions or contractual agreements.

THEREFORE BE IT RESOLVED, that the School Board authorizes the approval of the personnel item listed in Consent Agenda Items A-5(f) to A-5(h).

INDEPENDENT SCHOOL DISTRICT NO.624
Department of Human Resources

RESIGNATIONS - CLASSIFIED STAFF

GAIL A. CHAPMAN - Pupil Support Assistant, Golfview ALC
Employed by District 624 since 09/18/2006
Effective Date: 11/30/2009

RECOMMEND APPROVAL

SONJA M. COLEMAN - Program Assistant Leader, Parkview Elementary
Employed by District 624 since 06/09/2008
Effective Date: 12/23/2009

RECOMMEND APPROVAL

ROGER FRENCH - Bus Driver, Bus Garage
Employed by District 624 since 02/19/2004
Effective Date: 11/18/2009

RECOMMEND APPROVAL

VICTORIA E. NICHOLSON - Program Assistant Leader, Willow Elementary
Employed by District 624 since 08/29/2005
Effective Date: 11/25/2009

RECOMMEND APPROVAL

ERIC J. WENZEL - Program Assistant Leader, Vadnais Heights Elementary
Employed by District 624 since 06/15/2009
Effective Date: 11/30/2009

RECOMMEND APPROVAL

RETIREMENT - CLASSIFIED STAFF

MARY E. SHAWBOLD - Bus Driver, Bus Garage
Employed by District 624 since 08/31/2000
Effective Date: 12/18/2009

RECOMMEND APPROVAL

INDEPENDENT SCHOOL DISTRICT NO.624
Department of Human Resources

PART-TIME LEAVE REQUEST - CLASSIFIED STAFF

JACKIE L. LASHOMB - Health Assistant, Otter Lake Elementary
.20 Leave (.80 position)
Effective Date: 11/30/2009 through 06/11/2009

RECOMMEND APPROVAL

UNPAID CHILD CARE LEAVE - CLASSIFIED STAFF

BETSY K. REILLY - Pupil Support Assistant, South Campus
Unpaid from 10/12/09 through 11/27/09

RECOMMEND APPROVAL

UNPAID MEDICAL LEAVE - CLASSIFIED STAFF

JODI LORENZ - Part-Time Cook, Sunrise Middle School
Unpaid from 10/12/09 through 11/06/09

RECOMMEND APPROVAL

UNPAID CHILD CARE LEAVE - CERTIFIED STAFF

JODY M. RANDALL - TITLE Teacher, Parkview Elementary
Unpaid from 10/29/09 through 11/27/09

RECOMMEND APPROVAL

MICHELLE SHELP - Physical Education Teacher, Secondary
Unpaid from 10/21/09 through 11/06/09

RECOMMEND APPROVAL

INDEPENDENT SCHOOL DISTRICT NO.624
Department of Human Resources

NEW PERSONNEL - CLASSIFIED STAFF

DENNIS S. MADL - Custodian, Vadnais Elementary/South Campus
Replacing Aaron Goude who transferred
$14.95/hr., 8.00 hrs./day, 162 days + $.25/hr. S-D/162 days +
$.50/hr. 1st Class License/162 days $20,347.20
Effective Date: 11-16-2009

RECOMMEND APPROVAL

CHRISTOPHER A. OLSON - Standby Bus/Van Driver/Aide/Bus Garage
New position
$15.50/hr., 5.50 hrs. /day, 117 days $9,974.25
Effective Date: 12-07-2009

RECOMMEND APPROVAL

NEW PERSONNEL - CERTIFIED STAFF

TAMMY L. REED - Literacy/Math Coach, Vadnais Heights Elementary
Effective Date: 2009-2010 School Year
MA/Step 12 (Prorated salary $62,395. /197 x 134.67) $42,654.00
Attended: Hamline University, St. Paul, MN
Masters of Arts in Education MA
Hamline University, St. Paul, MN
Physical Education BA
Experience: Academic Intervention Specialist/Elementary Teacher
Sorteberg Elementary, Coon Rapids, MN
Oxbow Creek Elementary, Champlin, MN
Galtier Elementary, St. Paul, MN

RECOMMEND APPROVAL

AGENDA ITEM:	**Summer Academy Joint Powers Agreement**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Dr. Michael J. Lovett, Superintendent**

BACKGROUND:

Last April, Karen Keppel, an attorney who works with area districts through the arrangement we have with 916, drafted a potential joint powers agreement for area schools to consider regarding Summer Academy. We approved the agreement for one year and are recommending continuing through the 2010-11 school year.

Recommendation:

Approve the Summer Academy Joint Powers Agreement through the 2010-11 school year.

B. PUBLIC FORUM

During the Public Forum any person may address the School Board on a topic of interest or concern. Listed below are the procedures for Public Forum.

1. Public Forum will follow the Procedural Items on the agenda.
2. Public Forum will be open for 30 minutes (4 minutes per speaker, 10 minutes per topic, and no more than 3 speakers per topic as a general rule). Comments should be brief, and repetition of other public comments should be avoided.
3. Those wishing to address the Board should fill out a card to be turned into the Clerk.
4. Questions may be asked on any topic, excluding those on the agenda.
5. An attempt will be made to answer questions. In those cases where an answer is not available or is not possible to give that evening, a phone call from someone in the administration will be made as a follow-up.
6. A handout on the purpose of School Board meetings and the meeting process is available.
7. Citizens may be asked to address the school board on a particular subject during the discussion of that item.
8. The Chair will attempt to reasonably honor requests to speak, but shall also exercise discretion to recognize time restraints and may limit the number of such presentations accordingly.

C. INFORMATION ITEMS

AGENDA ITEM:	**Superintendent's Report**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Information Item**
CONTACT PERSON(S):	**Dr. Michael J. Lovett, Superintendent of Schools**

BACKGROUND:

Dr. Lovett will provide information on current issues and events pertaining to the White Bear Lake Area Public School District.

D. DISCUSSION ITEMS

AGENDA ITEM: **Presentation of Information relating to the Truth in Taxation Hearing Requirements.**

MEETING DATE: **December 14, 2009**

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: **Pete Willcoxon**
Executive Director of Business Services

In past years, school districts were required to hold a separate truth-in-taxation hearing annually.

Legislative changes, enacted during this past session, have eliminated the requirement for school districts to conduct these as a separate hearing.

However, truth in taxation information must now be presented at this meeting and the public must be allowed the opportunity to speak on this issue.

The School Board will adopt the certified property tax levy payable 2010 as an operational item later on this agenda.

Recommendation:

None.

AGENDA ITEM: **Open Forum for Public Input on Truth-in-Taxation Presentation.**

MEETING DATE: **December 14, 2009**

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: **Pete Willcoxon**
Executive Director of Business Services

As required by the legislative changes enacted during this past session, the public must be allowed the opportunity to speak at the presentation of the truth-in-taxation information.

This agenda item will allow for that input.

Recommendation:

Conduct a public forum allowing people to address issues related to the truth-in-taxation presentation.

AGENDA ITEM: **June 30, 2009 Audit Report**

MEETING DATE: **December 14, 2009**

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: **Pete Willcoxon Sr.**
Executive Director of Business Services

Background:

Jim Eichten, from our audit firm of MMKR, will present the results of our audit for the year ending June 30, 2009.

Jim met with the Finance Committee on December 2nd and reviewed this information.

Recommendation:

None.

AGENDA ITEM: **SECONDARY STUDENT ACTIVITIES AUDIT**

DATE: **December 14, 2009**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Jill Thelen, Director of Schools**
Dave Guenther, Director of Community Services & Recreation
Don Bosch, Principal, WBHS North
Tim Wald, Principal, WBHS South

****

BACKGROUND:

The purpose of the Secondary Student Activities Audit is to look at the status of the White Bear Lake Area Schools student activity programs at the middle and high school levels. The scope of the audit includes co-curricular activities (athletic programs and enrichment activities). These enrichment activities include fine arts, academic related activities such as debate, mock trial, and other clubs that are organized by or for students and fall under the auspices of the School District.

The report information included:

- Data gathered
- Process used
- Findings of the study
- Recommendations

RECOMMENDATION:

Accepting the report is scheduled under Operational Item E-4.

SUPPORTING INFORMATION FOR SECONDARY STUDENT ACTIVITIES AUDIT DATA

As of November 23, 2009

SECONDARY STUDENT ACTIVITIES
AUDIT DATA
Table of Contents

Audit Data - Middle School 1
Middle School SEC Co-Curricular Program Summary 2
Sunrise Middle School Activities 2008 2009 3
Central Middle School Activities 2008-2009 4
Middle School Activity Opportunities 4.5
District Wide Community Associations 5
Audit Data - High School 6
White Bear Lake Area School Co-Curricular Programming 7
High School Co-Curricular Program Summary 8-11
Athletic Participation Numbers 12-17
Athletic Budget 2009-2010 by Sport 18-21
Athletic Team Transportation 22
SEC Schools Activities Leadership Structure 23
Student Activities/Athletics: SchoolFinances.Com 24

AUDIT DATA

Middle School

Middle School SEC Co-Curricular Program Summary

	What fund supports the M.S. Athletic program?	Total revenue and expenditure revenue	expend.	total	Administrative structure	Activities beyond athletics included?	Activities per school? Boys	Girls
Forest Lk.	General Fund			NA	1- .4 TOSA	Yes	32	34
2 schools					1- .2 A.P.			
700, 1000 Students					Report to Jr. Hi. Prin.			
Roseville	General Fund			-135,000	1.0 Admin. position	Yes everything from	45	45
1 school					reports to M.S. Princ.	theater to music to		
300 Students						athletics and clubs.		
Stillwater	General Fund			NA	1.0 Jr. High A.D. for	No	15	14
2 schools					both schools. Reports to			
1022, 1140 Students					Jr. Hi. Principals			
Hastings	General Fund	37,000	224,100	-187,100	.3 M.S. Ath. Dir.	No	12	12
1 school					reports to M.S.Princ.			
1280 Students								
So. Wash.	Community Ed.	$115,000	$330,000	-215,000	.75 M.S. Ath. Dir.	No	7	6
Co.					4 Bldg. supervisors			
4 schools					Reports to C.Ed. Dir.			
1055, 756, 1149, 939								
Mounds	Community Ed.	$127,754	$169,314	-41,560	Program coordinator	No	14	13
View					10 Hr. School Coor.			
3 schools					10 Hr. School Super.			
913, 600, 789					per school.			
White Bear	Community Services	27,127	83,532	-56,405	.2 M.S. Ath. Dir.	No	5	4
Lake					Reports to C.Ed. Dir.			
2 schools								
300, 1000								
Cretin	No Middle School Program (9-12 School)							

Sunrise Middle School Activities 2008-09

Clubs & Activities	Funding Source	Oversight	Grades served	Number partic.	Season	Number instructors
6th Grade After School Study	Tar. Serv.	Princ. & Dist. Rep.	6	47	April - June	1
Girls Group	Tar. Serv.	Princ. & Dist. Rep.	6, 8	9	April - May	2
History Day Club	Tar. Serv.	Princ. & Dist. Rep.	7	40	Dec. - May	1
Math - Club	Tar. Serv.	Princ. & Dist. Rep.	7	17	Sept. - Jan.	1
Open - Club	Tar. Serv.	Princ. & Dist. Rep.	7	21	Feb. - May	2
Study Is. Algebra	Tar. Serv.	Princ. & Dist. Rep.	6, 7	22	Nov. - Dec.	2
Study Is. Reading	Tar. Serv.	Princ. & Dist. Rep.	6, 7, 8	24	March - April	2
Study Is. Stats./ Prob.	Tar. Serv.	Princ. & Dist. Rep.	7, 8	23	Jan. - Feb.	2
Study Is. Geometry	Tar. Serv.	Princ. & Dist. Rep.	7	25	March	2
Study Program	Tar. Serv.	Princ. & Dist. Rep.	7, 8	45	Feb. - June	2
Study Team	Tar. Serv.	Princ. & Dist. Rep.	7	17	Nov. - April	4

Central Middle School Activities 08-09

Activity	Funding Source	Oversight	Grades served	Number partic.	Season	Number instructors
Clubs and Activities						
Bubble Drawing	Equity & Integration	ASA Committee	6, 7, 8 Graders	10	January-February	1
Drawing Rocket Club	You. Dev.	ASA	6, 7, 8 Graders	25	April-May	1
Hip Hop	Equity & Integration	ASA	6, 7, 8 Graders	60 2 sessions	Sept. - March	1
Gym Rats	Targ. Ser. & Y. Dev.	ASA	6, 7, 8 Graders	28	Sept - May	1
Treble Choir	Targ. Ser. &Y.Dev.	ASA	7, 8 Graders	19	Sept. - May	1
Study Is. Math	Targ. Ser. & Y. Dev.	ASA	6, 7, 8 Graders	9	Sept. - May	1
Social Skills	Targ. Ser.	ASA	6, 7, 8 graders	18	Sept. - May	1
Homework Help	Targ. Ser. & Y. Dev.	ASA	6, 7, 8 Graders	8	Sept. - May	1
Study Is. Reading	Targ. Ser. & Y. Dev.	ASA	6, 7, 8 graders	2	April - May	1
SPARK	Targ.Serv. & Y. Dev.	ASA	6, 7, 8 Graders	7.5	April - May	1
Girls Friendship Club	Targ. Serv. & Y. Dev.	ASA	6, 7, 8 Graders	10	April - May	1
Speech Club	Targ. Serv. & Y. Dev.	ASA	6, 7, 8 Graders	50	Nov.- Feb.	3

	Middle School Activity Opportunities							
Mon. Night Skiing	Fees	Comm. Serv.	6 - 12th Graders	260	Dec. - Feb.
Middle School Athletics	Central and Sunrise				
Football	Fees & Comm.Serv.	Comm. Serv.	8th Graders	100	Sept. - Oct.
G -Tennis	Fees & Comm.Serv.	Comm. Serv.	6, 7, 8 Graders	75	Sept. - Oct.
B -Tennis	Fees & Comm.Serv.	Comm. Serv.	6, 7, 8 Graders	50	April- May
Volleyball	Fees & Comm.Serv.	Comm. Serv.	6, 7, 8 Graders	150	Sept. - Nov.
Wrestling	Fees & Comm.Serv.	Comm. Serv.	6, 7, 8th Graders	13	Dec. - Feb.
Boys CC	Fees & Comm.Serv.	Comm. Serv.	6th Graders	16	Sept. - Oct.
Girls CC	Fees & Comm.Serv.	Comm. Serv.	6th Graders	5	Sept. - Oct.
Boys Track	Fees & Comm. Serv.	Comm. Serv.	6th Graders	31	April - May
Girls Track	Fees & Comm. Serv.	Comm. Serv.	6th Graders	44	April - May
M. S. Cheerleading	Fees	Comm. Serv.	6, 7, 8 Graders	35	July - Feb.

Middle School Activity Opportunities							
Volunteer Community Associations							
Football Association	Fees	Football Association	6, 7 Graders	200		Aug. - Oct.	
WB Soccer Club	Fees	Soccer Club	6, 7, 8 Graders	230		April - July	
WB Baseball Association	Fees	Baseball Association	12, 13, 14 year olds	117		April - July	
WB Basketball Association	Fees	Basketball Association	6, 7, 8 Graders	120		Oct. - March	
WB Volleyball Association	Fees	Volleyball Association	6, 7, 8 Graders	60		Dec. - April	
WB Wrestling Club	Fees	Wrestling Club	6th Graders	5		Nov. - May	
WB Lacrosse Club	Fees	Lacrosse Club	6, 7, 8 Graders	90		May - July	
WB Fastpitch Softball Assoc.	Fees	Softball Association	12, 13, 14 year olds	70		April - July	
WB Hockey Association	Fees	Hockey Association	12, 13, 14 year olds	166		Oct. - March	

District Wide Community Associations

Football Association	Fees		Football Association	6, 7 Graders		200		Aug. - Oct.		5
WB Soccer Club	Fees		Soccer Club	6, 7, 8 Graders		230		April - July		
WB Baseball Association	Fees		Baseball Association	12, 13, 14 year olds		117		April - July		
WB Basketball Association	Fees		Basketball Association	6, 7, 8 Graders		120		Oct. - March		
WB Volleyball Association	Fees		Volleyball Association	6, 7, 8 Graders		60		Dec. - April		
WB Wrestling Club	Fees		Wrestling Club	6th Graders		5		Nov. - May		
WB Lacrosse Club	Fees		Lacrosse Club	6, 7, 8 Graders		90		May - July		
WB Fastpitch Softball Assoc.	Fees		Softball Association	12, 13, 14 year olds		70		April - July		
WB Hockey Association	Fees		Hockey Association	12, 13, 14 year olds		166		Oct. - March		

AUDIT DATA

High School

White Bear Lake Area High School
Co-Curricular Programming

White Bear Lake Area High School offers a wide variety of activities in the arts, athletics, and clubs. Each organization is assigned an advisor or coach who is responsible for all elements of the program. A .7 Athletic Director oversees scheduling and support of athletic programs only.

Clubs and Organizatons

Ambassadors (1st Year; 2nd Year and 11th & 12th Grade)
Bible Club
Chess Club
Debate Classic
Hip Hop Dance
Hmong Men's Circle
Math Team
Newspaper
Robotics
Student Council
Trap Shooting
Ultimate Frisbee
Youth-In-Government
Book Club
Climbing Club
Friends of Rachel
History Club
Homecoming
Mock Trial
Peer Helpers
Spanish Club
SWAAT (Students against Tobacco)
WhoDunit Club
Archery Club
Bowling Team
D.A.R.E.
Future Educators Assoc.
Hmong Women's Circle
Literary Magazine
National Honor Society
Political Science Form
Speech Team
Theater
UNC (Unites North Campus)
Yearbook

Fine Arts

AP Music Theory
Art Club
Concert Band
Lakeaires
North Notes
Skippers
Varsity Choir
AP Art History
Cantoeri Choir
Jazz Ensemble(2)
Mariners
North Winds
Symphonic Band
Windjammers
AP Studio Art
Choraliers
Intro to Music Theory
Mixed Choir
Pep Band
Varsity Band

Athletics

Fall
Adapted Soccer
Boys Cross Country
Boys Soccer
Cheerleading
Danceline
Football
Girls Cross Country
Girls Soccer
Girls Tennis
Swimming
Volleyball

Winter
Adapted Floor Hockey
Apline Ski (Coed)
Boys Basketball
Boys Hockey
Cheerleading
Danceline
Girls Basketball
Girls Hockey
Gymnastics
Nordic Ski (Coed)
Wrestling

Spring
Adapted Softball
Baseball
Boys Golf
Boys Lacrosse
Boys Tennis
Boys Track & Field
Girls Golf
Girls Track & Field
Girls Lacrosse
Softball

HIGH SCHOOL CO-CURRICULAR PROGRAM SUMMARY

ACTIVITY	SUPERVISIOR	OVERSITE	GRADE LEVELS	# OF PARTICIPANTS	LENGTH OF SEASON
Adventure Crew	Jeff Nowak	Principal	9-12	15	Year Long
Ambassadors	Jackie Whitcomb	Principal	9-12	55	Year Long
Ambassadors (North)	Jen Babiash	Principal	9-10	160	Year Long
Archery Club	Jack Wachlarowicz	Principal	7-12	500	Year Long
Art Club	Shawn Gritzmacher	Principal	9-12	5-15	Year Long
Bear's Den	Katie Sorenson	Principal	9-10	20/day	Year Long
Bible Club	Jacob Montgomery	Principal	9-12	20	Year Long
Book Club	Dave Olson	Principal	9-12	15	Year Long
Climbing Club	Richard Samuelson	Principal	9-12	32	Oct. - May
D.A.R.E	Jeff Nowak	Principal	9-12	50	Year Long
Debate	Paul Seeba	Principal	8-12	24	½ Year
Friends of Rachael	Katie Marsh	Principal	9-12	8	Year Long
Future Educators	Rita Leonard	Principal	9-12	22	Year Long
History Club	Dave Olson	Principal	9-12	6	Year Long
Homecoming	Whitcomb/Buchta	Principal	9-12	40	April-October
Junior Class	Mary Dahle	Principal	11	40	Year Long
Math Team	Amanda Vernon	Principal	9-12	15	Year Long

HIGH SCHOOL CO-CURRICULAR PROGRAM SUMMARY

ACTIVITY	SUPERVISIOR	OVERSITE	GRADE LEVELS	# OF PARTICIPANTS	LENGTH OF SEASON
Mock Trail	Ted/Gretchen Eibs	Principal	9-12	?	Nov – March
NHS	Rita Leonard	Principal	12	68	Year Long
Newspaper	CJ Sorenson	Principal	11-12	6-10	Year Long
Robotics	David Cava	Principal	9-12	23	Year Long
Spanish	Mary Dahle	Principal	9-12	30	Year Long
Speech	Andrew Mendez	Principal	9-12	11	½ Year
Student Council(North)	Cindi Swenson	Principal	9-10	28	Year Long
Student Council(South)	Mary Dahle	Principal	11-12	25	Year Long
Students Who Are Against Tobacco (SWAAT)	Jennifer Kalenowski	Principal	9-10	7	Year long
Trap Shooting	Mike Daniel	Principal	8-12	50	Spring
Theatre	Wendy Suoja	Principal	All Students	200	Spring/Fall
United North Campus	Jen Babiash	Principal	9-10	45 22	Winter All Year
Youth In Government	Becky Lewis	Principal	8-12	2	¾ of year

ATHLETICS

Adapted Soccer	Todd Houle	Athletic Director	7 – 12	12	Fall (8/3 weeks)
Bowling Team	Joe Mason	Athletic Director	7-12	13	(8 regular season/3 playoff) Year long
Cheer	Joe Schoeller	Athletic Director	9 – 12	25	Fall (10 / 5)

HIGH SCHOOL CO-CURRICULAR PROGRAM SUMMARY

ACTIVITY	SUPERVISIOR	OVERSITE	GRADE LEVELS	# OF PARTICIPANTS	LENGTH OF SEASON
Danceline	Jessica Edgett	Athletic Director	9 – 12	24	Fall (10 / 5))
Swimming & Diving	John Suchomel	Athletic Director	7 – 12	38	Fall (11 / 3)
Boys Cross Country	Dan Kovacich	Athletic Director	9 – 12	72	Fall (9 / 3)
Girls Cross Country	Patti Percival	Athletic Director	9 – 12	54	Fall (9 / 3)
Boys Soccer	Ben Vulu	Athletic Director	9 – 12	69	Fall (9 / 3)
Girls Soccer	Jim Pelletier	Athletic Director	9 – 12	71	Fall (9 / 3)
Girls Tennis	John Sanny	Athletic Director	9 – 12	43	Fall (9 / 3)
Girls Volleyball	Rachael Schmeig	Athletic Director	9 – 12	52	Fall (12 / 3)
Football	Bob Jackson	Athletic Director	9 – 12	217	Fall (10 / 5)
Adapted Hockey	Jim Pelletier	Athletic Director	7 – 12	12	Winter (14 / 3)
Danceline (winter)	Jessica Edgett	Athletic Director	9 – 12	22	Winter (15 / 3)
Cheer (winter)	Joe Schoeller	Athletic Director	9 – 12	21	Winter (15 / 3)
Nordic Ski	Michelle Shelp/Jeff Nowak	Athletic Director	7 – 12	39	Winter (11 / 3)
Alpine Ski	Fred Feirn	Athletic Director	7 – 12	19	Winter (11 / 3)
Boys Basketball	Keith Lockwood	Athletic Director	9 – 12	48	Winter (15 / 3)
Girls Basketball	Jeremy Post	Athletic Director	9 – 12	39	Winter (15 / 3)
Boy Hockey	Tim Sager	Athletic Director	9 – 12	38	Winter (14 / 3)
Girls Hockey	Jerry Kwapick	Athletic Director	9 – 12	35	Winter (14 / 3)

HIGH SCHOOL CO-CURRICULAR PROGRAM SUMMARY

ACTIVITY	SUPERVISIOR	OVERSITE	GRADE LEVELS	# OF PARTICIPANTS	LENGTH OF SEASON
Wrestling	Craig Nasvik	Athletic Director	9 – 12	51	Winter (12 / 3)
Gymnastics	Jamie Nash / Megan Merritt	Athletic Director	7 – 12	20	Winter (12 / 3)
Adapted Softball	Todd Houle	Athletic Director	7 – 12	12	Spring (10 / 3)
Boys Lacrosse	Brandon Husik	Athletic Director	9 – 12	49	Spring (8 / 3)
Girls Lacrosse	Mindy Evers	Athletic Director	9 – 12	31	Spring (8 / 3)
Boys Golf	Craig Nasvik	Athletic Director	9 – 12	19	Spring (10 / 3)
Girls Golf	Kim Huber	Athletic Director	9 – 12	12	Spring (10 / 3)
Baseball	Jeff Wagner	Athletic Director	9 – 12	62	Spring (10 / 3)
Softball	Joel Kaden	Athletic Director	9 – 12	39	Spring (10 / 3)
Boys Track	Tom Paulson	Athletic Director	9 – 12	113	Spring (10 / 3)
Girls Track	Patti Percival	Athletic Director	9 – 12	82	Spring (10 / 3)
Boys Tennis	Derek Otto	Athletic Director	9 – 12	42	Spring (9 / 2)

ATHLETIC PARTICIPATION NUMBERS
2005-2006 thru 2009-2010

SPORT	SEASON	7-th	8-th	9-th	10-th	11-th	12-th	TOTAL	2009-10 Percent Comparison	
Boys Football	2005-06	N/A	N/A	78	54	41	26	199	**1%**	
	2006-07	N/A	N/A	81	60	43	37	222	**-10%**	
	2007-08			79	46	39	33	197	**2%**	
	2008-09			94	53	35	35	217	**-7%**	
	2009-10			73	72	37	20	202	**1%**	**09-10 compared w/05-06**
Boys Soccer	2005-06	N/A	N/A	28	19	17	16	80	**-29%**	
	2006-07		2	16	27	17	14	76	**-23%**	
	2007-08	N/A	N/A	23	14	29	12	78	**-26%**	
	2008-09		4	13	24	14	14	69	**-11%**	
	2009-10		6	12	11	22	11	62	**-29%**	**09-10 compared w/05-06**
Boys Cross Cty	2005-06	22	6	9	16	13	13	79	**4%**	
	2006-07	28	16	8	9	13	12	86	**-5%**	
	2007-08	19	24	14	9	10	16	92	**-12%**	
	2008-09	11	12	8	15	13	13	72	**12%**	
	2009-10	15	16	11	9	20	11	82	**4%**	**09-10 compared w/05-06**
Boys Hockey	2005-06	N/A	N/A	0	14	13	11	38	**0%**	
	2006-07				14	16	8	38	**0%**	
	2007-08				12	13	12	37	**3%**	
	2008-09				19	12	7	38	**0%**	**09-10 compared w/05-06**
	2009-10									
Boys Wrestling	2005-06	0	0	12	16	12	15	55	**-8%**	
	2006-07		1	8	9	11	11	40	**22%**	
	2007-08	1	8	15	6	10	12	52	**-2%**	
	2008-09	0	2	17	17	6	9	51	**-8%**	**09-10 compared w/05-06**
	2009-10									

NOTE: Winter and spring sports in 2009-2010
are compared with 2008-2009 instead

ATHLETIC PARTICIPATION NUMBERS
2005-2006 thru 2009-2010

SPORT	SEASON	7-th	8-th	9-th	10-th	11-th	12-th	TOTAL	2009-10 Percent Comparison	
Boys Basketball	2005-06	N/A	N/A	15	13	9	3	40	**17%**	
	2006-07			17	13	11	4	45	**6%**	
	2007-08			15	12	7	9	43	**10%**	
	2008-09			21	12	8	7	48	**17%**	08-09 compared w/05-06
	2009-10									
B Nordic Ski	2005-06	0	2	0	7	3	8	20	**-5%**	
	2006-07			4	2	8	3	17	**11%**	
	2007-08	1	2	2	3	3	12	23	**-21%**	
	2008-09		3	0	2	4	10	19	**-5%**	08-09 compared w/05-06
	2009-10									
B Alpine Ski	2005-06	0	1	2	2	0	5	10	**38%**	
	2006-07			2	3	0	0	5	**69%**	
	2007-08	1	3	2	4	3	0	13	**19%**	
	2008-09	2	1	4	1	5	3	16	**38%**	08-09 compared w/05-06
	2009-10									
Boys Golf	2005-06	N/A	N/A	1	6	6	6	19	**17%**	
	2006-07			5	8	6	4	23	**0%**	
	2007-08		1	2	4	6	6	19	**17%**	
	2008-09			4	5	8	6	23	**17%**	08-09 compared w/05-06
	2009-10									
Boys Baseball	2005-06	N/A	N/A	15	20	13	11	59	**5%**	
	2006-07			14	14	19	10	57	**8%**	
	2007-08			18	16	10	13	57	**8%**	
	2008-09			19	23	12	8	62	**5%**	08-09 compared w/05-06
	2009-10									
Boys Tennis	2005-06	N/A	N/A	6	14	7	3	30	**29%**	
	2006-07			4	7	16	7	34	**19%**	
	2007-08		2	6	6	7	10	31	**26%**	
	2008-09			18	10	4	10	42	**29%**	08-09 compared w/05-06

NOTE: Winter and spring sports in 2009-2010
are compared with 2008-2009 instead

ATHLETIC PARTICIPATION NUMBERS
2005-2006 thru 2009-2010

SPORT	SEASON	7-th	8-th	9-th	10-th	11-th	12-th	TOTAL	2009-10 Percent Comparison	
	2009-10									
Boys Track	2005-06	43	39	39	29	26	15	191	**-8%**	
	2006-07	37	44	40	36	24	20	201	**-14%**	
	2007-08	38	40	34	22	28	21	183	**-3%**	
	2008-09	combine	64	36	28	24	25	177	**-8%**	08-09 compared w/05-06
	2009-10									
Girls Soccer	2005-06	N/A	N/A	22	16	23	11	72	**6%**	
	2006-07			23	21	12	15	71	**8%**	
	2007-08		1	17	27	17	5	67	**13%**	
	2008-09			24	15	21	11	71	**8%**	
	2009-10			33	22	11	11	77	**6%**	09-10 compared w/05-06
Girls Tennis	2005-06	1	N/A	12	11	7	10	41	**2%**	
	2006-07		1	8	12	8	5	34	**19%**	
	2007-08		1	12	6	10	4	33	**21%**	
	2008-09		2	12	12	8	9	43	**-2%**	
	2009-10	1	0	12	11	12	6	42	**2%**	09-10 compared w/05-06
G. Volleyball	2005-06	N/A	N/A	20	13	8	7	48	**6%**	
	2006-07			19	15	8	4	46	**10%**	
	2007-08			22	11	6	7	46	**10%**	
	2008-09			30	16	2	4	52	**-2%**	
	2009-10			25	15	10	1	51	**6%**	09-10 compared w/05-06
G. Basketball	2005-06	N/A	N/A	12	15	11	4	42	**-8%**	
	2006-07			17	8	10	6	41	**-5%**	
	2007-08			19	15	2	6	42	**-8%**	
	2008-09			19	9	9	2	39	**-8%**	08-09 compared w/05-06
	2009-10									

NOTE: Winter and spring sports in 2009-2010
are compared with 2008-2009 instead

ATHLETIC PARTICIPATION NUMBERS
2005-2006 thru 2009-2010

SPORT	SEASON	7-th	8-th	9-th	10-th	11-th	12-th	TOTAL	2009-10 Percent Comparison	
G. Swim/Dive	2005-06	10	14	7	4	8	6	49	-29%	
	2006-07	9	12	12	5	2	7	47	-24%	
	2007-08	2	6	18	9	3	3	41	-8%	
	2008-09	2	2	6	16	9	3	38	0%	
	2009-10	2	1	5	10	12	8	38	-29%	09-10 compared w/05-06
G. Cross Cty	2005-06	8	8	7	8	14	9	54	25%	
	2006-07	8	15	11	10	11	11	66	8%	
	2007-08	10	7	14	11	15	13	70	3%	
	2008-09	6	8	4	12	13	11	54	25%	
	2009-10	15	15	8	5	11	18	72	25%	09-10 compared w/05-06
G. Gymnastics	2005-06	1	1	3	2	6	2	15	25%	
	2006-07	4	4	9	5	3	4	29	-45%	
	2007-08	1	3	6	3	4	4	21	-5%	
	2008-09	2	1	2	9	2	4	20	25%	08-09 compared w/05-06
	2009-10									
Girls Hockey	2005-06	0	0	4	14	8	6	32	9%	
	2006-07			10	7	12	7	36	-3%	
	2007-08		1	4	15	3	8	31	11%	
	2008-09		1	11	7	14	2	35	9%	08-09 compared w/05-06
	2009-10									
G. Nordic Ski	2005-06	4	1	4	10	3	9	31	-55%	
	2006-07		3	2	7	11	2	25	-25%	
	2007-08	1	0	4	2	9	7	23	-15%	
	2008-09	3	1	1	4	6	5	20	-55%	08-09 compared w/05-06
	2009-10									
G. Alpine Ski	2005-06	1	0	0	1	1	3	6		
	2006-07	0	1	2	1	1	1	6		
	2007-08	0	0	1	0	0	0	1		
	2008-09				2	0	1	3		08-09 compared w/05-06

NOTE: Winter and spring sports in 2009-2010
are compared with 2008-2009 instead

ATHLETIC PARTICIPATION NUMBERS
2005-2006 thru 2009-2010

SPORT	SEASON	7-th	8-th	9-th	10-th	11-th	12-th	TOTAL	2009-10 Percent Comparison	
	2009-10									
Girls Golf	2005-06	N/A	N/A	5	3	3	2	13	**-8%**	
	2006-07		1	9	3	3	3	19	**-58%**	
	2007-08		2	6	2	3	3	16	**-33%**	
	2008-09			1	4	5	2	12	**-8%**	08-09 compared w/05-06
	2009-10									
Girls Lacrosse	2008-09			8	8	12	3	31		
	2009-10									No data yet
Girls Softball	2005-06	N/A	N/A	13	13	6	8	40	**-3%**	
	2006-07			14	10	9	6	39	**0%**	
	2007-08		2	15	14	7	8	46	**-18%**	
	2008-09			18	8	8	5	39	**-3%**	08-09 compared w/05-06
	2009-10									
Girls Track	2005-06	57	72	33	21	28	15	226	**-20%**	
	2006-07	56	77	34	33	15	21	236	**-26%**	
	2007-08	49	67	29	26	19	11	201	**-7%**	
	2008-09	combined	106	18	26	19	19	188	**-20%**	08-09 compared w/05-06
	2009-10									
Cheerleading	2005-06 Fall			3	6	11	7	27	**18%**	
	2005-06 Winter			3	5	10	5	23	**30%**	
	2006-07 Fall			13	2	6	10	21	**36%**	
	2006-07 Winter			11	2	2	9	24	**27%**	
	2007-08 Fall			7	13	9	1	30	**9%**	
	2007-08 Winter			10	8	2	4	24	**27%**	
	2008-09 Fall			5	10	8	2	25	**24%**	
	2008-09 Winter			10	8	6	1	25	**24%**	
	2009-10 Fall			15	5	6	7	33	**18%**	08-09 compared w/05-06
	2009-10 Winter									

NOTE: Winter and spring sports in 2009-2010
are compared with 2008-2009 instead

ATHLETIC PARTICIPATION NUMBERS
2005-2006 thru 2009-2010

SPORT	SEASON	7-th	8-th	9-th	10-th	11-th	12-th	TOTAL	2009-10 Percent Comparison				
Dance Team	2005-06 Fall			2	3	6	8	19	**34%**				
	2005-06 Winter			3	5	4	5	17	**41%**				
	2006-07 Fall			6	4	6	5	21	**28%**				
	2006-07 Winter			6	4	4	4	18	**38%**				
	2007-08 Fall			1	7	3	7	18	**38%**				
	2007-08 Winter			1	9	3	2	15	**48%**				
	2008-09 Fall			5	7	7	5	24	**17%**				
	2008-09 Winter			1	7	8	5	21	**28%**				
	2009-10 Fall			5	6	9	9	29	**34%**	**08-09 compared w/05-06**			
	2009-10 Winter												

NOTE: Winter and spring sports in 2009-2010
are compared with 2008-2009 instead

SD - School District

BUDGET NUMBER	09-10 BUDGET	COACHES
ALPINE SKI, BOYS/GIRLS		**1.0 SD** Originally the board cut Alpine - Parents and School Board compromised by having the program but the only financial obligation to the district was to pay for the Head Coach.
INTERDEPT TRANSP	.00	
GENERAL SUPPLIES	.00	
DUES/MEMBERSHIPS	.00	
	.00	
GENERAL		
FEES FOR SERVICES	$ 9,179.00	
INTERDEPT TRANSP	$ 600.00	
TRAVEL	$ 200.00	
GENERAL SUPPLIES	$ 16,331.00	
	$ 26,310.00	
NORDIC SKI, BOYS/GIRLS		**2.0 SD**
INTERDEPT TRANSP	$ 2,400.00	
GENERAL SUPPLIES	$ 400.00	
DUES/MEMBERSHIPS	$ 100.00	
	$ 2,900.00	
ADAPTIVE SPORTS		**Adapted Soccer 1.0 SD**
FEES FOR SERVICES	$ 1,000.00	**Adaptive Floor Hockey 1.0 SD**
INTERDEPT TRANSP	$ 2,700.00	**Adapted Softball 1.0 SD**
GENERAL SUPPLIES	$ 200.00	
	$ 3,900.00	
BASEBALL		**4.0 SD**
FEES FOR SERVICES	$ 2,200.00	**1 Fund-raised**
INTERDEPT TRANSP	$ 3,500.00	
GENERAL SUPPLIES	$ 1,000.00	
	$ 6,700.00	
BASKETBALL, BOYS		**5.0 SD**
FEES FOR SERVICES	$ 4,693.00	**1 Fund-raised**
INTERDEPT TRANSP	$ 3,000.00	
GENERAL SUPPLIES	$ 400.00	
	$ 8,093.00	
CROSS COUNTRY BOYS		**3.0 SD**
FEES FOR SERVICES	$ 50.00	
INTERDEPT TRANSP	$ 2,400.00	
GENERAL SUPPLIES	$ 400.00	
DUES/MEMBERSHIPS	$ 300.00	
	$ 3,150.00	
		18

ATHLETIC BUDGET 2009-2010
BY SPORT

9-21-09

SD - School District

BUDGET NUMBER	09-10 BUDGET	COACHES
FOOTBALL		**11.0 SD**
FEES FOR SERVICES	$ 5,700.00	**3 Fund-raised**
REPAIR/MAINTENANCE	$ 4,000.00	**2 Volunteers**
INTERDEPT TRANSP	$ 6,150.00	
GENERAL SUPPLIES	$ 6,700.00	
	$ 22,550.00	
GOLF, BOYS		**1.5 SD**
INTERDEPT TRANSP	$ 500.00	
GENERAL SUPPLIES	$ 200.00	
DUES/MEMBERSHIPS	$ 425.00	
	$ 1,125.00	
HOCKEY, BOYS		**3.0 SD**
FEES FOR SERVICES	$ 425.00	**2 Fund-raised**
INTERDEPT TRANSP	$ 5,000.00	
GENERAL SUPPLIES	$ 1,800.00	
DUES/MEMBERSHIPS	$ 200.00	
	$ 7,425.00	
SOCCER, BOYS		**4.0 SD**
FEES FOR SERVICES	$ 2,100.00	**1 Fund-raised**
INTERDEPT TRANSP	$ 4,000.00	
GENERAL SUPPLIES	$ 400.00	
	$ 6,500.00	
TENNIS, BOYS		**2.0 SD**
INTERDEPT TRANSP	$ 1,400.00	
GENERAL SUPPLIES	$ 350.00	
DUES/MEMBERSHIPS	$ 100.00	
	$ 1,850.00	
TRACK, BOYS		
FEES FOR SERVICES	$ 750.00	**6.0 SD**
INTERDEPT TRANSP	$ 3,500.00	**2 Fund-raised**
GENERAL SUPPLIES	$ 700.00	
DUES/MEMBERSHIPS	$ 450.00	
	$ 5,400.00	
WRESTLING		**3.0 SD**
FEES FOR SERVICES	$ 600.00	**1 Fund-raised**
INTERDEPT TRANSP	$ 1,500.00	
GENERAL SUPPLIES	$ 1,000.00	
DUES/MEMBERSHIPS	$ 500.00	
	$ 3,600.00	
		19

SD - School District

BUDGET NUMBER	09-10 BUDGET	COACHES
BASKETBALL, GIRLS		**5.0 SD**
FEES FOR SERVICES	$ 4,493.00	
INTERDEPT TRANSP	$ 3,000.00	
GENERAL SUPPLIES	$ 400.00	
DUES/MEMBERSHIPS	$ 200.00	
	$ 8,093.00	
CROSS COUNTRY, GIRLS		**3.0 SD**
FEES FOR SERVICES	$ 50.00	**3 Volunteer**
INTERDEPT TRANSP	$ 2,400.00	
GENERAL SUPPLIES	$ 400.00	
DUES/MEMBERSHIPS	$ 300.00	
	$ 3,150.00	
GOLF, GIRLS		**1.5 SD**
INTERDEPT TRANSP	$ 500.00	
GENERAL SUPPLIES	$ 200.00	
DUES/MEMBERSHIPS	$ 425.00	
	$ 1,125.00	
GYMNASTICS		**3.0 SD**
FEES FOR SERVICES	$ 1,000.00	
INTERDEPT TRANSP	$ 700.00	
GENERAL SUPPLIES	$ 200.00	
DUES/MEMBERSHIPS	$ 200.00	
	$ 2,100.00	
HOCKEY, GIRLS		
FEES FOR SERVICES	$ 660.00	**3.0 SD**
INTERDEPT TRANSP	$ 3,000.00	**1 Fund-raised**
GENERAL SUPPLIES	$ 1,800.00	
DUES/MEMBERSHIPS	$ 400.00	
	$ 5,860.00	
SOCCER, GIRLS		**4.0 SD**
FEES FOR SERVICES	$ 2,100.00	**1 Fund-raised**
INTERDEPT TRANSP	$ 4,000.00	
GENERAL SUPPLIES	$ 400.00	
	$ 6,500.00	
SOFTBALL		
FEES FOR SERVICES	$ 1,000.00	**4.0 SD**
INTERDEPT TRANSP	$ 2,500.00	
GENERAL SUPPLIES	$ 700.00	
DUES/MEMBERSHIPS	$ 300.00	
	$ 4,500.00	
		20

ATHLETIC BUDGET 2009-2010
BY SPORT

9-21-09

SD - School District

BUDGET NUMBER	09-10 BUDGET	COACHES
SWIMMING		**2.0 SD**
INTERDEPT TRANSP	$ 3,500.00	**1 shared Diving Coach w/Mahtomedi**
GENERAL SUPPLIES	$ 300.00	
DUES/MEMBERSHIPS	$ 300.00	
	$ 4,100.00	
TENNIS, GIRLS		**2.0 SD**
INTERDEPT TRANSP	$ 1,400.00	**1 Fund-raised**
GENERAL SUPPLIES	$ 350.00	
DUES/MEMBERSHIPS	$ 100.00	
	$ 1,850.00	
TRACK, GIRLS		**6.0 SD**
FEES FOR SERVICES	$ 750.00	**5 Fund-raised**
INTERDEPT TRANSP	$ 3,500.00	
GENERAL SUPPLIES	$ 700.00	
DUES/MEMBERSHIPS	$ 450.00	
	$ 5,400.00	
VOLLEYBALL		**4.0 SD**
FEES FOR SERVICES	$ 1,700.00	**1 Fund-raised**
INTERDEPT TRANSP	$ 2,700.00	
GENERAL SUPPLIES	$ 400.00	
DUES/MEMBERSHIPS	$ 600.00	
	$ 5,400.00	
TOTALS	$ 147,581.00	
Fall Danceline		**1.0 SD**
Fall Cheerleading		**1.0 SD**
Winter Danceline		**1.0 SD**
Winter Cheerleading		**1.0 SD**
Lacrosse, Boys		**4 Fund-raised**
Lacrosse, Girls		**1 Fund-raised**
Trainer		**1.0 SD**
APPROVED BY:		
DATE:		

Athletic Team Transportation

11/30/09

Sport	Transportation to/from Games	Transportation to/from Practice
Football	All levels; bus to and from games	
Boys Soccer	All levels; bus to and from games	
Girls Soccer	All levels; bus to and from games	
Boys CC	1 bus to meet; share 1 bus back with girls	
Girls CC	1 bus to meet; share 1 bus back with boys	
Swim / Dive	Bus to all meets; 6 trips both ways, 5 trips no return trip	Walk/drive to the White Bear (NE) YMCA; drive to Stillwater for diving
Girls Tennis	Both V & JV coach have bussette clearance, 11 busette trips and 3 bus	
Volleyball	All levels; bus to and from games	
Adapt Soccer	Handicap bus to and from all away games	
Cheer	Bus to and from all away football games	Walk/drive to Central MS
Boys Basketball	½ full trips; ½ drop off only	
Girls Basketball	All levels; bus to and from away games *Tournaments meet at site	
Alpine Ski	No transportation	Parents or contracted bus service
Nordic Ski	½ trips to and from; ½ drop off only	
Gymnastics	2 full trips; 2 trips drop off only *Tournament @ Roseville meet there	Drive to *Flips* when not practicing at South
Boys Hockey	JV & V bus to and from (bus 'shuttles' drop off JV return for varsity bring JV back return for V)	Drive to Sports Center
Girls Hockey	JV & V to and from (bus 'shuttles')	Walk or drive to Ramsey County Sports Center
Wrestling	Most trips drop off only	Drive from South to North
Adapt Hockey	Handicap bus to and from all away games	Bus transportation to Sunrise
Baseball	All levels; bus to and from games	Lower level walks or drives to Babe Ruth fields
Softball	All levels; bus to and from games	
Boys Tennis	½ bus ½ bussette; to and from matches	
Boys Track	Most trips to and from; looks like 1 drop off only	
Girls Track	Most trips to and from; 2 trips drop off only (Stillwater & MNV)	
Boys Lacrosse	One way trips, drop off only	Drive to Louricus Fields
Girls Lacrosse	One way trips, drop off only	Walk or drive to Golfview
Boys Golf	Bussette trips; both V & JV coach have bussette clearence	Drive to golf course
Girls Golf	Bussette trips; both V & JV coach have bussette clearence	Drive to golf course
Adapt Softball	Handicap bus to and from all away games	

Any sport not listed either practices on site or uses the shuttle between schools.

SEC Schools Activities Leadership Structure

School/District	Who coordinates athletics/activities	Licensure requirement	Contract	Middle School Responsibility	Admin. Team
Woodbury	Activities Director	Admin. License	Principal's Contract - 221 Days	No- Through Com. Ed.	Part of Admin. Team
Park	Activities Director	Admin. License	Principal's Contract - 221 Days	No- Through Com. Ed.	Part of Admin. Team
Stillwater	Activities Director	No lic. Requirement/supervisory position	Supervisory group	A.D,. Supervises J.H. coordinators	
Forest Lake	Activities Director	Admin. License	Principal's Contract	Assists M.S. coordinators	Part of Admin. Team
Cretin Derham Hall	Athletic Director - oversees athletics	No lic. Requirement - working on Ed. Spec.	A.D. - 12 month contract	None	Part of Admin. Team
	Assoc. Principal - oversees act. & clubs	Lic. Principal/Ed. Specialist	A.P. - 11 month contract	None	Part of Admin. Team
Roseville	Activities Director/A.P.	Admin. License	Principal's contract	Assists with M.S. coordinator	Part of Admin. Team
Hastings	Athletic Director - oversees athletics	Admin. License	A.D. contract	None	Part of Admin. Team
Moundsview	Activities Director	Admin. License	Principal's contract		Part of Admin. Team

School	Responsibilities:
Woodbury & Park:	Maintain all schedules, accounts, eligibility under MSHSL.
	Work with Admin. Team on academic side regarding building decisions.
Stillwater	Schedule fine arts & athletic events.
	Oversee budget for fine arts & athletics
	Hire staff for clubs & athletics
	Supervise concession sales at home events
	Administer MSHSL policies
	Attend and represent high school at all conference, section, and state functions
	Attend school board meetings as needed.
Forest Lake:	Coordinate all athletics, fine arts & clubs.
	Schedule/coordinate all activities events
	Arrange all activities transportation
	Assist with recruiting and hiring of activities staff
	Supervise and evaluate staff and programs
	Coordinate school calendar
	Coordinate, schedule and maintain activities facilities
	Arrange for workers and officials along with advisors and coaches
	Supervise activities events
	Oversee activities budget
	Oversee activity accounts
	Oversee building fundraising
	Supervise concessions
	Organize/coordinate assemblies, pep fests and special programs
	Act as rep. for MSHSL
	Interpret & enforce MSHSL rules & policies
	Assist in building supervision
	Coordinate school leadership groups (Student Council, NHS, etc)
	NCAA clearinghouse
	Perform other duties assigned

School	Responsibilities:
Cretin-Derham Hall:	Oversees all the day-to-day operations of athletic dept.
	Schedule events for all athletic programs
	Staff all events
	Arrange transportation of athletic teams
	Assign officials for events not assigned by SEC
	Supervise and evaluate coaches
	Equipment & uniform distribution/collection
	Ordering of all equipment for all athletic teams
	Hire all head and lower level coaches
	Update, revise & maintain athletic website & athletic paperwork
	Serve on various school committees
	Implement programs for the improvement of athletic department
	Work with community members/parents to resolve concerns
	Note: no fundraising or booster clubs at CDH
Hastings:	Oversees all the day-to-day operations of athletic dept.
	Schedule events for athletic programs
	Arrange transportation of athletic teams
	Hiring of coaches
	Administer MSHSL policies
Roseville:	Oversees all athletics & fine arts 7-12
	Schedule all fine arts & athletic events
	Oversee budget for fine arts & athletics
	Administer MSHSL policies
	Has an asst. director & activities coordinator

Student Activities/Athletics

Please Read This Comment

SchoolFinances.Com

WHITE BEAR LAKE 624

MDE Profiles Expenditure Review for 2005-06, 2006-07 & 2007-08

SCHOOL FINANCES .COM

Districts for Analysis		Name of District or Group	2005-06 School Year ADM	Student Activities/Athletics	Per ADM	%%	2005-06 Rank	2006-07 School Year ADM	Student Activities/Athletics	Per ADM	%%	2006-07 Rank	% Change 2005-06 to 2006-07	2007-08 School Year ADM	Student Activities/Athletics	Per ADM	%%	2007-08 Rank	% Change 2006-07 to 2007-08
(1)	624	WHITE BEAR LAKE	8,669	$857,625	$99	1.1%	(10)	8,637	$877,288	$102	1.1%	(10)	2.68%	8,469	$852,243	$101	1.1%	(10)	-0.93%
(2)	621	MOUNDS VIEW	10,533	$1,858,961	$176	1.9%	(6)	10,438	$1,846,134	$177	1.9%	(5)	0.22%	10,196	$1,940,885	$190	1.9%	(5)	7.63%
(3)	622	N. ST. PAUL-MAPLEWOOD	11,899	$1,960,117	$165	2.0%	(7)	11,991	$1,873,119	$156	1.8%	(8)	-5.17%	11,859	$1,876,125	$158	1.8%	(8)	1.28%
(4)	623	ROSEVILLE	6,554	$1,552,562	$237	2.6%	(3)	6,665	$1,551,475	$233	2.6%	(2)	-1.74%	6,744	$1,999,043	$296	3.1%	(1)	27.35%
(5)	831	FOREST LAKE	7,569	$1,556,152	$206	2.6%	(4)	7,382	$1,632,467	$221	2.6%	(3)	7.56%	7,247	$1,655,598	$228	2.5%	(3)	3.31%
(6)	832	MAHTOMEDI	3,094	$1,177,222	$380	4.5%	(1)	3,052	$834,573	$273	3.0%	(1)	-28.14%	3,130	$863,511	$276	3.0%	(2)	0.90%
(7)	833	SOUTH WASHINGTON CO.	16,508	$1,872,912	$113	1.4%	(9)	16,664	$1,941,050	$116	1.3%	(9)	2.66%	16,821	$2,207,177	$131	1.5%	(9)	12.65%
(8)	834	STILLWATER	9,080	$2,232,760	$246	2.9%	(2)	9,039	$1,549,213	$171	2.0%	(7)	-30.30%	8,983	$1,545,925	$172	2.0%	(7)	0.41%
(9)	12	CENTENNIAL	6,977	$1,124,300	$161	2.1%	(8)	6,985	$1,215,055	$174	2.1%	(6)	7.94%	6,887	$1,249,721	$181	2.0%	(6)	4.32%
(10)	5000	Enrollment - Greater that 4450	478,120	$85,292,832	$178	1.92%	(5)	481,497	$89,747,975	$186	1.95%	(4)	4.49%	477,845	$92,385,419	$193	1.9%	(4)	3.73%
		Average		$9,948,544	$196	1.92%			$10,306,835	$181	1.95%		-7.74%		$10,657,565	$193	2.1%		6.51%

Categories for Analysis	(9)
(4)	District Level Administration
(5)	School Level Administration
(6)	Regular Instruction
(7)	Career & Technical Instruction
(8)	Special Education
(9)	Student Activities/Athletics
(10)	Instructional Support Services
(11)	Pupil Support Services
(12)	Operations, Maint. & Other
(13)	Student Transportation
(14)	General Fund Oper Exp.
(15)	Equipment
(16)	Land & Buildings
(17)	Capital Exp: Sum of 15 & 16
(18)	Total PK-12 General Fund Exp.
(19)	Food Service
(20)	Community Service
(21)	Building Construction
(22)	Debt Service

Simply enter the 5000 group number instead of the district number to see the average for districts of this size.

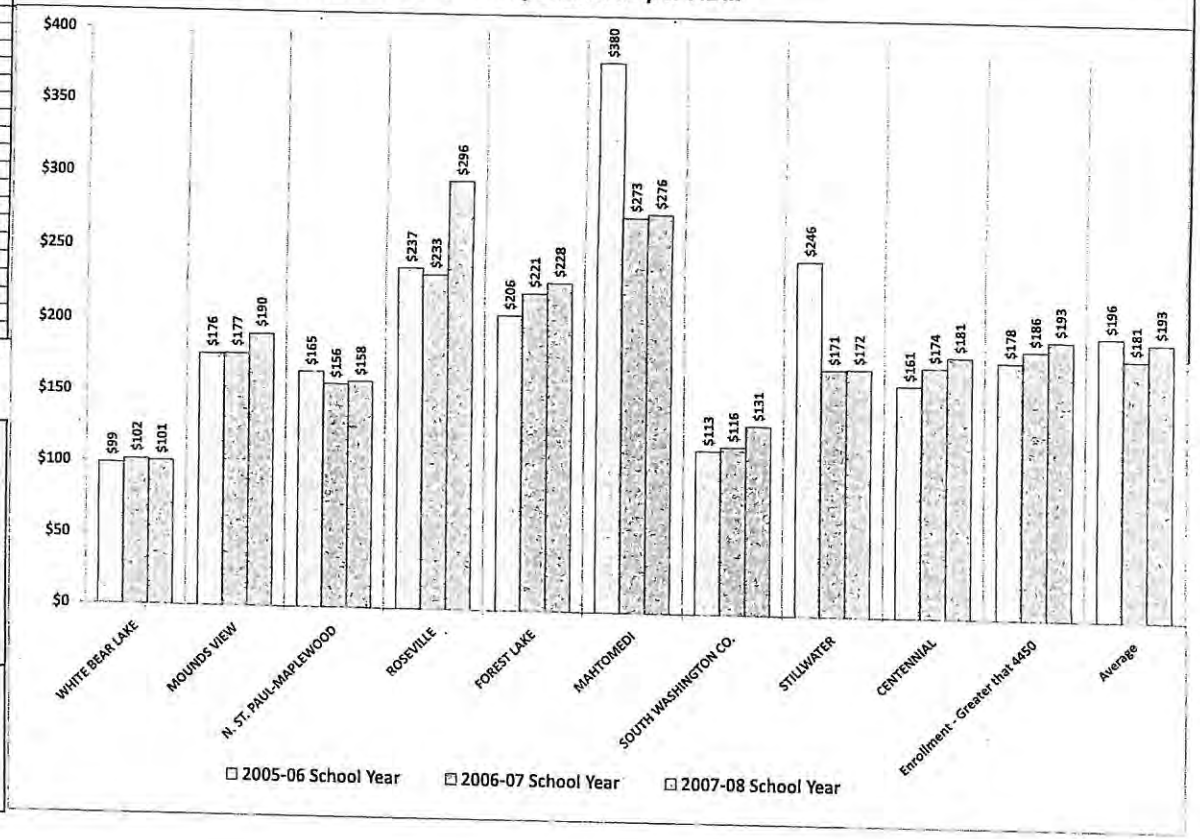
Selecting Groups of Public Districts

	5000	Greater than 4450
	5001	>2200 - <4450
	5002	>1500 - <2199
	5003	>1150 - <1499
	5004	>875 - <1149
	5005	>625 - <874
	5006	>470 - <624
	5007	>340 - <469
	5008	<235 - <339
	5009	Less Than 235
	5010	Total Public Schools

Charter Enrollments

	5100	Greater than 250
	5101	>101 - <250
	5102	Less than 100
	5103	Total Charter Schools
State	9999	Total of All Schools

Student Activities/Athletics Expenditures per ADM



SECONDARY STUDENT ACTIVITIES AUDIT

School Board Meeting
December 14, 2009

1

COMMITTEE PURPOSE

Examine and provide recommendations regarding co-curricular programs grades 6-12

2

Benefits of Co-Curricular Activities

- Support the academic mission of our schools – involvement often leads to higher gpa, better attendance, and fewer discipline issues
- Are inherently educational – teamwork, perseverance, creativity, responsibility, and hard work
- Foster success in later life - Participation in high school activities is often a predictor of later success - in college, a career and becoming a contributing member of society

3

COMMITTEE MEMBERS

- Dr. Jill Thelen, Director of Schools
- Dave Guenther, Director of Community Education
- Don Bosch, Principal, North Campus
- Tim Wald, Principal, South Campus

4

AUDIT STRATEGIES

5

I. Inventory of Current 6-12 Programming
   - Activities
   - Participation
   - Administrative Structure
   - Transportation
   - Funding Sources
   - Policies and Procedures
   - Evaluation Process

II. Comparison of Suburban East Conference School Districts
   - Best Practice Leadership Models

III. Comparison of athletic/student activities funding of surrounding like school districts

6

IV. Inventory of athletic/activity program funding
- Fund-raising
- "Booster Clubs"
- General Fund
- Targeted Services

V. Focus Groups
- Coaches
- Advisors
- Parents
- Administration
- Athletic Director
- Student Groups

7

AUDIT RESULTS

8

MIDDLE SCHOOL

Activities – We offer fewer athletic opportunities, but comparable enrichment opportunities.

Participation – Numbers are stable.

Administrative Structure – Varies: 1.0 middle school athletic director to part-time teachers on special assignment to Community Education Coordinator.

Transportation – Bussing provided.

9

Funding Sources – Funded through the general fund and activities fees in four districts and through Community Education in three districts (White Bear Lake funded through Community Services).

Policies and Procedures – School Board Policy 510 needs expansion for middle school activities. Athletic procedures are developed using MSHSL guidelines. Enrichment activities developed by State funding guidelines.

Evaluation: Inconsistent evaluation procedures.

10

HIGH SCHOOL

Activities – Comprehensive offerings, comparable to surrounding districts.
- 51+ activities
- 32 athletic programs (3 adaptive)
- 2 fine arts programs (MSHSL)

Participation – Strong compared to enrollment

Administrative Structure – All SEC schools have full time administrative oversight: 7 administrative licensure, 3 without; 7 Activities Directors; 2 full-time Athletic Directors; 1 part-time Athletic Director (White Bear Lake)

11

Transportation – Approximately 16 athletic teams provide full transportation (this includes Adaptive Sports). Approximately 6 co-curricular activities provide full transportation.

Funding Sources – General fund (10 out of 10), fund-raising, associations, booster clubs, activity fees, and third-party billing.

Policies and Procedures –School Board Policy 510 needs expansion for co-curricular activities. MSHSL guidelines are used for athletics and three fine arts programs.

Evaluation of Programs, Coaches, Activities: Inconsistent evaluation procedures.

12

FOCUS GROUP FEEDBACK

- Coaches
- Advisors
- Parents
- Administration
- Athletic Director
- Student Groups

13

Topics for Focus Groups

i. Identify strengths in current programming

ii. Areas of need to be addressed

iii. Enhancements to programming

14

I. Strengths of Current Co-Curricular Programs

- Strong participation
- Strong parental support
- Pride in tradition of programs
- Comprehensive offerings: Athletics and activities
- Middle school coaches/advisors tend to be district teachers; great way to connect with students
- Improved with hiring teachers who contribute to co-curricular activities

15

II. Areas of Need to be Addressed

- LEADERSHIP
  - ➢ Full-time administrative oversight for all co-curricular activities
  - ➢ Consistent procedures, protocols, policy, and evaluation

16

- FUNDING
  - ➢ 50% less than average of comparable districts
  - ➢ Dependence on fund-raising, booster clubs
  - ➢ Transportation costs

17

- FACILITIES
  - ➢ Theatre upgrade
  - ➢ Competition for space

18

III. Enhancements to Programming

- Administrative structure
- Invest funds into programs
- Invest in facilities

19

RECOMMENDATIONS

20

LEADERSHIP

- Full-time co-curricular administrative leadership: Activities Director
  - Vision
  - Procedures
  - Protocols
  - Evaluation
  - Policy Updates
  - Recruitment

21

FUNDING

- Increase general fund support
  - Address transportation needs
  - Create less dependency on fund-raising and booster club support
  - Examine program budget allocations

22

FACILITIES

- Long-range facility plan to address
  - Indoor Space
    - Theater Upgrade
    - Gym space (field house)
  - Outdoor space
    - Competitive fields
    - Practice fields

23

"Participation in high school activities is a valuable part of the overall high school experience."

National Federation of High School Associations

24


QUESTIONS?
25

AGENDA ITEM:	**School Board Policy #404, Employment Background Checks**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Marv Swanson, Interim Director of Human Resources**

BACKGROUND:

School Board Policy 404, Employment Background Checks, has been reviewed by the School Board Policy Committee and was recommended for a first reading. The changes are consistent with recommendations by MSBA.

RECOMMENDATION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the January 11, 2010 School Board meeting agenda or subsequent meeting as an operational item for action.

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an ~~applicant's~~ individual's criminal history does not preclude the ~~applicant~~ individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, ~~or~~ applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, ~~and~~ volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check, but shall notify the individual that

the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (hereinafter "the BCA"). The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. ~~An individual who is offered employment must sign a criminal history consent form which provides permission for the school district to conduct a criminal history background check.~~ In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

[Note: If the school district elects to receive payment, it may, at its discretion, accept payment in the form of a negotiable instrument other than a money order or check and then pay the superintendent of the BCA directly to conduct the background check.]

~~C. When required, candidates must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the candidate are unusable, the candidate will be required to submit another set of prints.~~

C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the state board of teaching or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.

~~D. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment in the job posting and job advertisements.~~

D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:

1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;

2. the other school hiring authority conducted a criminal background check within the previous 12 months;

3. the individual executes a written consent form giving the school district access to the results of the check; and

4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.

~~E. The applicant will be informed of the results of the criminal background check(s) to the extent required by law.~~

E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

~~F. If the criminal history background check precludes employment with the school district, the individual will be so advised.~~

F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

~~G. The school district may apply these procedures to volunteers as through they were applicants for employment.~~

G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

Legal References: Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)
Minn. Stat. § ~~120.1045~~ 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References:

Sample Informed Consent Form

For Criminal History Background Check
Your School District Name and Number
Street Address
City, State, and Zip Code
Telephone Number

Date: _____

The following named individual has made application with this School District for employment or provision of athletic coaching services or other extracurricular academic coaching services.

Full Name of Individual: _____
(please print) Last First Middle

Maiden, Previous, Alias: _____

Date of Birth: _____ Sex (M or F): _____
Month/Day/Year

I authorize the Minnesota Bureau of Criminal Apprehension to disclose all criminal history record information to _____ pursuant to Minn. Stat. § 123B.03 for the purpose of _____ _____ with this School District.

CONDITIONAL HIRING: I understand that the School District may permit me to commence my employment duties or provide athletic coaching services or other extracurricular academic coaching services pending completion of the criminal history background check and acknowledge and agree that my employment or services may be terminated based on the result of the background check.

The expiration of this authorization shall be for a period no longer than one year from the date of my signature.

_____ _____
Signature of Applicant or Potential Service Provider Date

Subscribed and sworn to before me
this _____ day of _____, 20___.

_____
Notary Public

The School District should forward this executed form, along with a check or money order in the amount of $15.00 payable to the "MN BCA" and a self-addressed, stamped envelope, to:

Minnesota Bureau of Criminal Apprehension
Criminal Justice Information Systems – CHA
1430 Maryland Avenue E.
St. Paul, MN 55106

EMPLOYMENT AND SERVICES CRIMINAL HISTORY BACKGROUND CHECKS

NOTICE TO PARENTS AND GUARDIANS

The school district has adopted a policy, the purpose of which is to promote the physical, social, and psychological well-being of its students. Pursuant to this policy, the school district shall seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also shall seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

AGENDA ITEM:	**School Board Policy #407, Employee Right to Know – Exposure to Hazardous Substances**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Marv Swanson, Interim Director of Human Resources**

BACKGROUND:

School Board Policy 407, Employee Right to Know – Exposure to Hazardous Substances, has been reviewed by the School Board Policy Committee and was recommended for a first reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the January 11, 2010 School Board meeting agenda or subsequent meeting as an operational item for action.

407 EMPLOYEE RIGHT TO KNOW — EXPOSURE TO HAZARDOUS SUBSTANCES

I. PURPOSE

The purpose of this policy is to provide school district employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.63, Subd. 2).

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to provide information and training to employees who may be routinely exposed to a hazardous substance, harmful physical agent or infectious agent.

III. DEFINITIONS

A. "Commissioner" means the Commissioner of Labor and Industry.

B. "Routinely exposed" means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.

C. "Hazardous substance" means a chemical or substance, or mixture of chemicals and substances, which:

1. Is regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations; ~~title 29, part 1910, subpart Z;~~ or

2. Is either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure-generating; compressed gas; carcinogen; teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance; or

3. Is determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a significant risk to worker health and safety or imminent danger of death or serious physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

D. "Harmful physical agent" means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes but is not limited to radiation, whether ionizing or nonionizing.

E. "Infectious agent" means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which according to documented medical or scientific evidence causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.

F. "Blood borne pathogens" means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

IV. TARGET JOB CATEGORIES

Training will be provided to all full and part-time employees who are routinely exposed to a hazardous substance, harmful physical agent or infectious substance as set forth above.

V. TRAINING SCHEDULE

Training will be provided to employees before beginning a job assignment as follows:

A. Any newly-hired employee assigned to a work area where he or she is determined to be "routinely exposed" under the guidelines above.

B. Any employee reassigned to a work area where he or she is determined to be routinely exposed under the above guidelines.

Legal References: Minn. Stat. Ch. 182 (Occupational Safety and Health)
Minn. Rule Ch. 5205 (Safety and Health Standards)
Minn. Rule Ch. 5206 (Employee Right to Know Standards)
29 C.F.R. § 1910.1050, App. B (Substance Technical Guidelines)

Cross References: MSBA/MASA Model Policy 420 (Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)

AGENDA ITEM:	**School Board Policy #414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Kathleen Daniels, Director of Special Services**

BACKGROUND:

School Board Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse, and Form: Maltreatment of Students Report form, has been reviewed by the School Board Policy Committee and was recommended for a first reading. The changes are consistent with recommendations by MSBA.

RECOMMENDATION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the January 11, 2010 School Board meeting agenda or subsequent meeting as an operational item for action.

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. It shall be a violation of this policy for any school personnel to fail to report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

A. "Accidental" means a sudden, not reasonable foreseeable, and unexpected occurrence of event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and
2. is occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

~~A.~~ B. "Child" means one under the age of 18.

~~B.~~ C. "Immediately" means as soon as possible, but in no event longer than 24 hours.

~~C.~~ D. "Mandated Reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years

~~D.~~ E. "Neglect" means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to

thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;

4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;

5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance;

6. medical neglect as defined by Minn. Stat. § 260C.007, subd. 4, Clause (5);

7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or

8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

E. "Physical Abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury.

Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child; (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. State § 121A.58.

F. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

G. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Sub. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.

H. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

I. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

J. "Threatened injury" means a statement, overt act, condition, or status that

represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

A. A mandated reporter shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the building principal or appropriate administrator and the local welfare agency, police department or county sheriff, or agency responsible for assisting or investigating maltreatment.

B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff or local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

C. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

D. A person mandated by Minnesota law and this policy to report fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

E. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.

F. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing

safety and risk to the child, and formulating a plan. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who many attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the

interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A, shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall appear in school personnel handbooks.

B. The school district will develop a method of discussing this policy with school personnel.

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.67 (Aversive and Deprivation Procedures)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, subd. 4, clause (5) (Child in Need of Protection)
Minn. Stat. § 609.02,subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et.seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References:

WBLASB Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Minnesota Department of Education

Maltreatment of Students Reporting Form

*Maltreatment information is confidential data. Use this form **only** to report to MDE.*

MDE staff use only			
Intake Person	MDE File #	Investigator	Date Assigned
	☐ No Maltreatment ☐ No Jurisdiction ☐ I & R ☐ Other (Please explain)		Date Reporter Notified: __ Verbal __ Written (Attach written correspondence)

Date Submitted _____ I.S.D. Name & Number _____

Via: Phone Fax U.S. Mail School Name _____ Address _____
City _____ State _____ Zip _____ Phone Number (___)_____
Principal _____

REPORTER (Reporter is confidential under Minn Stat. § 626.556) **Mandated ___ Non Mandated ___**
Name_____ Title_____ Phone (___)_____
Address_____ City_____ State_____ Zip_____

ALLEGED VICTIM

Name_____ DOB_____ Grade _____ Gender: ڤ Male ڤ Female
Special Education: Y/N Disability Description _____ Ethnicity _____
Address_____ City_____ State_____ Zip_____
Parent/Guardian_____ Home Phone (___)_____ Other Phone (___)_____

ALLEGED OFFENDER

Name_____ Position _____ DOB _____ Gender: ڤ Male ڤ Female
Address_____ City_____ State _____ Zip_____ Ethnicity _____
Home Phone Number (___)_____ Other Phone
(___)_____

Type of Alleged Maltreatment ڤ **Physical Abuse** ڤ **Sexual Abuse** ڤ **Neglect**
Injury Yes ____ **No**___ Description of Injury
_____

Date of Incident _____ Time _____ Location_____ City _____ County _____
Witness Information: _____

Description of Incident: (please attach additional page if needed)

Police Notified: ☐Yes ☐No Police Department _____ Contact _____ Phone (___)_____

Please Fax Report to: Student Maltreatment Program – (651) 634-2277

Student Maltreatment Program, Division of Compliance & Assistance
1500 Highway 36 West, Roseville, Minnesota 55113-4266
Phone: (651) 582-8546 Fax: (651) 634-2277

3/4/08

AGENDA ITEM:	**School Board Policy #415, Mandated Reporting of Maltreatment of Vulnerable Adults**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Kathleen Daniels, Director of Special Services**

BACKGROUND:

School Board Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults, has been reviewed by the School Board Policy Committee and was recommended for a first reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the January 11, 2010 School Board meeting agenda or subsequent meeting as an operational item for action.

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or who has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Mandated Reporters" ~~means professional employees of the school district engaged in the education of vulnerable adults.~~ means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

C. "Neglect" means failure or omission by a caregiver to supply a vulnerable adult with care of service, including but not limited to ~~necessary~~ food, clothing, shelter, health care or supervision~~; or the absence or likelihood of absence of necessary food, clothing, shelter, health care, or supervision for a vulnerable adult. Neglect also includes any act against a vulnerable adult that constitutes a violation or attempted violation or an aiding or abetting in the use of drugs to injure or facilitate a crime.~~ which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult.

Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.

D. "Abuse" means: ~~physical or sexual abuse; a violation, an attempted violation or the aiding and abetting of a criminal assault; the use of drugs to injure or facilitate a crime; the solicitation, inducement or promotion of prostitution or criminal sexual conduct committed against the vulnerable adult.~~ (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat § 626.5572, Subd. 2.

E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

F. "Vulnerable Adult" means any person 18 years of age or older who is a resident or inpatient of a facility, or who receives services at or from a licensed facility which serves adults who receive services at or from a licensed home care provider or who regardless of residence or type of service received, is unable ~~or unlikely~~ to ~~report abuse or neglect without assistance because of impairment of mental or physical function or emotional status.~~ adequately provide the person's own care or protect the person from maltreatment without assistance because of impairment of mental or physical function or emotional status.

G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caretaking services of vulnerable adults.

~~H.~~ I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the designated county entity.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caretaker, the nature and extent of the suspected ~~abuse or neglect~~, maltreatment, any evidence of previous ~~abuse or neglect~~, maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected neglect or abuse of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A

mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident is guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report, is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

~~The school district will develop a method of discussing this policy with employees where appropriate.~~

A. This policy shall appear in school personnel handbooks where appropriate.

B. The school district will develop a method of discussing this policy with employees where appropriate.

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 609.234 (Crimes Against the Person)
~~Minn. Stat. § 626.556 (Reporting of Child Neglect)~~
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: WBLASB Policy 103 (Complaints-Students, Employees, Parents, Other Persons)
WBLASB Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)
WBLASB Policy 403 (Discipline Suspension and Dismissal of School District Employees)
WBLASB Policy 406 (Public and Private Personnel Data)
WBLASB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

AGENDA ITEM:	**School Board Policy #502, Search of Student Lockers, Desks, Personal Possessions and Student's Person**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Dr. Jill Thelen, Director of Schools**

BACKGROUND:

School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions and Student's Person, has been reviewed by the School Board Policy Committee and was recommended for a first reading. The changes recommended are consistent with those recommended by MSBA, and also reflects an expansion of our procedures to use a "passive breath sensor devise" in accordance with law.

RECOMMENDATION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the January 11, 2010 School Board meeting agenda or subsequent meeting as an operational item for action.

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspections of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possession of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes but is not limited to purses, backpacks, bookbags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student or staff member, a student's suspicious behavior, a student's age and past history or record of conduct, or other reliable sources of information.

D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, and the age of the student.

IV. PROCEDURES

A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.

B. A school official conducting a search may determine when it is appropriate to have a second official present as an observer.

C. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.

D. Passive breath alcohol sensor devices may be used to screen students and student's guest for evidence of alcohol consumption at school sponsored events.

E. Administration with reasonable suspicion of student use of alcohol during the school day may use the passive breath alcohol sensor device to determine alcohol consumption.

F. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school authorities must provide notice of the search to

students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.

G. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search whenever feasible.

H. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger.

I. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

VII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal authorities.

Legal References: U.S. Constitution, Fourth Amendment
Minn.Const., art. I, § 10
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
Minn. Stat. § 121A.72 (school locker policy)

Cross Reference: WBLASB Policy 417 (Drug-Free And Alcohol-Free Workplace)
WBLASB Policy 501 (School Weapons)
WBLASB Policy 506 (Student Discipline)

AGENDA ITEM:	**School Board Policy #504, Student Dress and Appearance**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Dr. Jill Thelen, Director of Schools**

BACKGROUND:

School Board Policy 504, Student Dress and Appearance, has been reviewed by the School Board Policy Committee and was recommended for a first reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the January 11, 2010 School Board meeting agenda or subsequent meeting as an operational item for action.

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

B. Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.

2. Clothing that does not create a health or safety hazard.

3. Clothing appropriate for the activity (i.e., physical education or the classroom).

C. Inappropriate clothing includes, but is not limited to, the following:

1. Clothing that is too revealing, distracting, or disruptive to the educational process, i.e., "Short shorts", skimpy tank tops, tops that expose the midriff, exposed undergarments, and other clothing that is not in keeping with community standards.

2. Clothing bearing a message which is lewd, vulgar, or obscene.

3. Apparel promoting products or activities that are illegal for use by minors.

4. Objectionable emblems, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in School Board Policy 413.

5. Any apparel or footwear that would damage school property.

6. Hats/caps are not allowed to be worn in the building except with the approval of the building principal (i.e., student undergoing chemotherapy; medical situations or items worn on the head as a recognized religious practice by the student).

7. Attire that indicates or suggests gang association. "Gang," as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

D. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory or profane or do not advocate violence or harassment against others.

III. PROCEDURES

A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References: U.S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969).
Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997)
D.B. ex rel. Brogdon v. Lafen, 217 Fed. Appx. 518 (6th Cir. 2007)

B.W.A. v. Farmington R-7 Sch. Dist., 508 F. Supp.2d 740 (E.D. Mo. 2007)
Harper v. Poway Unified Sch. Dist, ~~445 F.3d 1166 (9th Cir. 2006)~~ 545 F. Supp.2d 1072 (S.D. Cal. 2007)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
Hicks v. Halifax County Board of Educ., ~~No 98-CV-981-BR~~ 93F.Supp.2d 649 (E.D. N.C. 1999)
McIntire v. Bethel School, I.S.D. No. 3, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L. Rep. 205 (N.D. Ill. 1987).

Cross References: WBLASB Policy 413 (Harassment and Violence)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 525 (Violence Prevention)

AGENDA ITEM:	**School Board Policy #521, Student Disability Nondiscrimination**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Kathleen Daniels, Director of Special Services**

BACKGROUND:

School Board Policy 521, Student Disability Nondiscrimination, and 521 Form, Student Disability Discrimination Grievance Report Form, has been reviewed by the School Board Policy Committee and was recommended for a first reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the January 11, 2010 School Board meeting agenda or subsequent meeting as an operational item for action.

521 STUDENT DISABILITY NONDISCRIMINATION

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Disabled students who meet the criteria of Paragraph C below are protected from discrimination on the basis of a disability.

B It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 ~~of the Rehabilitation Act of 1973~~, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities, ~~including learning~~; or

2. has a record of such an impairment; or

3. is regarded as having a such impairment.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions, comments, or complaints should contact the Director of Special Services regarding grievances or hearing requests regarding disability issues. This person is the school district's ~~ADA/504~~ Americans with Disabilities Act/Section 504 Coordinator.

Legal References: Pub.L.110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (§ 504 of Rehabilitation Act of 1973)
34 C.F.R. Part 104 (Implementing Regulations)

Cross References: WBLASB Policy 402 (Disability Nondiscrimination)

INDEPENDENT SCHOOL DISTRICT NO. 624

STUDENT DISABILITY DISCRIMINATION GRIEVANCE REPORT FORM

General Statement of Policy Prohibiting Disability Discrimination

Independent School District No. 624 maintains a firm policy prohibiting all forms of discrimination on the basis of a disability. All persons are to be treated with respect and dignity. Discrimination on the basis of a disability will not be tolerated under any circumstances.

Complainant: _____
Home Address: _____
Work Address: _____
Home Phone: _____ Work Phone: _____

I have been discriminated against based on (choose one or more):

[my disability] / [a record of my disability] / [being regarded as having a disability]

because _____
_____

Date of alleged incident(s): _____

Name of person you believe discriminated against you or another person: _____
_____

If the alleged discrimination was toward another person, identify that person: _____
_____

Describe the incident(s) as clearly as possible, including such things as: any verbal statements; what, if any, physical contact was involved; etc. (attach additional pages if necessary): _____
_____
_____
_____

Location of the incident(s): _____
_____
_____

List any witnesses that were present: _____
_____
_____

This complaint is filed based on my honest belief that _____ has discriminated against me or another person based on a disability. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

_____ Date: _____
(Complainant Signature)

Received by: _____ Date: _____

AGENDA ITEM:	**School Board Policy #618, Assessment of Standard Achievement**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Cynthia Moore, Director of Curriculum and Assessment**

BACKGROUND:

School Board Policy 618, Assessment of Standard Achievement, has been reviewed by the School Board Policy Committee and was recommended for a first reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the January 11, 2010 School Board meeting agenda or subsequent meeting as an operational item for action.

618 ASSESSMENT OF STANDARD ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved the ~~Graduation~~ Minnesota Academic Standards.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete the ~~Graduation~~ Minnesota Academic Standards. This procedure includes the adoption of assessment methods to be used in measuring student learning. The school district continually strives to enhance, student achievement of the ~~Graduation~~ Minnesota Academic Standards.

III. DEFINITIONS

A. "Benchmark" means the academic knowledge and skills students must achieve at each grade level or high school level to satisfactorily complete a standard.

B. "Elective standards" are the academic standards adopted by the school district in the subject areas ~~of vocational and technical education and world languages~~ in which state standards are not specified.

C. "Rubric" means the criterion that meets the specifications of a content standard.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

A. The Director of Curriculum and ~~Instruction~~ Assessment shall establish criteria by which student performance of the ~~Graduation~~ Minnesota Academic Standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board or Director of Curriculum and ~~Instruction~~ Assessment, the criteria shall be deemed part of this policy.

B. The Superintendent or Director of Curriculum and ~~Instruction~~ Assessment shall ensure that students and parents or guardians are provided with notice of the process by which program ~~Graduation~~ Minnesota Academic Standards will be assessed.

C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continue improvement of

the ~~implementation of the Graduation Standards at all levels~~ assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS ASSESSMENTS

A. Benchmarks

The school district will offer academic knowledge and skills to allow students to satisfactorily complete a state standard by the use of grade level or high school level benchmarks. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Local Assessments

Locally selected assessments are expected to provide opportunities for students to demonstrate their achievement of the elective standards or other locally adopted standards.

C. Statewide Academic Standards Testing

1. ~~Commencing with the 2005-2006 school year and later,~~ ~~t~~The school district will utilize state constructed tests developed from and aligned with the state's required academic standards as these tests become available. If a state assessment is not available, the school district will determine if a student has met the required academic standards through locally developed assessments.

2. The school district will administer annually, in accordance with the process determined by the ~~Department~~ MDE, the state-constructed tests to all students in grades three through eight and at the high school level as follows:

   a. annual language arts and mathematic assessments in grades three through eight and at the high school level ~~for the 2005-2006 school year and later; and~~

   b. annual science assessments in one grade in the grades three through five span, the grades six through nine span, and a life science assessment in ~~and~~ the grades ten through twelve span ~~for the 2007-2008 school year and later~~.

   c. mathematics assessments in grades three through eight and eleven are aligned with the state academic standards in mathematics; and

3. The school district will develop and administer locally constructed assessments in social studies, health and physical education, and the arts to

determine if a student has met the required academic standards in these areas.

4. ~~Students incapable of taking the statewide or locally constructed assessments, as determined by the student's individualized education program team, or students with limited English proficiency who have been in the United States for fewer than three years will adhere to assessments established by the Department of Education and shall become part of this policy. The school district will report student exemptions to the Department consistent with the format provided by the Department. Alternative assessments shall be provided to students exempt from the statewide tests~~. Students for whom the statewide or locally constructed tests are inappropriate, as determined by the student's individualized education program team, or students with limited English proficiency, shall be exempt from or provided appropriate, technically sound accommodations or alternate assessments for statewide and local testing with the approval of the student's parent or guardian.

5. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

D. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:

a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and

c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.

2. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.

3. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

Legal References:

Minn. Stat § 120B.02 Educational Expectations for Minnesota Students)
Minn. Stat § 120B.11 (School District Process)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)
Minn. Rule Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards—Written Composition)
Minn. Rules Parts 3501.0505-3501.~~0635~~ 0745 (K-12 Standards)
20 U.S.C. § 6301, *et seq*. (No Child Left Behind Act)

Cross References:

WBLASB Policy 104 (School District Mission Statement)
WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students)
WBLASB Policy 616 (School District System Accountability)

AGENDA ITEM:	**School Board Policy #619, Staff Development for Standards**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Discussion Item**
CONTACT PERSON(S):	**Cynthia Moore, Director of Curriculum and Assessment**

BACKGROUND:

School Board Policy 619, Staff Development for Standards, has been reviewed by the School Board Policy Committee and was recommended for a first reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION: To review the policy and provide suggestions or feedback to the administration, with the policy placed on the January 11, 2010 School Board meeting agenda or subsequent meeting as an operational item for action.

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the ~~Graduation~~ Minnesota Academic Standards and with students as they progress to achievement of those ~~Graduation~~ Minnesota Academic Standards and meet the requirements of the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the ~~Graduation~~ Minnesota Academic Standards and the No Child Left Behind Act at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the "Committee") shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the ~~Graduation~~ Minnesota Academic Standards and the No Child Left Behind Act at all levels. ~~The Committee will advise~~ tThe school board will be advised on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the ~~Graduation~~ Minnesota Academic Standards effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for ~~Graduation~~ Minnesota Academic Standards implementation throughout all levels of the school district programs.

D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the ~~Graduation~~ Minnesota Academic Standards at all levels for all students, including those with special needs.

~~E. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of the Graduation Standards at all levels.~~

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

B. Teacher/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

2. The school district will assign an administrator to serve as a highly objective uniform state standard or evaluation ("HOUSSE") reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.

Legal References:

Minn. Stat § 120B.02 (Results – Oriented Graduation Rule)
Minn. Stat § 120B.11 (School District Process)
Minn. Stat §120B.363 (Credential for Education Paraprofessionals)
Minn. Stat § 122A.16 (Qualified Teacher Defined)
Minn. Stat § 122A.60 (Staff Development Program)
Minn. Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minn. Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minn. Rules Parts 3501.0505 – 3501.~~0635~~ 0745 (K-12 Standards)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 616 (School District System Accountability)

E. OPERATIONAL ITEMS

AGENDA ITEM: **Acceptance of June 30, 2009 Audit**

MEETING DATE: **December 14, 2009**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON: **Pete Willcoxon Sr.**
Executive Director of Business Services

Background:

Jim Eichten, from our audit firm of MMKR, presented the results of our audit for the year ending June 30, 2009 earlier this evening.

The Finance Committee had previously met with Jim to review this information. Copies of the audit have been distributed to all School Board members.

Recommendation:

It is recommended that the School Board accept the audit for the fiscal year ending June 30, 2009.

AGENDA ITEM:	**Approval of 2009 Payable 2010 Property Tax Levy**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Pete Willcoxon Sr.** **Executive Director of Business Services**

BACKGROUND:

According to Minnesota statute, at its September 14, 2009 meeting the School Board set the proposed 2009 Payable 2010 property tax levy.

According to Minnesota statute the School District conducted its Truth-in-Taxation hearing as part of this meeting.

As the final step in this process the School Board must now certify the levy.

Recommendation:

It is recommended by administration that the School Board certify its 2009 Payable 2010 property tax levy in the amount of $31,445,187.92.

AGENDA ITEM: **AUTHORIZATION FOR APPROVAL OF THE FRAMEWORK FOR K-8 PHYSICAL EDUCATION**

DATE: **DECEMBER 14, 2009**

SUGGESTED DISPOSITION: **OPERATIONAL ITEM**

CONTACT PERSON(S): **CINDY MOORE, DIRECTOR OF CURRICULUM AND ASSESSMENT**

****

Background:

Administrators and K-12 Physical Education Curriculum Leaders and departments are requesting an endorsement and approval of the K-8 Physical Education Framework. The proposal is the culmination and result of an extensive two-year study and review done by the District's administration and physical education staff. An overview of the process and Framework document was presented and discussed at the November 23, 2009 work study session.

The Framework for K-8 Physical Education identifies the program goals, essential questions, purpose, scope and sequence, standards, benchmarks and assessments. The Curriculum Advisory Committee reviewed the recommendations and proposal November 17, 2009.

Recommendation: Approval

A Framework for K-8 Physical Education



White Bear Lake Area Schools
Teaching and Learning
Fall 2009

Table of Contents

- **Table of Contents**
- **Curriculum Review Process for K-8 Physical Education (p. 1)**
  - Participants
  - Review Process Timeline
  - Change Process Framework
- **K-8 Physical Education Program Components (p. 6)**
  - Rationale Statement
  - Components of a Quality Physical Education Program
  - Essential Questions
- **K-5 Physical Education Program (p. 11)**
  - Mind-Body Connection
  - Elementary Program Overview
  - Mission Statement
  - Standards and Benchmarks
  - Assessment Rubrics
  - Scope and Sequence of Core Activities
  - Curriculum Support Materials
  - Alignment to Great Body Shop
- **6-8 Physical Education Program (p. 41)**
  - Mission
  - Standards and Benchmarks
  - Assessment Rubrics
  - Scope and Sequence of Core Activities
- **Key Resources (p. 56)**

Participants

K-5 Curriculum Review Committee

- Merula Thompson, K-5 Curriculum Leader, Vadnais Heights
- Max DeRaad, Principal Liaison, Otter Lake
- Michelle Hollozer, Birch Lake
- Mark Magen, Lakeaires
- Ken Liekis, Lincoln
- Nancy Krocak, Oneka
- Chris O'Connell, Otter Lake
- Dayne Doebler, Otter Lake
- Ben Butters, Parkview/Centerpoint
- Derek Cooper, Willow Elementary
- Cindy Moore, Director of Curriculum & Assessment
- Ann Malwitz, Professional Development
- Gretchen Herriman, Curriculum Specialist
- Lyle Heike, Chemical Health Coordinator

6-8 Curriculum Review Committee

- David Percival, Secondary Curriculum Leader, Central/Sunrise Park
- Deb Butters, Central
- Patti Percival, Central
- Tim Sagor, Central
- Tami Stanius, Central
- Keith Lockwood, Sunrise Park
- Julie Nasvik, Sunrise Park
- Brian Leonard, Secondary Administrative Liaison

Review Process and Timeline

Date:	Activity:	Participants:
November 30, 2007	Overview of MN Academic Standards Review of National Standards for Physical Education	- K-12 PE Staff Administrative Liaisons: - Professional Development Coord - Director of Curriculum & Assessment - Mary Thissen-Milner, MDE
January 18, 2008	Curriculum Mapping Review of National Standards for Physical Education	- 6-12 PE Staff - Administrative Liaisons: - Secondary Curriculum Leader
February 4, 20[illegible] (K-5) February 5, 2008 (6-8)	Review of NASPE Standards Identification of Core Beliefs Development of Rationale Curriculum Mapping	- K – 8 PE Staff - Professional Development Coord - Curriculum Specialist - Elementary Curriculum Leader - Director of Curriculum & Assessment
April 24, 2008 (K-5) April 25, 2008 (6-8)	- Standards Alignment - Book Study *SPARK* by John Raley - Review of Rationale & Core Beliefs	- K – 8 PE Staff - Professional Development Coord - Curriculum Specialist - Director of Curriculum & Assessment - Elementary Curriculum Leader - Administrative Liaisons
June 10, 2008	- Curriculum Writing - Identification of Benchmarks - Development of Assessment Rubrics	- Elementary Curriculum Leader - PE Writing Team
August 26, 2008	- Review First Draft of K-8 PE Framework	- K – 8 PE Staff - Professional Development Coord - Curriculum Specialist - Director of Curriculum & Assessment - Elementary Curriculum Leader - Administrative Liaisons

Review Process and Timeline

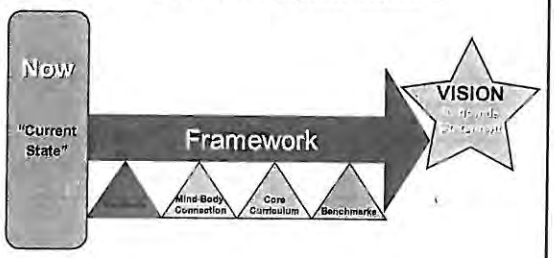
Date:	Activity:	Participants:
October 15, 2008	- Identification of Core Units - Standards Alignment - Development of Assessments & Rubrics - Review Curriculum Maps	- K – 8 PE Staff - Professional Development Coord - Elementary Curriculum Leader - Administrative Liaisons - Director of Curriculum & Assessment
October 28, 2008 (K-5) October 29, 2008 (6-8)	- Standards Alignment - Identification of Core Units & Enrichments - Begin Development of Assessments & Rubrics - Review Curriculum Maps	- K – 8 PE Staff - Professional Development Coord - Elementary Curriculum Leader - Director of Curriculum & Assessment
December 17, 2008	- Curriculum Writing - Identification of Benchmarks - Assessment Rubrics	- Elementary Curriculum Leader - PE Writing Team
January 13, 2009	- Curriculum Writing - Refinement of Benchmarks - Assessment Rubrics	- Elementary Curriculum Leader - PE Writing Team
January 19, 2009	- Review Benchmark Assessments & Rubrics - Curriculum Mapping	- K – 8 PE Staff - Professional Development Coord - Elementary Curriculum Leader - Director of Curriculum & Assessment
February 10, 2009	- Review Framework - Alignment of Standards to *Great Body Shop*	- K – 5 PE Staff - Professional Development Coord - Elementary Curriculum Leader - Director of Curriculum & Assessment

Review Process and Timeline

Date:	Activity:	Participants:
April 22, 2009	- Review Standards & Rubrics	- K – 8 PE Staff - Professional Development Coord - Elementary Curriculum Leader - Director of Curriculum & Assessment
June/July 2009	- Curriculum Writing - PE Framework - Benchmark& Assessment Rubrics	- Elementary Curriculum Leader - PE Writing Team
October 14, 2009	- Review Draft of K-8 PE Framework - Prepare for Presentation to CCAC & School Board - Book Study *Play* by Stuart Brown - Review Curriculum Maps	- K – 8 PE Staff - Professional Development Coord - Elementary Curriculum Leader - Director of Curriculum & Assessment
October 27, 2009 (K-5) October 28, 2009 (6-8)	- Review Draft of K-8 PE Framework - Prepare for Presentation to CCAC & School Board - Book Study *Play* by Stuart Brown - Review Curriculum Maps	- K – 8 PE Staff - Professional Development Coord - Elementary Curriculum Leader - Director of Curriculum & Assessment
November 17, 2009	- Community Curriculum Advisory Committee	- CCAC Members - Director of Curriculum & Assessment - Professional Development Coordinator - Elementary Curriculum Leader - Secondary Curriculum Leader - Chemical Health Coordinator
November 23, 2009	- School Board Work Study Session	- School Board Members - Superintendent of Schools - Cabinet Members - Director of Curriculum & Assessment - Professional Development Coord - Elementary Curriculum Leader - Secondary Curriculum Leader - Chemical Health Coordinator

Curriculum Change Process

Vision for K-8 Physical Education



K-8 Physical Education Program Overview



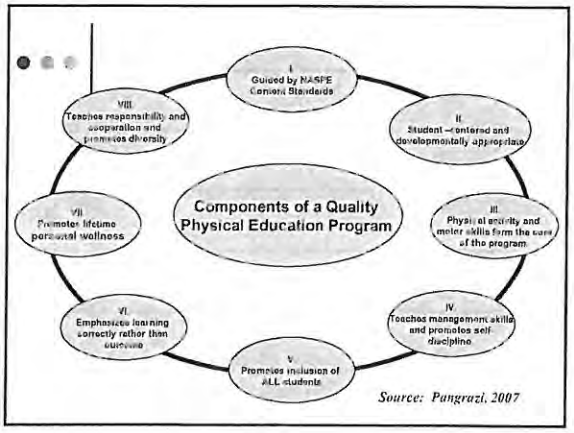
K-8 Program Rationale

- The quality of a person's life is directly related to the quality of their physical health and fitness. A person spends a lifetime with the body they've been given and it is critically important to know how it correctly functions and how to achieve and maintain the highest level of physical health. It is critical that schools develop this with each child.
- Every student should have the opportunity to participate in quality physical education in order to develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity.
- Schools should give the students the tools necessary and the opportunity to practice a healthy and physically active lifestyle and the benefits it offers each of us.

K-8 Program Rationale (cont.)

The purpose of the White Bear Lake Physical Education program is to ***engage*** students in learning how to ***pursue*** and ***practice*** a lifetime of ***healthful physical activity***. In order for a student to become a physically educated student, our program will focus on these five major areas:

- *A student has to learn skills necessary to perform a variety of physical activities.*
- *A student needs to know the implications of and the benefits from involvement in physical activities.*
- *A student actually does participate regularly in physical activity.*
- *A student is physically fit.*
- *A student values physical activity and its contribution to a healthy lifestyle.*



Source: Pangrazi, 2007

Essential Questions

Does the student demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities?
Does the student demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities?
Does the student regularly participate in physical activity?
Does the student achieve and maintain a health enhancing level of physical fitness?
Does the student exhibit responsible personal and social behavior that respects self and others in physical activity settings?
Does the student value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction?

Elementary Program Overview



Mind – Body Connection

- For your brain to function at its peak your body needs to *MOVE*.
- In *SPARK*, John J. Ratey, MD, demonstrates exactly how and why physical activity is crucial to the way you think and feel.





Elementary Physical Education Overview



White Bear Lake Elementary Physical Education

Mission Statement

To provide a safe, cooperative, and positive learning environment, with emphasis on developing lifelong health and fitness skills.

"The right education must tune the strings of the body and mind to perfect spiritual harmony." - Plato

Statement of Standards

- **Standard 1**: Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities. (NASPE St. 1)
- **Standard 2**: Achieves and maintains a health-enhancing level of physical fitness. (NASPE St. 4)
- **Standard 3**: Participates regularly in Physical Education, exhibiting responsible behavior, and the understanding of physical education concepts, principles, strategies, and tactics. (NASPE St. 2, 3, 5)
- **Standard 4**: Values physical activity for health, enjoyment, challenges, self-expression and social interaction. (NASPE St. 6)

Standard 1: Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities.

Purpose: The development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental motor skills.

- Grades K-2 Benchmarks
  - Throws ball underhand.
  - Approaches and kicks a ball.
  - Dribbles a ball with foot.
  - Demonstrates a dance sequence.
  - Dribbles with hand and jogs.
  - Demonstrates tumbling sequence.
  - Demonstrates loco motor sequence.
  - Catches a thrown ball.



Standard 1: K-2 Assessment Rubric

Benchmark	Essential Elements	Emerging	Developing	Mastery
Throws ball underhand	o Arm back in preparation o Opposite foot forward o Release of ball in forward direction	Up to 2 of 3 elements	All elements	All elements with fluidity
Catches a thrown ball	o Keep eyes on ball o Hands reach to meet ball o Only hands contact ball o Correct catching pattern o Arms absorb force	Includes up 4 of 5 elements	Includes 5 elements	Includes all 5 elements while moving
Approaches and kicks a ball	o Support foot to the side the ball o Continuous motion into kick o Contact with instep (top of foot shoelaces) o Follow through	Up to 3 of 4 elements	All elements	All elements with fluidity
Dribbles a ball with foot	o Controls ball with instep outside and or bottom of foot o Keeps ball in close proximity o Moving	Frequent lack of control and /or Inconsistent speed	Dribbles ball with control while moving at a slow consistent walk	Dribbles ball with consistent rhythm and control while moving at a slow consistent jog

Standard 1: K-2 Assessment Rubric

Benchmark	Essential Elements	Emerging	Developing	Mastery
Dribbles with hand and jogs	o Pushing action of finger pads o Ball at approximate waist height o Ball in front of body to dribble hand side	Includes up 2 elements and is does not move or loses control of ball	Includes all elements while walking	Maintains a smooth continuous dribble with control while jogging
Demonstrates tumbling sequence	o Beginning/End o Weight transfer o Balances (2) o Roll	Includes up to 5 of 6 elements	Includes all 6 elements	Includes all 6 elements with smooth transitions and good technique
Demonstrates loco motor sequence	o Hop o Gallop o Slide o Jump	Includes up to 4 of 5 elements	Includes all 5 elements	Includes all 5 elements with smooth transitions
Demonstrates a dance sequence	Utilizes 3 different patterns to an age appropriate dance	Sometimes performs patterns and transitions correctly to beat	Usually performs patterns and transitions correctly to beat	Consistently performs patterns and transition correctly to beat.

Standard 1:
Grades 3-5 Benchmarks

- Passes and receives a ball with hands.
- Passes and receives a ball with feet.
- Demonstrates an overhand throw
- Strikes object with implement.
- Demonstrates a dance sequence to a beat.
- Demonstrates a self designed tumbling sequence.



Standard 1: Grades 3-5 Assessment Rubric

Benchmark	Essential Elements	Emerging	Developing	Mastery
Passes a ball with hands	Sends a catchable lead pass to a partner as it can be received without a break in receiver's stride	Sometimes demonstrates elements.	Usually demonstrates elements.	Consistently demonstrates elements.
Receives a ball with hands	Moves forward to catch a passed ball	Sometimes demonstrates elements.	Usually demonstrates elements.	Consistently demonstrates elements.
Passes a ball with feet	Sends a receivable lead pass to a partner as it can be received without a break in receiver's stride	Sometimes demonstrates elements.	Usually demonstrates elements.	Consistently demonstrates elements.
Receives a ball with feet	Moves forward to receive a passed ball	Sometimes demonstrates elements.	Usually demonstrates elements.	Consistently demonstrates elements.

Standard 1: Grades 3-5 Assessment Rubric

Benchmark	Essential Elements	Emerging	Developing	Mastery
Strikes object with implement	○ Side orientation ○ Trunk rotation ○ Weight transfer ○ Follow through	Up to 3 of 4 elements.	All elements.	Strikes object with all elements with fluidity.
Demonstrates an overhand throw	○ Throwing elbow shoulder high, hand back, and side orientation in preparation for the throw ○ Trunk rotation with elbow leading behind hip ○ Weight transfer to non-throwing forward foot	Up to 2 of 3 elements.	All elements.	All elements with fluidity and accuracy.
Demonstrates a dance sequence to a beat	○ Performs steps and sequences to the beat of the music	Performs required dance steps.	Performs required dance sequences	Performs required dance sequences to the beat of music.
Demonstrates a self designed tumbling sequence.	○ A starting shape ○ Roll ○ Transfer of weight from feet to hands ○ Balance ○ Jump ○ Turn ○ Ending shape	Sequence includes 6 of 7 elements.	Sequence includes 7 elements, 5 with good technique.	Sequence includes 7 of 7 elements with smooth transitions.

K-5 Scope and Sequence

Standard 1: Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities. (NASPE St. 1)

	K	1st	2nd	3rd	4th	5th
Loco motor Skills						
Running	I		A	R	R	R
Galloping	I		A	R	R	R
Sliding		I	A	R	R	R
Hopping		I	A	R	R	R
Skipping		I	A	R	R	R
Leaping		I	A	R	R	R

"I" = Designates when content is first explored and introduced.
"A" = Designates when the content will be assess.
"R" = Designates when the content will be reinforced.

K-5 Scope and Sequence

Standard 1: Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities. (NASPE St. 1)

Manipulative (cont.)	K	1st	2nd	3rd	4th	5th
Catching	I	I	A	R	R	R
Hand Dribbling	I	I	A	R	R	R
Foot Dribbling	I	I	A	R	R	R
Trapping	I	I	A	R	R	R
Volleying				I	R	R
Striking with short handle implements		I	I	R	R	A
Striking with long handle implements		I	I	R	R	A
Rolling	I	I	I	R	R	R
Bouncing	I	I	I	R	R	R
Throwing	I	I	A	R	R	A

K-5 Scope and Sequence

Standard 1: Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities. (NASPE St. 1)

Body Management	K	1st	2nd	3rd	4th	5th
Jumping/Landing	I	I	I	R	R	R
Weight Transfer	I	I	R	R	R	R
Chasing and Fleeing	I	I	A	R	R	R
Cooperatives (Team Building)						
Pairs	I	I	I	R	R	A
Small Group	I	I	I	R	R	A
Large Group	I	I	I	R	R	A

"Movement facilitates cognition. Movement is a central mission of the brain." - Sylwester

K-5 Scope and Sequence

Standard 1: Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities. (NASPE St. 1)

Team Activities	K	1st	2nd	3rd	4th	5th
Basketball				I	I	I
Floor Hockey				I	I	I
Flag Football				I	I	I
Volleyball				I	I	I
Diamond games				I	I	I
Soccer				I	I	I
Games (low organized, multi-cultural, playground)	I	I	I	I	I	I

"Lifetime physical activity may grow new brain cells." - Gage

K-5 Scope and Sequence

Standard 1: Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities. (NASPE St. 1)

Individual/ Dual Activities	K	1st	2nd	3rd	4th	5th
Recreation Games		I	I	I	I	I
Bowling	I	I	I	I	I	I
Track and Field	I	I	I	I	I	I
Racquet Games	I	I	I	I	I	I
Water Safety (YMCA)						

"Physical activity is good not only for the heart, but also for the brain, feeding it glucose and oxygen, and increase nerve connections, all of which makes it easier for children to learn. Numerous studies show that children who exercise do better in school"

Ratey, *(Newsweek, February 1996)*

Core and Enrichment Curriculum

- Elementary Physical Education classes grades 1-5 meet for 45 minutes every third day.
- Core activities will consist of 75% of the curriculum taught.
- Enrichment activities will consist of no more than 25% of the curriculum taught. Activities need to be approved by department and building administrator.

"Movement is the door to learning." - Paul Dennison

Standard 2: Achieves and maintains a health-enhanced level of physical fitness.

Purpose: The intent of this standard is to develop students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. The health-related components include cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Expectations for improvement of students' fitness levels and the long term goal of achieving health-related levels of fitness. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. For elementary children, the emphasis is on an awareness of fitness component and having fun while participating in health-enhancing activities that promote physical fitness.





Fitness Testing

Health Related Physical Fitness Test Items

Abdominal Muscular Endurance
Curl-up test (one minute)

Aerobic Capacity
One mile run/walk (3-5)
½ mile run/walk (1-2)
PACER

Upper Body Muscular Endurance
Flexed Arm Hang (overhand grip)

Flexibility
Back saver sit and reach
Shoulder stretch test

Fitnessgram Manual

Standard 3: Participates regularly in Physical Education, exhibiting responsible behavior, and the understanding of physical education concepts, principles, strategies, and tactics.

Purpose: Establish patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. What a student does outside the physical education class is critical to developing an active, healthy lifestyle for generations.

To achieve self-initiated behaviors that promote personal and group success. To accomplish this standard students begin with the recognition of classroom rules, procedures, and safety. As they progress, students learn to work independently, with a partner, and in small groups, all the while recognizing individual similarities and differences.



Standard 3: Assessment Rubric for Responsible Behavior

	Needs Improvement	Progressing	Successful	Exceptional
Behavior	Needs to display appropriate behavior.	Has shown progress towards appropriate behavior.	Displays appropriate behavior most of the time.	Consistently displays appropriate behavior.
Effort	Needs to display increased effort.	Has shown progress towards applying effort.	Displays effort most of the time.	Consistently displays effort.
Cognitive	Needs to show an understanding of rules and directions.	Has shown progress understanding rules and directions.	Understands principles, concepts, and strategies.	Applies principles, concepts, and strategies.

Standard 4: Values physical activity for health, enjoyment, challenges, self-expression, and social interaction.

- Purpose: To develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.
- Elementary students derive pleasure from movement sensations and experience challenges as they sense a growing competence in movement ability and physical fitness.



Curriculum Materials





The SPARK Physical Education curriculum was developed through San Diego State University and was originally funded by the Heart, Lung, and Blood Institute. The SPARK curriculum was designed to be more inclusive, active, and fun than traditional PE classes. The SPARK Physical Education is designed to encourage maximum participation during class time, active participation and practice in a positive non-threatening atmosphere. These are the means for improving children's physical skills, fitness, social development, and personal enjoyment. The SPARK curriculum is aligned with NASPE National Standards and it will be used to support our core physical education curriculum framework.

Curriculum Materials





In addition to the SPARK curriculum, K-5 physical education staff will have the CATCH PE Activity Kits (K-2 and 3-5) to use in supporting the implementation of the physical education framework. Through the CATCH games, fitness activities and skill development activities, children will learn to be active and healthy learners for a lifetime. Each CATCH Physical Education Activity Kit contains over 300 to 500 activities which introduce children to a variety of essential movement concepts and fundamental skill themes. At the 3-5 level the activities expand the range of skill themes and physical fitness activities challenging children to learn in more complex movement environments. Lessons structure maximizes skill practice and opportunities to learn so that increasingly children become competent in many movement forms.

Alignment to Great Body Shop

- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade



First Grade: Great Body Shop

1st Grade: Great Body Shop

- **Lesson 1: Run, Jump and Skip**
  - P.E. Activity: Who needs what?
  - Obj: To identify clothing and equipment needed for various activities to protect yourself and others
  - P.E. Activity: Who is getting exercise?
  - Obj: To differentiate between activities which are exercises and those which are not?
- **Lesson 2: Wonder Willie**
  - P.E. Activity: Bend and stretch
  - Obj: To demonstrate proper stretching
  - P.E. Activity: The class exercise chart
  - Obj: To demonstrate that you are responsible about getting exercise every day.
- **Lesson 4: Fair Play**
  - P.E. Activity: Balloon fun
  - Obj: To identify left and right side of the body
  - P.E. Activity: Activity pyramid for young children
  - Obj: To perform activities from the fitness pyramid

- **Lesson 1 Activity Sheets**
  Wipe out couch potatoes
  Who needs what?
  Who is getting exercise?
- **Lesson 2 Activity Sheets**
  The grooooooowing caterpillar
  Sleepy time chart
- **Lesson 3 Activity Sheets**
  The Tarantella (6/8 time) song
  Tell what happens!
  Grab a ball and your sneakers
- **Lesson 4 Activity Sheets**
  Wonder Willie place mat
  Who can ask for help?
  Fitness activity pyramid for young children

- **Extra informative sheets**
  Performance Assessment Sheet – Run, Jump and Skip – Series Red
  Criteria for evaluating student performance
  End of Unit Quiz and answer sheet

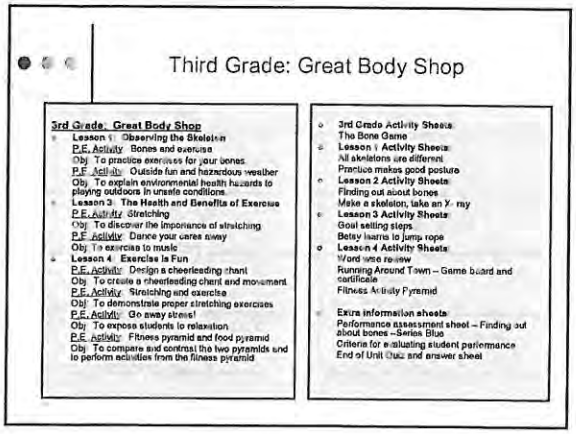
Second Grade: Great Body Shop

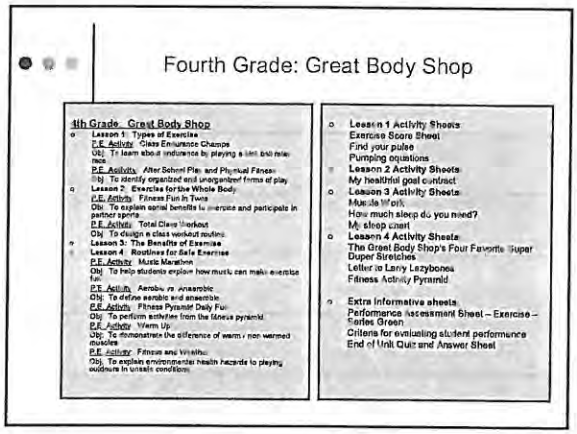
2nd Grade: Great Body Shop

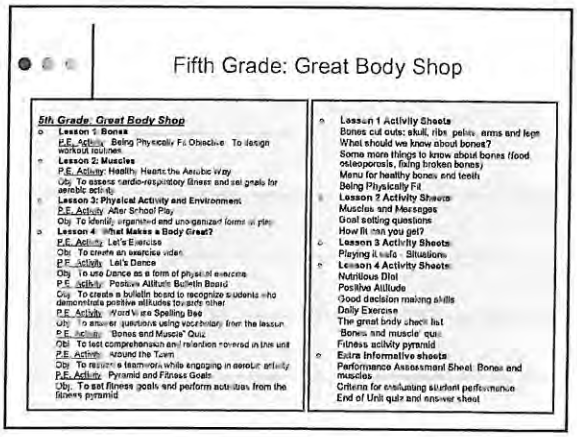
- **Lesson 1: Look at Muscles**
  P.E. Activity: Muscles up, muscles down
  Obj: To identify how muscles tighten and relax.
  P.E. Activity: Have a heart
  Obj: To exercise the heart
- **Lesson 2: Getting Exercise**
  P.E. Activity: Relay races
  Obj: To run relay races for exercise
  P.E. Activity: Flex and stretch
  Obj: To demonstrate proper stretching tech
- **Lesson 3: Muscles Work in Teams**
  P.E. Activity: Posture and lifting tips
  Obj: To demonstrate good posture and proper lifting techniques
- **Lesson 4: What can go wrong?**
  P.E. Activity: Get moving
  Obj: To recognize the importance of exercise to keep muscles healthy and identify media sources
  P.E. Activity: Animal Walk
  Obj: To demonstrate warm up activities
  P.E. Activity: Locomotion hunt
  Obj: To practice basic locomotor skills and increase aerobic endurance
  P.E. Activity: Moving through the activity pyramid
  Obj: To perform activities from the fitness pyramid

- **Lesson 1 Activity Sheets**
  I need muscles to move
- **Lesson 2 Activity Sheets**
  A family exercise plan
- **Lesson 3 Activity Sheets**
  Muscles work in teams
  Muscles and movement
  The muscles in your hand
  The bones in your hand
- **Lesson 4 Activity Sheets**
  Muscles in motion quiz
  Word wise acrostic
  "Sweet dreams are a fit body" Chart
  Fitness Activity Pyramid

- **Extra informative sheets**
  Performance Assessment Sheet – Muscle in motion – Series Orange
  Criteria for evaluating student performance
  End of Unit Quiz and Answer Sheet


Third Grade: Great Body Shop
3rd Grade: Great Body Shop
Lesson 1: Observing the Skeleton
P.E. Activity: Bones and exercise
Obj: To practice exercises for your bones.
P.E. Activity: Outside fun and hazardous weather
Obj: To explain environmental health hazards to playing outdoors in unsafe conditions.
Lesson 3: The Health and Benefits of Exercise
P.E. Activity: Stretching
Obj: To discover the importance of stretching
P.E. Activity: Dance your cares away
Obj: To exercise to music
Lesson 4: Exercise is Fun
P.E. Activity: Design a cheerleading chant
Obj: To create a cheerleading chant and movement.
P.E. Activity: Stretching and exercise
Obj: To demonstrate proper stretching exercises
P.E. Activity: Go away stress!
Obj: To express students to relaxation
P.E. Activity: Fitness pyramid and food pyramid
Obj: To compare and contrast the two pyramids and to perform activities from the fitness pyramid
3rd Grade Activity Sheets:
The Bone Game
Lesson 1 Activity Sheets:
All skeletons are different
Practice makes good posture
Lesson 2 Activity Sheets:
Finding out about bones
Make a skeleton, take an X- ray
Lesson 3 Activity Sheets:
Goal setting steps
Betsy learns to jump rope
Lesson 4 Activity Sheets:
Word wise review
Running Around Town – Game board and certificate
Fitness Activity Pyramid
Extra information sheets:
Performance assessment sheet – Finding out about bones –Series Blue
Criteria for evaluating student performance
End of Unit Quiz and answer sheet


Fourth Grade: Great Body Shop
4th Grade: Great Body Shop
Lesson 1: Types of Exercise
P.E. Activity: Class Endurance Champs
Obj: To learn about endurance by playing a tag ball relay race
P.E. Activity: After School Play and Physical Fitness
Obj: To identify organized and unorganized forms of play
Lesson 2: Exercise for the Whole Body
P.E. Activity: Fitness Fun in Twos
Obj: To explain aerial benefits to exercise and participate in partner sports
P.E. Activity: Total Class Workout
Obj: To design a class workout routine
Lesson 3: The Benefits of Exercise
Lesson 4: Routines for Safe Exercises
P.E. Activity: Muscle Marathon
Obj: To help students explain how muscle can make exercise fun
P.E. Activity: Aerobics vs. Anaerobic
Obj: To define aerobic and anaerobic
P.E. Activity: Fitness Pyramid Daily Fun
Obj: To perform activities from the fitness pyramid
P.E. Activity: Warm Up
Obj: To demonstrate the difference of warm v. non warmed muscles
P.E. Activity: Fitness and Wellness
Obj: To explain environmental health hazards to playing outdoors in unsafe conditions.
Lesson 1 Activity Sheets:
Exercise Score Sheet
Find your pulse
Pumping equations
Lesson 2 Activity Sheets:
My healthful goal contract
Lesson 3 Activity Sheets:
Muscle Wheels
How much sleep do you need?
My sleep chart
Lesson 4 Activity Sheets:
The Great Body Shop's Four Favorite Super Duper Stretches
Letter to Lanky Lazybones
Fitness Activity Pyramid
Extra informative sheets:
Performance Assessment Sheet – Exercise – Series Green
Criteria for evaluating student performance
End of Unit Quiz and Answer Sheet


Fifth Grade: Great Body Shop
5th Grade: Great Body Shop
Lesson 1: Bones
P.E. Activity: Being Physically Fit Objective: To design workout routines
Lesson 2: Muscles
P.E. Activity: Healthy Hearts the Aerobic Way
Obj: To assess cardio-respiratory fitness and set goals for aerobic activity
Lesson 3: Physical Activity and Environment
P.E. Activity: After School Play
Obj: To identify organized and unorganized forms of play
Lesson 4: What Makes a Body Great?
P.E. Activity: Let's Exercise
Obj: To create an exercise video
P.E. Activity: Let's Dance
Obj: To use Dance as a form of physical exercise
P.E. Activity: Positive Attitude Bulletin Board
Obj: To create a bulletin board to recognize students who demonstrate positive attitudes towards other
P.E. Activity: Word Wise Spelling Bee
Obj: To answer questions using vocabulary from the lesson
P.E. Activity: "Bones and Muscle" Quiz
Obj: To test comprehension and retention covered in the unit
P.E. Activity: Around the Town
Obj: To respond a teamwork while engaging in aerobic activity
P.E. Activity: Pyramid and Fitness Goals
Obj: To set fitness goals and perform activities from the fitness pyramid
Lesson 1 Activity Sheets
Bones cut outs: skull, ribs, pelvis, arms and legs
What should we know about bones?
Some more things to know about bones (food, osteoporosis, fixing broken bones)
Menu for healthy bones and teeth
Being Physically Fit
Lesson 2 Activity Sheets
Muscles and Messages
Goal setting questions
How fit can you get?
Lesson 3 Activity Sheets
Playing it safe – Situations
Lesson 4 Activity Sheets
Nutritious Diet
Positive Attitude
Good decision making skills
Daily Exercise
The great body check list
'Bones and muscle' quiz
Fitness activity pyramid
Extra informative sheets
Performance Assessment Sheet: Bones and muscles
Criteria for evaluating student performance
End of Unit quiz and answer sheet

Middle School Program Components



Mission Statement

PHYSICAL EDUCATION . . .

is an educational process that focuses on increasing knowledge and affecting attitudes and behaviors relative to physical activity. It involves the study, practice and appreciation of the art and science of human movement and human fitness.



Rationale

- The purpose of Physical Education in White Bear Lake is to instruct students on how to display the skills and practices of a physically active lifestyle.
- Students will know the benefit of their choices to be involved in physical activity.
- Students will strive to be physically fit and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.



6-8 Department Beliefs

- Physical Education is a place where students learn to **VALUE** physical activity. Physical educators will help students develop the **KNOWLEDGE** and **SKILLS** to select and participate in physical activity safely, competently, and with personal satisfaction.
- We believe **EVERY STUDENT** should have the opportunity to participate in **QUALITY** physical education. A quality physical education program will help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt a **HEALTHY** and **PHYSICALLY ACTIVE LIFESTYLE**. A quality physical education program should provide students with experiences that match their developmental needs. This provides students with opportunities to improve their mental alertness, academic performance, and readiness and enthusiasm for learning.
- A quality physical education program includes the essential components recommended by the National Association for Sport and Physical Education to include **MEANINGFUL CONTENT, APPROPRIATE INSTRUCTION,** and the **OPPORTUNITY TO LEARN**.

6-8 Benchmarks for Standard 1: Motor Skills & Movement Patterns

WBL Standard One: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (NASPE St. 1)

Grades 6-8:
Adolescents are able to participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities. Students achieve mature forms in basic skills of the more specialized sports, dance, and gymnastics activities. They use the skills successfully in modified games or activities of increasing complexity and in combination with other basic skills. Students demonstrate use of tactics within sport activities.

WBL Standard 1: Benchmarks:
Students will demonstrate competency in modified versions of a variety of movement forms.
Students will demonstrate competency in modified versions of a variety of individual, dual or team activities.

6-8 Assessment Rubric for Standard 1: Motor Skills and Movement Patterns

Benchmark	Essential Elements	Emerging	Developing	Mastery
Competency in modified versions of a variety of movement forms	Demonstrate 5 skills and 2 strategies during basketball, volleyball, badminton, soccer, tennis	Demonstrate 3 skills and 1 strategy in some activities	Demonstrates all elements in all games	Demonstrates specific skills and strategies associated with all games correctly
	Can perform a variety of dances	Performs basic steps for 3 dances	Performs all basic steps correctly for 5 dances	Performs all dances smoothly in basic steps and variations
Competency in modified versions of a variety of individual, dual or team activities	Demonstrate 5 skills in weight training, track & field, ringette, football	Demonstrates 3 skills in each of the activities	Performs all 5 skills in each activity	Performs all skills in the game settings smoothly and appropriately

6-8 Benchmarks for Standard 2: Physical Fitness

WBL Standard Two: Achieves and maintains a health-enhancing level of physical fitness (NASPE St 4)

Grades 6-8: Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. Students know the components of fitness and how these relate to their overall fitness status. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. Students show progress towards knowing the various principles of training (e.g., threshold, overload, specificity) and how these principles can be utilized in improving one's level of physical fitness.

Benchmarks:

- Students will demonstrate competency in modified versions of a variety of movement forms.
- Students will demonstrate competency in modified versions of a variety of individual, dual or team activities.

6-8 Assessment Rubric for Standard 2: Physical Fitness

Benchmark	Essential Elements	Emerging	Developing	Mastery
Participate in moderate to vigorous activity in a variety of settings	Participates in moderate to vigorous activity 5 times per week for 4 weeks	Participates 5 times per week for 4 weeks.	Part. 5 times/week for 4 weeks. Records type, duration, frequency	Part. 5 times/week for 4 weeks. Records type, duration, frequency and intensity with reflection
Maintain basics of the FITT principles in a variety of activities	Participate in 4 different activities taking pulse before, during and after activity	Performs 4 different activities and records pulse	Uses FITT principles to determine which activity is best workout	Uses recorded pulse data and FITT principles to analyze data and determine the benefits of all 4 activities
Assess physiological indicators of exercise during and after physical activity	Record pulse at 1, 2, & 3 minutes after vigorous activity	Records different pulse at 1, 2, and 3 minute increments. Acknowledges difference	Can describe current fitness level based on recovery timed intervals	Describes fitness level based on recovery intervals and uses physiological terms and principles of training response
Meet health related fitness standards as defined by a reliable and valid test	Development of a fitness plan	Student creates a 6 week fitness plan	Student creates a 6 week fitness plan based upon the results of their Fall assessments compared to national norms	Student creates a 6 week fitness plan based upon their Fall results. Student also emphasizes work in area of weakness according to nationally normed results

6-8 Benchmarks for Standard 3: Responsible Behavior

WBL Standard Three: Participates regularly in Physical Education, exhibiting responsible behavior, and the understanding of physical education concepts, principles, strategies, and tactics. (NASPE St. 2, 3, 5)

Grades 6-8: Adolescents are able to independently set physical activity goals, participate in individualized programs of physical activity, and exercise based on personal goals and interests based on the results of their fitness assessments. They have higher levels of understanding and applying movement concepts/principles and game strategies. They have an increasing awareness of a wide range of activity opportunities. They recognize the role of physical activity in understanding diversity and continue to include and support each other. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. They participate regularly in moderate to vigorous physical activities and resolve conflicts through problem solving techniques necessary in competitive activities.

Benchmarks:

- Students will work in a group to achieve goals in cooperative and competitive activities.
- Students will demonstrate personal responsibility by accepting the consequences of personal behavior.
- Students will participate daily in some form of health enhancing physical activity.
- Students will participate in new and challenging lifelong activities.
- Students will apply more discipline specific knowledge.
- Students will identify critical elements of more advanced movement skills and game strategies.

6-8 Assessment Rubric Standard 3: Responsible Behavior

Benchmark	Essential Elements	Emerging	Developing	Mastery
Work in a group to achieve goals in cooperative and competitive activities	Participate in a cooperative group	Participate in a group actively	Participates actively in a group and records positives and negatives	Participates actively and lists behaviors that contributed to the success of the group
Demonstrate personal responsibility by accepting the consequences of personal behavior	Observe positive and negative peer behaviors during activity	Can identify positive and negative peer behaviors	Can identify the negative and positive results of those behaviors	Identifies results and can make suggestions of alternative behaviors to produce positive results
Participate daily in some form of health enhancing physical activity	Participate in an active, regular	Participates for a minimum of 20 minutes daily for 4 weeks	Journals the activity after participation	Describes activity using FITT principles and reflects upon daily participation
Participate in new and challenging lifelong activities	Participate in an activity they have not tried	Student physically participates in new activity	Student participates and describes their experience	Participates and reflects upon similarities and differences between known activities
Apply more discipline specific knowledge	Plan and teach a physical skill to a peer	Student demonstrates and teaches skill	Student plans, analyzes peer and teaches skill	Student plans, checks for readiness, analyzes skill models, practices, teaches, and reflects
Identify critical elements of more advanced movement skills and game strategies	Observe a basketball game and record 5 advanced skills and 5 strategies	Student records 2 skills and 1 strategy	Student records 2 skills and 2 strategies	Student records 2 skills and strategies and describes how they are interfaced in the game

6-8 Benchmarks for Standard 4: Values Physical Activity

WBL Standard 4: Values physical activity for health, enjoyment, challenge, self-expression and social interaction (NASPE St. 4)

Grades 6 – 8: Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and as a means of gaining the Respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-Expression provided by dance, gymnastics, and other sport activities become increasingly important.

Benchmarks:
- Students will enjoy participation in physical activities.
- Students will recognize physical activity as a vehicle for self-expression.
- Students will communicate feelings towards others in a socially acceptable manner.

6-8 Assessment Rubric Standard 4: Values Physical Activity

Benchmarks	Essential Elements	Emerging	Developing	Mastery
Enjoys participation in physical activities	Participates in favorite physical activity	Student will explain why the activity is their favorite	Student will explain why it is their favorite activity and how they felt during the activity	Explain why it is their favorite, how they felt, and reflect upon the specific components of the game which make it their favorite
Recognizes physical activity as a vehicle for self-expression	Creation of skill	Selects an activity that allows them to create a new skill	Create and display a new skill through activity of choice	Create and display a new skill through movement or strategy during an activity of choice
Communicates feelings towards others in a socially amendable manner	Creates a positive experience through activity	Describes how they will create a positive activity experience for self and others	Teach a group the activity and record the positive experience for self and others	Explain how you will tell a teammate that they need to improve their skills or strategies so everyone will have a positive experience

6-8 Scope and Sequence

Activity:	6th Grade	7th Grade	8th Grade
Aerobics	I	I	I
Archery	I	I	I
Badminton	I	I	I
Basketball	I	I	I/E
Bowling			
Broomball			I
Cross Country	I	I	I
Dance	I/E	I/E	I/E
Diamond Games	I	I/E	I/E
Fencing			
Fitness	I	I/E	I/E
Floor Hockey	I	I	I
Football	I	I/E	E
Golf			
Inline Skating			
LaCrosse	I	I	I

6-8 Scope and Sequence

Activity:	6th Grade	7th Grade	8th Grade
Orienteering			
Pickleball	I	I/E	
Rec Gym Games	I	I/E	E
Ringette	I	I/E	
Rock Climbing	I	I	I
Soccer	I	E	E
Speedball			I
Team Building	I	I	I
Team Handball	I	I	I
Tennis	I	I	I
Track & Field	I	I/E	I/E
Tumbling	I	I	I
Ultimate Frisbee			I
Volleyball	I	I/E	E
Wellyball			
Weights	I	I	I/E

6-8 Course Sequence

- 6th Grade
  - General 6th Grade Physical Education
  - 1 Semester – year long, every other day class (approximately 50 minute)
  - 1 Semester – ½ year, every day class (approximately 50 minutes)
- 7th Grade
  - General 7th Grade Physical Education
  - 1 Semester – year long, every other day class (approximately 50 minutes)
  - 1 Semester – ½ year, every day class (approximately 50 minutes)
- 8th Grade
  - General 8th Grade Physical Education
  - 1 Semester – year long, every other day class (approximately 50 minutes)
  - 1 Semester – ½ year long, every day class (approximately 50 minutes)

The above courses are required of all 6th, 7th, and 8th grade students that attend White Bear Lake Area Schools.

55

Key Resources

- Bookwalter and VanderZwaag (1969). *Foundations and principles of physical education*. Philadelphia: W.B. Saunders Co.
- Brown, S. (2009) *Play: How it shapes the brain, opens the imagination and invigorates the soul*. New York: NY, Penguin Group.
- Daver and Pengrazi. (1986). *Dynamic physical education curriculum and instruction for elementary school students*. Minneapolis, MN: Burgess Publishing Company.
- Darst and Pangrazi (1985). *Dynamic physical education curriculum and instruction for secondary school students*. Minneapolis, MN: Burgess Publishing Company
- Butters, Herriman, D. Percival, Smits. (1992). *Independent school district 624 secondary physical education guide*.
- National Association for Sport and Physical Education (2008). *PE metrics: assessing the national standards*. Reston, Virginia.
- National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education*[3rd ed.). Reston, Virginia
- National Association for Sport and Physical Education (2004). *Opportunity to learn standards for quality Middle School physical education*. Reston, Virginia
- Raley, J. (2008) *Spark*. New York: Little, Brown and Company.

"Beginning in infancy and continuing throughout our lives, physical movement plays an essential role in creating nerve cell networks that are the essence of learning." - Hannaford

56

AGENDA ITEM:	**Action on Student Activities Audit**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Dr. Jill Thelen, Director of Schools** **Dave Guenther, Director of Community Services And Recreation** **Don Bosch, Principal, WBHS North Campus** **Tim Wald, Principal, WBHS South Campus**

BACKGROUND:

This would be action to accept the report you heard under D-4. In the near future, we will follow-up with recommendations based on the report.

Recommendation:

Approve the Student Activities Audit.

AGENDA ITEM:	Contract with Ramsey County for distribution of Statewide Health Improvement Program (SHIP) funding
MEETING DATE:	December 14, 2009
SUGGESTED DISPOSITION:	Operational Item
CONTACT PERSON(S):	Dave Guenther

BACKGROUND:

As a result of work by the wellness committee, the School District has been awarded a Statewide Health Improvement Program (SHIP) Grant.

SHIP was developed in response to a request from the 2007 Minnesota Legislature to develop a statewide health promotion plan that would address the rising cost of health and health care in our state. In health reform legislation that was signed into law in 2008, Govenor Pawlenty and the MN State Legislature allocated millions of dollars to fund competitive SHIP Grants over fiscal years 2010 and 2011. Winning grants are now being distributed to community health boards across Minnesota. All five school districts in Ramsey Co. will be served by this two year grant.

The White Bear Lake Area School District has been awarded a grant totaling approximately $110,000 for the two year grant period. These funds will be used to enhance the K-8 Physical Education curriculum through expanded Curriculum Mapping efforts and a staff wellness component to be implemented following a needs and interest assessment of staff.

Please note that due to the delay in developing this contract, the timelines listed in the contract with Ramsey County are subject to modification by mutual consent.

Recommendation:

Approve the contract with Ramsey County which will allow the White Bear Lake Area School District to access Statewide Health Improvement Program (SHIP) grant funds.

Agreement
Between Ramsey County and
White Bear Lake School District #624

This is an Agreement between Ramsey County, Minnesota, a political subdivision of the State of Minnesota, on behalf of the Saint Paul – Ramsey County Department of Public Health, 555 Cedar Street, St. Paul, MN 55101 ("County") and the White Bear Lake School District #624, 4855 Bloom Avenue, White Bear Lake , MN 55110("Contractor") to enhance the capacity within the White Bear Lake Area Public Schools to promote physical activity, healthy nutrition, reduce tobacco use, and establish practices that support chronic disease prevention through the SHIP grant.

1. Scope of Services

The Contractor shall provide the services specified in ADDENDUM I, attached hereto and made a part of this Agreement.

2. Time

The term of this agreement shall be from September 18, 2009 through June 30, 2011.

3. Cost/Payment

a. The County will pay the Contractor a maximum not-to-exceed sum of One Hundred Thousand One Hundred ($100,100.00) Dollars, to be paid in 8 equal increments of $12,512.50

b. The Contractor shall submit an invoice to the County on October 30, 2009, and on the last day of every calendar quarter thereafter until July 30, 2011. Payment will be made within 35 days of receipt of a detailed invoice. Interest accrual and disputes regarding payment shall be governed by the provisions of Minnesota Statutes Section 471.425.

4. Independent Contractor

It is agreed that nothing contained in this Agreement is intended or should be construed as creating the relationship of agents, partners, joint ventures', or associates between the parties hereto or as constituting the Contractor as the employee of the County for any purpose or in any manner whatsoever. The Contractor is an independent contractor and neither it, its employees, agents nor representatives are employees of the County. From any amounts due the Contractor, there will be no deductions for federal income tax or FICA payments, nor for any state income tax, nor for any other purposes, which are associated with an employer-employee relationship unless required by law. Payment of federal income tax, FICA payments, and state income tax are the responsibility of the Contractor.

5. Indemnification

The Contractor shall indemnify, hold harmless and defend the County, its officials, employees and agents from any and all liability, loss, costs, damages, expenses, claims or actions, including attorney's fees, which the County, its officials, employees, and agents may hereafter sustain, incur or be required to pay, arising out of or by reason of any act or omission of the Contractor, its agents or employees, in the execution, performance, or failure to adequately perform the Contractor's obligations pursuant to this Agreement.

6. Insurance

a. The Contractor shall purchase and maintain such insurance as will protect the Contractor from claims which may arise out of, or result from, the Contractor's operations under this Agreement, whether such operations are by the Contractor or by any subcontractor, or by anyone directly employed by them, or by anyone for whose acts or omissions anyone of them may be liable.

b. The Contractor shall secure the following coverages and comply with all provisions noted. Certificates of Insurance shall be issued evidencing such coverage to the County throughout the term of this Agreement.

b.1 Commercial General Liability Insurance

b.1.1 $1,500,000 per occurrence
$2,000,000 general aggregate
$2,000,000 products/completed operations total limit
$1,500,000 personal injury and advertising liability

b.1.2 All policies shall be written on an occurrence basis using ISO form CG 00 01 or its equivalent.

b.1.3 Ramsey County, its officials, employees, and agents, shall be added to the policy as additional insured on a primary basis with respect to the operations of the Contractor, using ISO endorsement form CG 20 26 or the equivalent.

b.2 Automobile Insurance

b.2.1 Coverage shall be provided for hired, non-owned and owned auto.

b.2.2 Minimum limits: $1,000,000 combined single limit.

b.3 Workers' Compensation and Employer's Liability

b.3.1 Workers' Compensation as required by Minnesota Statutes

b.3.2 Employer's Liability limits:
$500,000/$500,000/$500,000

b.4 Professional Liability/Errors and Omissions Coverage (if applicable)

b.4.1 Per Claim Limit: $500,000
Per Occurrence Limit: $1,500,000
Aggregate Limit: $2,000,000

b.4.2 All policies shall be written as acceptable to County.

b.4.3 Certificate of Insurance must indicate if the policy is issued on a claims-made or occurrence basis. If coverage is carried on a claims-made basis, then: 1) the retroactive date shall be noted on the Certificate and shall be prior to or the day of the inception of this Agreement; and 2) evidence of coverage shall be provided for three years beyond expiration of this Agreement.

b.4.4 Ramsey County, its officials, employees, and agents, shall be added to the policy as additional insured; a separation of insureds endorsement shall be provided to the benefit of the County.

c. Crime and Fidelity Bond: $_____

d. All Certificates of Insurance shall provide that the insurance company gives the County thirty (30) days prior written notice of cancellation, non-renewal and/or any material change in policy.

e. The above sub-paragraphs establish minimum insurance requirements, and it is the sole responsibility of the Contractor to purchase and maintain additional insurance that may be necessary in connection with this Agreement.

f. Certificate of Insurance must indicate if the policy is issued pursuant to these requirements. The Contractor shall not commence work until the Contractor has obtained the required insurance and filed an acceptable Certificate of Insurance with the County. Copies of insurance policies shall be submitted to the County upon request.

g. Nothing in this Agreement shall constitute a waiver by the County of any statutory or common law immunities, limits, or exceptions on liability.

h. Certificates shall specifically indicate if the policy is written with an admitted or non-admitted carrier. Best's Rating for the insurer shall be noted on the Certificate, and shall not be less than an A.

7. Non-Assignability

The Contractor shall not assign any interest in this Agreement and shall not transfer any interest in the same, whether by subcontract, assignment or novation, without the prior written consent of the County.

8. Unavailability of Funding

The purchase of services from the Contractor under this Agreement is subject to the availability and provision of funding from the United States, the State of Minnesota, or other funding sources. The County may immediately cancel this Agreement, or a portion of the services to be provided under this Agreement, if the funding for the services is no longer available to the County. Upon receipt of the County's notice of cancellation of the Agreement, or of a portion of the services to be provided under this Agreement, the Contractor shall take all actions necessary to discontinue further commitments of funds to the extent they relate to the Agreement or the portions of this Agreement for which funding has become unavailable.

9. Non-Conforming Services

The acceptance by the County of any non-conforming services under the terms of this Agreement or the foregoing by the County of any of the rights or remedies arising under the terms of this agreement shall not constitute a waiver of the County's right to conforming services or any rights and/or remedies in respect to any subsequent breach or default of the terms of this Agreement. The rights and remedies of the County provided or referred to under the terms of this Agreement are cumulative and not mutually exclusive.

10. Equal Employment Opportunity

The Contractor agrees to comply with all federal, state and local laws, resolutions, ordinances, rules, regulations and executive orders pertaining to unlawful discrimination on account of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability, or age. When required by law or requested by the County, the Contractor shall furnish a written affirmative action plan.

11. Workforce Diversity

The Contractor shall make good faith efforts throughout the term of this Agreement, and any extensions thereof, to employ persons of color for all classifications of work under this Agreement, and shall, when requested by County, submit a written report to the County regarding the efforts and results of such efforts, including employment by job classification.

12. Prevailing Wage

All contractors and subcontractors shall conform to the labor laws of the State of Minnesota, and all other laws, ordinances, and legal requirements affecting the work in Ramsey County and Minnesota. The minimum wage rate per hour to be paid for each classification of work shall be the union wage rate in the locality of the project for those classifications over which the unions have jurisdiction and the local prevailing rate for those classifications of work in the localities over which the unions do not have jurisdiction.

For purposes of this agreement, the terms "prevailing wage", "minimum wage rate per hour", and "prevailing rate" shall mean "prevailing wage rate" as defined in Minnesota Statutes §177.42.

13. Workplace Violence Prevention

The Contractor shall make all reasonable efforts to ensure that the Contractor's employees, officials and subcontractors do not engage in violence while performing under this Agreement. Violence, as defined by the Ramsey County Workplace Violence Prevention and Respectful Workplace Policy, is defined as words and actions that hurt or attempt to threaten or hurt people; it is any action involving the use of physical force, harassment, intimidation, disrespect, or misuse of power and authority, where the impact is to cause pain, fear or injury.

14. Subcontractor Payment

The Contractor shall pay any subcontractor within ten days of the Contractor's receipt of payment from the County for undisputed services provided by the subcontractor. The Contractor shall pay interest of 1 1/2 percent per month or any part of a month to the subcontractor on any undisputed amount not paid on time to the subcontractor. The minimum monthly interest penalty payment for an unpaid balance of $100.00 or more is $10.00. For an unpaid balance of less than $100.00, the Contractor shall pay the actual penalty due to the subcontractor. A subcontractor who prevails in a civil action to collect interest penalties from the Contractor must be awarded its costs and disbursements, including attorney's fees, incurred in bringing the action.

15. Setoff

Notwithstanding any provision of this Agreement to the contrary, the Contractor shall not be relieved of liability to the County for damages sustained by the County by virtue of any breach of this Agreement by the Contractor. The County may withhold any payment to the Contractor for the purpose of setoff until such time as the exact amount of damages due the County from the Contractor is determined.

16. Data Practices

All data collected, created, received, maintained or disseminated for any purpose in the course of the Contractor's performance of this Agreement is governed by the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, or any other applicable state statutes, any state rules adopted to implement the Act and statutes, as well as federal statutes and regulations on data privacy.

The Contractor agrees to defend, indemnify, and save and hold the County, its agents, officers, and employees harmless from all claims arising out of, resulting from, or in any manner attributable to any violation of any provision of the Minnesota Government Data Practices Act, including any legal fees or disbursements paid or incurred to enforce the provisions of this article of the agreement.

The Contractor agrees to appoint a Responsible Authority for purposes of the Minnesota Government Data Practices Act.

The Contractor shall take all reasonable measures to secure the computers or any other storage devices in which County data is contained or which are used to access County data for the Project. Additionally, access to County data shall be limited to those persons

with a need to know for the provision of services by the Contractor. These measures include, but are not limited to, authenticated access to network data storage, use of up-to-date anti-virus software, controlled access to the physical location of the hardware, and the encryption of computers and storage devices. At the conclusion of the Project, all County data will be purged from the Contractor's computers and storage devices used for the Project and the Contractor shall give the County written verification that the data has been purged.

17. Compliance with Applicable Law

The Contractor agrees to comply with all federal, state and local laws or ordinances, and all applicable rules, regulations, and standards established by any agency of such governmental units, which are now or hereafter promulgated insofar as they relate to the Contractor's performance of the provisions of this Agreement. It shall be the obligation of the Contractor to apply for, pay for and obtain all permits and/or licenses required by any governmental agency for the provision of those services contemplated herein.

18. Audit

Until the expiration of six (6) years after the furnishing of services pursuant to this Agreement, the Contractor, upon written request, shall make available to the County, the State Auditor or the County's ultimate funding sources, a copy of this Agreement and the books, documents, records and accounting procedures and practices of the Contractor relating to this Agreement.

19. Termination

a. With Cause

The County reserves the right to suspend or terminate this Agreement if the Contractor violates any of the terms or conditions of this Agreement or does not fulfill in a timely and proper manner its obligations under this Agreement as determined by the County. In the event that the County exercises its right of suspension or termination under this Paragraph, it shall submit written notice to the Contractor, specifying the extent of such suspension or termination under this Paragraph, the reasons therefore, and the date upon which such suspension or termination becomes effective. Upon receipt of such notice, the Contractor shall take all actions necessary to discontinue further commitments of funds to the extent that they relate to the suspended or terminated portions of this Agreement.

b. Without Cause

The County may terminate this Agreement without cause and for any reason whatsoever upon giving at least thirty (30) days' written notice thereof to the Contractor. In such event, the Contractor shall be entitled to receive compensation for the services provided in a satisfactory manner up to and including the effective date of termination.

20. Conflict of Interest

The Contractor affirms that, to the best of the Contractor's knowledge, the Contractor's involvement in this Agreement does not result in a conflict of interest with any party or entity which may be affected by the terms of this Agreement. The Contractor agrees that, should any conflict or potential conflict of interest become known to the Contractor, the Contractor will immediately notify the County of the conflict or potential conflict, specifying the part of this Agreement giving rise to the conflict or potential conflict, and will advise the County whether the Contractor will or will not resign from the other engagement or representation.

21. Waste Reduction

The Contractor shall participate in a recycling program for at least four broad types of recyclable materials and shall favor the purchase of recycled products in its procurement processes. All reports, publications and documents produced as a result of this contract shall be printed on both sides of the paper, where commonly accepted publishing practices allow, on recycled and recyclable paper using soy-based inks, and shall be bound in a manner that does not use glue.

22. HIPAA Compliance

The Contractor agrees to implement and comply with applicable provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA, Public Law 104-191), as it may be amended from time to time.

23. Alteration

Any alteration, variation, modification, or waiver of the provisions of this Agreement shall be valid only after it has been reduced to writing and duly signed by both parties.

24. Interpretation of Agreement; Venue

This Agreement shall be interpreted and construed according to the laws of the State of Minnesota. All litigation regarding this Agreement shall be venued in the appropriate state or federal district court in Ramsey County, Minnesota.

25. Entire Agreement

This Agreement, including **Addendum I,** are complete and supersedes all oral agreements and negotiations between the parties as well as any previous agreements presently in effect between the parties relating to the service identified herein. If there are any inconsistencies between the provisions of this Agreement and **Addendum I,** the provisions of this Agreement shall prevail.

WHEREFORE, this Agreement is duly executed on the last date written below.

RAMSEY COUNTY WHITE BEAR LAKE SCHOOL DISTRICT

Approval recommended:

Print Name: _____

Title: _____

_____
Director, Public Health

Date: _____

Approved as to form and insurance:

_____
Employer identification number

_____
Assistant County Attorney

Purchase Order or
Aspen Vendor Contract Number:

_____
Funds are available
Account Number: _____

ADDENDUM I

The Scope of Work to be completed by the White Bear Lake Public Schools shall include:

Establishment of an infrastructure to coordinate and promote school health and SHIP activities.
Allocate funds to purchase and implement the K-12 FitGram fitness assessment tool and site licenses.
Establishment and continuation of existing relationships with community partners.
Conduct environmental assessment, identify and implement action plan for employee wellness initiative.
Develop activities designed to implement interventions C-PA-S1 and C-HWHB-W1 that are written into the SHIP proposal approved by Minnesota Department of Health.
Coordinate and support the SHIP-related activities of district resources (e.g. Wellness Committee, Nutrition Services, teachers, staff, parents and other partners).
Expand the K-12 Physical Education Curriculum
Develop action plans to promote wellness and physical activity.
Write and submit reports as required by Minnesota Department of Health (MDH) and attend meetings with St. Paul – Ramsey county Public Health and MDH SHIP staff.

The Scope of Support by the County shall include:

Provide coordination of the White Bear Lake SHIP activities with the Roseville, Mounds View, North St. Paul – Maplewood Oakdale and St. Paul Public school districts and the St. Paul Ramsey County Health Department by a health educator employed by the St. Paul – Ramsey County Public Health Department.
Provide technical assistance on survey design, data collection and media materials.

Attachment 2

RAMSEY COUNTY CLAIM

Voucher Type: **ACCOUNTS PAYABLE**

TO BE FILLED OUT BY CLAIMANT (Type or Print)

Claimant: _____

Address: _____

_____

City *State* *Zip*

Quantity	Description (Service, Dates, Etc.)	Unit Price	Amount

PER MINNESOTA STATUTE 471.391 SUB. 1
I declare under the penalties of law that this account, claim, or demand is just and correct and that no part of it has been paid.

Signature of Claimant: _____ Date: _____

Claimant's Social Security Number: ___ ___ ___ - ___ ___ - ___ ___ ___ ___
or
Federal Tax ID Number: ___ ___ - ___ ___ ___ ___ ___ ___ ___

Note: The vendor's Social Security Number will be used to report taxable income to the Internal Revenue Service. This data is considered private under Minnesota Statute 13.04, but we will not be able to process this claim without it.

AGENDA ITEM: **STUDENT TEACHER AGREEMENT**

DATE: **December 14, 2009**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Jill Thelen, Director of Schools**

****

BACKGROUND:

The attached contract allows White Bear Lake Area School District to enter into an agreement with the University of Wisconsin-LaCrosse for the placement of PreK-12 student teachers.

White Bear Lake Area School District and this university are committed to providing quality experiences for the student teachers placed in our District.

RECOMMENDATION: Acceptance of agreement

AFFILIATION AGREEMENT FOR PLACEMENT

OF UNIVERSITY OF WISCONSIN STUDENTS

This Agreement is between the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-La Crosse (hereinafter referred to as "University") and White Bear Lake Schools, 4855 Bloom Avenue, White Bear Lake, Minnesota 55110 (hereinafter referred to as "Facility").

In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below.

THE UNIVERSITY AGREES:

1. That each school or college of the University wishing to participate in a clinical education placement program with the Facility will annually provide the Facility with a Program Memorandum, detailing the academic content of the proposed program. Upon acceptance of this Program Memorandum as provided hereafter, it shall become a part of this agreement and shall be incorporated by reference. The Program Memorandum will include discussion of program concepts; the controls which the University and the Facility may exercise or are required to exercise; the rights of the Facility to review the University's program; the number of students to be assigned, the academic qualifications and the schedule of those students; and any other matters pertaining to the specific program content proposed by the department; and

2. To provide the Facility with a listing of students who will be participating in the program and to update that listing periodically.

THE FACILITY AGREES:

1. To review any Program Memorandum concerning a clinical education program submitted by a school or college of the University. Upon review, the Facility will notify the school or college of its acceptance or rejection of the academic program proposal; and

2. Not to accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate coordinator of a particular University school or college.

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:

1. The parties shall not discriminate in their training or education of any person or in the conditions of training or education or in other actions taken as a result of this Agreement by reason of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin. Each party will make reasonable accommodations to assure accessibility to training programs for persons with disabilities;

2. That during the term of this Agreement, the State will indemnify University employees, officers, and agents (students in required training, a credit program, or for graduation)

against liability for damages arising out of their activities while acting within the scope of their respective employment or agency, pursuant to §895.46(1) and §893.82, Stats.;

3. That the Facility will indemnify its employees, officers and agents against liability for damages arising out of their activities while acting within the scope of their respective employment or agency;

4. By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party; and

5. This agreement shall be construed and governed by the laws of the State of Wisconsin.

TERM OF AGREEMENT:

This agreement shall be for a term of two years, commencing 1/18/2010. It may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other as shown below.

FOR THE UNIVERSITY:

UW - La Crosse
Attn: UW Office of Field Experience
1725 State Street
La Crosse, Wisconsin 54601

FOR THE FACILITY:

White Bear Lake Schools
Jill Thelen
4855 Bloom Avenue
White Bear Lake, MN 55110

Program Memoranda presented by the University and accepted by the Facility shall be for a term of no longer than one year. They may be renewed upon mutual agreement. Such Program Memoranda do not require the specific approval of either party provided they contain provisions relating solely to program arrangements and content.

Any fully executed Program Memoranda shall be incorporated by reference and become a part of this agreement if not inconsistent in any manner with this agreement.

FOR THE UNIVERSITY:

_____
Signature of Authorized Official Date

Sharon Radtke, Controller
Name and Title (type or print)

FOR THE FACILITY:

_____
Signature of Authorized Official Date

_____
Name and Title (type or print)

AFFILIATION AGREEMENT FOR PLACEMENT
OF UNIVERSITY OF WISCONSIN STUDENTS

ADDENDUM

THE FACILITY AGREES:

3. The district shall perform the background check as required by Minnesota law for district employees. The cost of the background check shall be paid by the student teacher, in accordance with the school district agreement with the University of Wisconsin-LaCrosse.

FOR THE UNIVERSITY:

Signature of Authorized Official Date

Sharon Radtke, Controller
Name and Title (type or print)

FOR THE FACILITY:

Signature of Authorized Official Date

Dr. Jill Thelen, Director of Schools
Name and Title (type or print)

AGENDA ITEM:	**School Board Policy #205, Open Meetings and Closed Meetings**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Dr. Michael Lovett, Superintendent**

BACKGROUND:

School Board Policy 205, Open Meetings and Closed Meetings, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The changes recommended are consistent with those recommended by MSBA; and
- Include references to notices on our website.

RECOMMENDATION: Approve School Board Policy #205, Open Meetings and Closed Meetings.

205 OPEN MEETINGS AND CLOSED MEETINGS

I. PURPOSE

A. The school board embraces the philosophy of openness in the conduct of its business, in the belief that openness produces better programs, more efficiency in administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.

B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting the individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.

B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum or more members of the school board, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering.

IV. PROCEDURES

A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at its primary offices. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its

schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

   a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board, and on the school district website. The school board's actions at the special meeting are limited to those topics included in the notice.

   b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings.

   c. This notice shall be physically posted, and posted on the school district website, and mailed or delivered at least three days before the date of the meeting. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.

   d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.

   e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than 60 days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

   a. An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration.

   b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.

d. Notice of the emergency meeting shall be given by ~~telephone~~ electronic means or any other method used to notify the members of the school board.

e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.

f. Notice shall include the subject of the meeting.

g. Posted or published notice of an emergency meeting shall not be required.

h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

B. Votes

The votes of school board members shall be recorded in a journal kept for that purpose, and the journal shall be available to the public during all normal business hours at the administrative offices of the school district.

C. Written Materials

1. In any open meeting, a copy of any printed materials relating to the agenda items prepared or distributed by the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.

2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Data

1. Meetings may not be closed merely because the data to be discussed are not public data.

2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations **Strategy**

a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals.

b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessions, and hearings between the school board and its employees or their respective representatives are public meetings except when otherwise provided by the Commissioner of the Bureau of Mediation Services. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be

preserved for at least three years after the date of the meeting. The recording is not available to the public.

3. Preliminary Consideration of Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, i.e., regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the mater to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

a. A hearing on the dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.

b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing.

c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within 14 days of that decision.

b. If the coach requests the reasons for the nonrenewal, the school board must give the coach the reasons in writing within 10 days of receiving the request.

c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.

d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.

e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

~~7.~~8. Meetings to Discuss Certain Not Public Data

Any portion of a meeting must be closed if the following types of data are discussed:

a. data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;

b. active investigative data collected or created by a law enforcement agency; or

c. educational data, health data, medical data, welfare data, or mental health data that are not public data.

d. an individual's personal medical records.

e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

~~8.~~9. Purchase and Sale of Property

a. The school board may close a meeting:

(1) to determine the asking price of real or personal property to be sold by the school district;

(2) to review confidential or nonpublic appraisal data; and

(3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.

c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight (8) years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data

~~9.~~10. Security Matters

a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four (4) years.

~~10.~~11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)

Department of Administration Advisory Opinion 04-004 (February 3, 2004)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)

The Free Press v. County of Blue Earth, 677 N.W. 2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993).
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988).
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983).
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied.* (Minn. 1993)

Cross References: WBLASB Policy 204 (School Board Meeting Minutes)
WBLASB Policy 206 (Public Participation in School Board Meetings/ Complaints about Persons at School Board Meetings and Data Privacy Considerations)
WBLASB Policy 207 (Public Hearings)
WBLASB Policy 406 (Public and Private Personnel Data)
WBLASB Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)

AGENDA ITEM:	**School Board Policy #208, Development, Adoption and Implementation of Policies**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Dr. Michael Lovett, Superintendent**

BACKGROUND:

School Board Policy #208, Development, Adoption and Implementation of Policies, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The changes recommended are consistent with those recommended by MSBA; and
- Adopt the District website as the primary source of information on policies.

RECOMMENDATION: Approve School Board Policy 208, Development, Adoption and Implementation of Policies.

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy making role of the school board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.

B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.

C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.

D. If a policy is modified because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF POLICY

A. It shall be the responsibility of the superintendent to implement school board policies, and to develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

B. Each school board member shall have access to this policy manual, and ~~a copy~~ all policies shall be placed ~~in the main office of each school~~ on the district website. Manuals shall be available in the central office and made available for reference purposes to other interested persons.

C. It shall be the responsibility of the superintendent, employees designated by the superintendent, and individual school board members to keep the policy manuals current.

D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 410, Family and Medical Leave Policy; 413, Harassment and Violence; 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415, Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514, Bullying Prohibition; 522, Student Sex Nondiscrimination; 524, Internet Acceptable Use and Safety Policy; and 616, School District System Accountability.

E. When there is no school board policy in existence to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.09, Subd. 1 (School Boards Powers)
Minn. Stat. § 123B.02, Subd. 1 (School District Powers)

Cross References:

AGENDA ITEM:	**School Board Policy #210, Conflict of Interest – School Board Members**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Dr. Michael Lovett, Superintendent**

BACKGROUND:

School Board Policy #210, Conflict of Interest – School Board Members, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The statutory changes are as recommended by MSBA; and
- Deletion of section B-5 because it applies only to school districts with a population of 1,000 or less.

RECOMMENDATION: Approve School Board Policy #210, Conflict of Interest – School Board Members.

210 CONFLICT OF INTEREST - SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflict of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS

A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.

B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:

1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minn. Stat. Ch. 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the minutes of the school board. Disclosure must be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and must only be made once;

2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;

3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;

4. A contract for which competitive bids are not required by law; A contract made under this exception will be void unless the following procedures are observed:

   a. The school board must authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.

   b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.

   c. Before a claim is paid, the interested school board member must file with the clerk of the school board an affidavit stating:

      (1) The name of the school board member and the office held;
      (2) An itemization of the goods or services furnished;
      (3) The contract price;
      (4) The reasonable value;
      (5) The interest of the school board member in the contract; and
      (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.

5. ~~A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract.~~

~~6.~~ 5. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.

C. In the following circumstances, the school board may as an exception, by majority vote at a meeting where all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee where there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed $8,000 in that fiscal year. If the school board member does not receive

majority approval to be initially employed or to continue in employment at a meeting where all school board members are present, that employment must be immediately terminated and that school board member will have no further rights to employment while serving as a school board member in the school district.

D. The school board may contract with a class of school district employees, such as teachers or custodians, where the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantial different from the benefits that other members of the class receive under the employment contract. In order for the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting where the contract is approved.

IV. LIMITATIONS ON RELATED EMPLOYEES

A. The school board can hire or dismiss teachers only at duly called meetings. Where a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.

B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree, as computed by the civil law, except by a unanimous vote of the full school board.

V. CONFLICTS PRIOR TO TAKING OFFICE

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

Legal References: Minn. Stat. 122A.40, Subd. 3 (Teacher Hiring, Dismissal)
Minn. Stat. 123B.195 (Board Member's Right to Employment)

Minn. Stat. 471.87 (Public Officers; Interest in Contract; Penalty)
Minn. Stat. 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)
Minn. Stat. 471.89 (Contract, When Void)
Op. Atty. Gen. 437-A-4, March 15, 1935
Op. Atty. Gen 90-C-5, July 30, 1940
Op. Atty. Gen. 90-A, August 14, 1957

Cross References: MSBA Model Policy 101 (Legal Status of the School Board)
WBLASB Policy 209 (Code of Ethics)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

AGENDA ITEM:	**School Board Policy #212, School Board Member Development**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Dr. Michael Lovett, Superintendent**

BACKGROUND:

School Board Policy #212, School Board Member Development, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The statutory changes are as recommended by MSBA.

RECOMMENDATION: Approve School Board Policy #212, School Board Member Development.

212 SCHOOL BOARD MEMBER DEVELOPMENT

I. PURPOSE

In recognition of the need for continuing inservice training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association.

B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state and national school boards associations, as well as in the activities of other educational groups.

C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.

D. The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

Legal References: Minn. Stat. § ~~123.33, Subd. 2a~~ 123B.09, Subd. 2 (School Board Member Training)

Cross References: WBLASB Policy 214 (Out-of-State Travel by School Board Members)
WBLASB Policy 412 (Expense Reimbursement)

AGENDA ITEM:	**School Board Policy #401, Equal Employment Opportunity**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Marv Swanson, Interim Director of Human Resources**

BACKGROUND:

School Board Policy #401, Equal Employment Opportunity, has been reviewed by the School Board Policy Committee and is recommended for a second reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION: Approve School Board Policy #401, Equal Employment Opportunity.

401 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

II. GENERAL STATEMENT OF POLICY

A. It is the school district's policy to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees.

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.

C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.

D. It is the responsibility of every school district employee to follow this policy.

E. Any person having any questions regarding this policy should discuss it with the Director of ~~Personnel~~ Human Resources.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. 621 et. seq. (Age Discrimination in Employment Act)
29 U.S.C. 2615 (Family and Medical Leave Act)
38 U.S.C. 4211 et. seq. (~~Veterans' Reemployment Rights Act~~ Employment and Training of Veterans)
38 U.S.C. 4301 et seq. (~~Vietnam Era Veterans' Readjustment Assistance Act~~ Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. 12101 et seq. (~~Americans with Disabilities Act~~ Equal Opportunity for Individuals with Disabilities)

Cross Reference: WBLASB Policy 402 (Disability Nondiscrimination)
WBLASB Policy 405 (Veteran's Preference)
WBLASB Policy 413 (Harassment and Violence)

AGENDA ITEM:	**School Board Policy #419, Tobacco-Free Environment**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Marv Swanson, Interim Director of Human Resources**

BACKGROUND:

School Board Policy #419, Tobacco-Free Environment, has been reviewed by the School Board Policy Committee and is recommended for a second reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION: Approve School Board Policy #419, Tobacco-Free Environment.

419 TOBACCO-FREE ENVIRONMENT

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. It shall be a violation of this policy for any student, teacher, administrator, other school personnel of the school district or person to smoke or use tobacco or tobacco-related devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. It shall be a violation of this policy for any elementary school, middle school, or secondary school student to possess any type of tobacco or tobacco-related device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

III. TOBACCO AND TOBACCO RELATED DEVICES DEFINED

A. "Tobacco" means cigarettes; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco, prepared in such manner as to be suitable for chewing or smoking in a pipe or other tobacco-related devices.

B. "Tobacco-related devices" means cigarette papers or pipes for smoking.

C. "Smoking" means inhaling smoke from any lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product. Smoking includes carrying a lighted cigar, cigarette, pipe, or any other lighted smoking equipment.

IV. EXCEPTION

It shall not be a violation of this policy for an Indian adult to light tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

V. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district ~~employees~~ administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VI. DISSEMINATION OF POLICY

A. The school district will develop a method of discussing this policy with students and employees.

B. This policy shall appear in the student handbook.

Legal References: Minn. Stat. § 144.413, Subd. 1b and 4 (Definitions)
Minn. Stat. § 144.416 (Responsibilities of Proprietors)
Minn. Stat. § 144.4165 (Tobacco Products Prohibited in Public Schools)
Minn. Stat. § 144.417 (Commissioner of Health, Enforcement, Penalties)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)

Cross References: WBLASB Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
WBLASB Policy 506 (Student Discipline)
~~MSBA Service Manual, Chapter 6, District Education Program (A-11: Student Suspension, Exclusion and Expulsion) (A-12: Student Removal from Class and Adoption of Local Discipline Policies)~~
~~MSBA Service Manual, Chapter 7, School Facilities, (V: Tobacco Products Prohibited in Public Schools)~~
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

AGENDA ITEM:	**School Board Policy #526, Hazing Prohibition**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Dr. Jill Thelen, Director of Schools**

BACKGROUND:

School Board Policy #526, Hazing Prohibition, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The changes recommended are consistent with those recommended by MSBA; and
- In Section V-C "suspension from Minnesota State High School League Activities" was added to keep this policy consistent with our other policies and procedures.

RECOMMENDATION: Approve School Board Policy #526, Hazing Prohibition.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather,

confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, suspension from Minnesota State High School League Activities, Saturday School, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

This policy shall ~~appear~~ be referenced in each school's student handbook and in each school's building and staff handbooks.

Legal References: Minn. Stat. § 121A.40 to 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross Reference: W.B.L.A.S.B Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
W.B.L.A.S.B. Policy 413 (Harassment and Violence)
W.B.L.A.S.B. Policy 506 (Student Discipline)
W.B.L.A.S.B. Policy 525 (Violence Prevention [Applicable to Students and Staff])

AGENDA ITEM:	**School Board Policy #603, Curriculum Development**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Cynthia Moore, Director of Curriculum and Assessment**

BACKGROUND:

School Board Policy #603, Curriculum Development, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The changes recommended are consistent with those recommended by MSBA; and
- Minor editing to conform to District practices.

RECOMMENDATION: Approve School Board Policy #603, Curriculum Development.

603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall have parent, teacher, support staff, student, community residents, and administration representation.

C. Within the ongoing process of curriculum development, the following needs shall be addressed:

1. Provide for articulation of ~~courses~~ programs of study. ~~from kindergarten through grade twelve.~~

2. Identify goals for each course and at each elementary grade level.

3. Provide for continuing evaluation of programs for the purpose of attaining the school district mission.

4. Provide a program for ongoing monitoring of student achievement and progress.

5. Provide for special needs of all members of the student community.

6. Integrate required and elective standards in the scope and sequence of the district curriculum.

7. Meet all requirements of the ~~Minnesota Department of Children, Families & Learning.~~ Minnesota Department of Education and the No Child Left Behind Act.

D. It shall be the responsibility of the superintendent to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for school board review and approval.

E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:

~~Minn. Stat. § 120B.03 (Implementing the Profile of Learning)~~
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Rule 3500.0550 (Inclusive Educational Program)
Minn. Rule 3501.0010 – 3501.0180 (Graduation Standards – Reading and Mathematics)
Minn. Rule 3501.0200 – 3501.027~~9~~0 (Graduation Standards – Written Composition)
~~Minn. Rule Parts 3501.0300 – 3501.0469 (Graduation Standards – Profiles in Learning)~~
Minn. Rules Parts 3501.0505-3501.0745 (K-12 Standards)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

WBLASB Policy 604 (Instructional Curriculum)
WBLASB Policy 605 (Alternative Programs)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students)
WBLASB Policy 616 (School District System Accountability)
WBLASB Policy 617 (School District Ensurance of Preparatory and High School Standards)
WBLASB Policy 618 (Assessment of Standard Achievement)
WBLASB Policy 619 (Staff Development for Standards)
WBLASB Policy 620 (Credit for Learning)
~~WBLASB Policy 621 (Record Keeping/Reporting/Advising of Student Achievement)~~
~~WBLASB Policy 622 (Profile of Learning Appeal Process)~~

AGENDA ITEM:	**School Board Policy #609, Religion**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Cynthia Moore, Director of Curriculum and Assessment**

BACKGROUND:

School Board Policy #609, Religion, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The changes recommended are consistent with those recommended by MSBA; and
- Minor editing appropriate for White Bear Lake Area School District.

RECOMMENDATION: Approve School Board Policy #609, Religion.

609 RELIGION

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall neither promote nor disparage any religious belief or non belief. Instead, the school district encourages all students and employees to have ~~appreciation for and tolerance~~ respect ~~of~~ for each other's views.

B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

A. It shall be the responsibility of the superintendent to ensure that the study of religious materials, customs, beliefs and holidays in the school district is in keeping with the following guidelines:

1. The proposed activity must have a secular purpose.

2. The primary objective of the activity must be one that neither advances nor inhibits religion.

3. The activity must not foster excessive governmental relationships with religion.

B. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

~~B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.~~

Legal References: U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence From School for Religious Observance)
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, 120 S.Ct. 2706 (2000)
Lemon v. Kurtzman, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 540 F.Supp.2d 1047 (E.D. Mo. 2008)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References: WBLASB Policy 801 (Equal Access to Facilities of Secondary Schools)

AGENDA ITEM:	**School Board Policy #610, Student Field Trips, Fees, and Fines**
MEETING DATE:	**December 16, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Dr. Jill Thelen, Director of Schools**

BACKGROUND:

School Board Policy #610, Student Field Trips, Fees and Fines, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The changes recommended are consistent with those recommended by MSBA; and
- Provides updates to clarify levels of authority for approval.
- Since the first reading we have made a format change to this policy.

RECOMMENDATION: Approve School Board Policy #610, Student Field Trips, Fees, and Fines.

610 STUDENT FIELD TRIPS, FEES AND FINES

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips, fees and fines and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

A. It is the general expectation of the school board that the district will provide free public school education, and that no student will be denied an education because of economic ability to furnish education books and supplies necessary to complete education requirements necessary for graduation. (Minn. Stat. §§123B.35, 123B.36 and 123B.37).

B. It is the general expectation of the school board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas: Instructional Trips, Supplementary Trips and Extended Trips.

III. FIELD TRIPS

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be required of students to defray direct costs of instructional trips. (Minn. Stat. §123B.37). ~~Although~~ tThe school district may accept voluntary donations to defray the costs of field trips that are not required as part of a basic education or course (Minn. Stat. §§ 123B.35 and 123B.02, Subd. 6). Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category ~~may,~~ involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary, and must be requested well in advance of the planned activity. Prior to an extended trip the request form must be completed and approved at each level: principal, athletic-activity director, superintendent or designee, and school board. Exceptions to the approval policy may be granted or expedited by the superintendent or designee to accommodate emergencies or contingencies (e.g. tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

D. Regulations

1. Rules of conduct and discipline for students and employees shall apply to all student trip activities.

2. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

3. Transportation shall be furnished through a commercial carrier or school owned vehicle. In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office.

IV. FEES AND FINES

A. Fees

1. Students may be charged fees in areas considered to be co-curricular, non-curricular, or supplementary to the education requirements for graduation.

2. District approval fees as authorized by the school board after public hearing, may be charged to help fund activities that are not required for graduation, as permitted by state law.

3. The school board will hold a public hearing within the district upon three weeks published notice prior to the initiation of any new fee not specifically authorized or prohibited under Minn. Stat. § 123B.36 or Minn. Stat. § 123B.37 (per Minn. Stat. § 123B.38).

4. Schools may reduce or waive student fees, except for parking fees, for students/families unable to pay such fees. Criteria to be considered might

include free/reduced price meal status or family financial hardship information.

5. "Student fees" may include, but are not limited to, fees for co-curricular activities, behind-the-wheel driver education, band instrumental rental, student parking, and early entrance testing.

6. Schools shall be allowed to require payment of fees by students as permitted under state law, including, but not limited to: supplemental publications or materials that are optional for student to use: field trips considered supplemental to the educational program; additional or more costly materials used for a project when the resultant product is in excess of minimum requirements and, at the student's option, becomes the personal property of the student.

B. Fines

1. The district shall charge students for damage to school property, including charges reported by the Transportation Department for damage done to school buses.

2. Schools shall charge students for lost and damaged books, materials, supplies and equipment owned by the district.

3. Schools may fine students for parking violations on school property.

V. SCHOOL BOARD REVIEW

The ~~Director of Schools~~ superintendent or designee shall report at least annually to the school board upon the utilization of trips under this policy.

Legal References: ~~Minn. Stat. § 123B.02 (General Powers)~~
~~Minn. Stat. § 123B.35 (General Policy)~~
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Co-curricular and Extracurricular Activities; Insurance)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F .3d 675 (8th Cir. 2003)
Lee v. Pine Bluff School District, 472 F.3d 1026 (8th Cir. 2007)

Cross References: WBLASB Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
WBLASB Policy 423 (Employee – Student Relationships)
WBLASB Policy 506 (Student Discipline)
WBLASB Policy 707 (Transportation of Public School Students)
WBLASB Policy 709 (Student Transportation Safety Policy)
WBLASB Policy 710 (Extracurricular Transportation)

Independent School District No. 624
White Bear Lake, MN 55110

REQUEST FOR FIELD TRIP

Date Submitted_____ School_____

Sponsoring Organization or Class_____

Adult Advisor or Teacher_____

Destination_____

Date of Field Trip_____

Number of class days students will miss_____

Number of students in class or organization not going on trip_____

Number of students going on trip_____

Means of transportation_____

_____

Goal or purpose of trip (How it ties in with educational program)_____

_____

_____

_____

_____

_____

How is trip to be financed?_____

_____

Cost to student_____

Recommended by Principal_____

Recommended by Director of Curriculum &
Assessment **or** Director of Schools _____

School Board ☐ Approved ☐ Not Approved Date_____

This form is to be used to submit a request for a field trip. See Policy 610.26.
*All extended trips must have prior Board approval before trip occurs. NOTE: School Board meeting dates are posted on District website.

Revised 11/09

AGENDA ITEM:	**School Board Policy #613, Graduation Requirements**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Cynthia Moore, Director of Curriculum and Assessment**

BACKGROUND:

School Board Policy #613, Graduation Requirements, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION: Approve School Board Policy #613, Graduation Requirements.

Adopted: September 8, 1997
Revised: June 11, 2002
Revised: July 18, 2005
Revised: November 8, 2007

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district that all students must pass the Minnesota Graduation Basic Standards tests or the Minnesota Comprehensive Assessments (MCA) ~~in reading, mathematics, and written compositions as~~ per state requirements ~~or higher guidelines~~ and must satisfactorily complete, as determined by the school district, all course credit requirements and graduation standards, as established by the school board, in order to graduate.

III. DEFINITIONS

A. "Course credit" is equivalent to a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. "Department" means the Minnesota Department of Education.

C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

D. "Individualized Education Plan," or "IEP," means a written statement developed for a student eligible by law for special education and services.

E. ~~"Limited English Proficient" or "LEP"~~ "English Language Learners" or "ELL" students means individuals whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

IV. TEST ADMINISTRATOR

~~Director of Assessment and Instruction~~ Superintendent or designee shall be named the school district test administrator. ~~Said person shall be in charge of all test procedures.~~

V. GRADUATION REQUIREMENTS

A. All students must pass the Minnesota State assessments in reading, mathematics, and written composition as per Minnesota State requirements in order to graduate.

B. All students must satisfactorily complete an appropriate number of credits as approved by the School Board and identified in the White Bear Lake Area Schools Registration Guide.

VI. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, Section 120B.07 upon meeting the following conditions:

A. All course, standards, and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and

C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References:
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rule Parts 3501.0010–3501.0180 (Rules Relating to Graduation Standards – Mathematics and Reading)
Minn. Rule Parts 3501.0200–3501.0290 (Rules Relating to Graduation Standards–Written Composition)
Minn. Rules Parts 3501.0505-3501.0745 (K-12 Standards)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:
WBLASB Policy 104 (School District Mission Statement)
WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodations and LEP Students)
WBLASB Policy 616 (School District System Accountability)
White Bear Lake Area High School Registration Guide

AGENDA ITEM:	**School Board Policy #616, School District System Accountability**
MEETING DATE:	**December 14, 2009**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Cynthia Moore, Director of Curriculum and Assessment**

BACKGROUND:

School Board Policy #616, School District System Accountability, has been reviewed by the School Board Policy Committee and is recommended for a second reading.

- The changes recommended are consistent with those recommended by MSBA; and
- Additions to IV-B are consistent to our process.

RECOMMENDATION: Approve School Board Policy #616, School District System Accountability.

Adopted: October 13, 1997
Revised: May 26, 1998
Revised: June 11, 2001
Revised: May 9, 2005

White Bear Lake Area
School District #624 Policy 616

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and the No Child Left Behind Act ~~will~~ requires a ~~new~~ level of accountability for the school district. ~~The school district will establish a system to transition from the former graduation requirements of the Profile of Learning to the new graduation requirements of the Minnesota Academic Standards.~~ The school district ~~also~~ will establish a system to review and improve instruction, curriculum and assessment which will include ~~substantial~~ input by students, parents or guardians and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

~~A. "Content Standard" means a set of state prescribed specifications in a learning area.~~

~~B~~.A "Course credit" is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter as determined by the school district.

~~C.~~ B. "Graduation Standards" means ~~the number and distribution of high school content standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~ the course credit requirements and ~~Profile of Learning content standards or~~ Minnesota Academic Standards that school districts must offer, and certify that students complete, to be eligible for a high school diploma.

~~D. "Special needs" means students with limited English proficiency, disabilities or 504 plans.~~

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION; AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the ~~Basic Standards and content standards contained in the Profile of Learning and the~~ Minnesota Graduation Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the school board.

2. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through ~~some~~ the locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the continuous improvement process will be analysis of the school district's progress toward implementation of the ~~Basic Standards and High Standards included in the Profile of Learning.~~ Minnesota Academic Standards.

~~The Basic Standards and the High Standards will be phased in for students according to the schedule established by the Department of Children, Families, and Learning. If the Department of Children, Families, and Learning changes the schedule, the district will change its schedule in the same way.~~

The professional teaching and learning cycle comprises six phases—study, select, plan, implement, analyze, and adjust. Following is a description of, and the goals, for each phase:

Phase 1: Study
Teachers work in collaborative planning teams (grade level, vertical, or departmental) to critically examine and discuss the learning expectations from the MN Academic Standards.

Phase 2: Select
Collaborative planning teams research and select instructional strategies and resources for enhancing learning as described in the standards.

Phase 3: Plan
Collaborative planning teams work together to formally plan a lesson incorporating the selected strategies, and agree on the type of student work each teacher will analyze as evidence of student learning.

Phase 4: Implement
Teachers teach the planned lesson, make note of implementation successes and challenges, and gather the agreed-upon evidence of student learning.

Phase 5: Analyze
Teachers gather again in collaborative teams to examine student work and discuss student understanding of the standards.

Phase 6: Adjust
Collaborative teams reflect on the implications of the analysis of student work. Teachers discuss alternative instructional strategies or modifications to the original instructional strategy that may be better suited to promoting student learning.

C. Implementation of Graduation Requirements

1. ~~Graduation Standards Implementation Committee~~ The Director of Curriculum shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations ~~of this committee~~ shall be published annually to the community.

2. The school board shall annually review and determine if student achievement levels at each school site meet state expectations. If the school board determines that student achievement levels at a school site do not meet state expectations and the site has not made adequate yearly progress for two consecutive school years, ~~beginning with the 2001-02 school year, the Graduations Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet state and local expectations. The Graduations standards Implementation Committee may~~ the site may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be ~~based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior reliable achievement. Indicators of achievement and prior achievement must be~~ based on highly reliable statewide or district-wide assessments. The school board will ~~utilize~~ consider models developed by the Commissioner for measuring individual student progress. The school board must coordinate with the Minnesota Department of Education (MDE) in evaluating school sites and continuous improvement plans, consistent with the best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

1. The Community Curriculum Advisory Council acts in an advisory capacity to the superintendent, to convey community beliefs and opinions regarding curriculum issues.

~~Included in its membership should be:~~

~~a. The Director of Curriculum or his/her designee~~
~~b. Principal~~
~~c. School Board Member~~
~~d. Two student representatives~~
~~e. One teacher from each instructional level: elementary, and secondary~~
~~f. Two parents from each instructional level: elementary, and secondary~~
~~g. A resident without school-aged children.~~
~~h. Local business or industry.~~

2. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

a. The Director of Curriculum (or similar educational leader)

b. Principal

c. School Board Member

d. Student Representative

e. One teacher from each building or instructional level

f. Parents from each building or instructional level

g. Residents without school-aged children

h. Residents representative of local business or industry

i. School District Test Administrator (if different from "a." above)

E. Evaluation of Student Progress

A committee of ~~P~~professional staff shall develop a plan for assessment of student progress toward the ~~Profile of Learning,~~ Academic Standards, as well as program evaluation data for use by the Community Curriculum Advisory Committee in the instruction and curriculum review process.

F. Educational Planning and Assessment System. The school district may elect to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

~~F.~~G. Reporting

An "Annual Report on Curriculum, Instruction and Student ~~Performance~~ Achievement" shall be approved by the school board ~~and distributed to the public. A copy shall be sent to the Commissioner by October 15 of each year. The public report shall include, but not be limited to, the following:~~ by October 1 of each year. The school board shall publish the report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as the school district website. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the school district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner by October 15 of each year. The public report shall include, but not be limited to, the following:

1. Student ~~performance~~ achievement goals for meeting the ~~graduation~~ Minnesota Academic sStandards;

2. Result of local assessment data and additional test data,, including all data required by Minn. Rules, Part 3501.0160;

3. School district improvement plans including staff development goals;

4. Progress on previous improvement plans;

5 Amount and type of revenue attributed to each educational site as defined in Minn. Stat. § 123B.04;

6. Names of Advisory Committee members, dates their terms expire, method of selection and application dates;

7. Periodic reports on constituencies' satisfaction with schools;

8. Biennial evaluations of the school district testing programs.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)

Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minn. Rules Part 3501.0160 (District Reporting Requirements)
Minn. Rules Parts 3501.0505-3501.~~0635~~ 0745 (K-12 Standards)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

WBLASB Policy 104 (School District Mission Statement)
WBLASB Policy 601 (School District Curriculum and Instruction Goals)
WBLASB Policy 613 (Graduation Requirements)
WBLASB Policy 614 (School District Testing Plan and Procedure)
WBLASB Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students)
WBLASB Policy 617 (School District Ensurance of Preparatory and High School Standards)
WBLASB Policy 618 (Assessment of Standard Achievement)
WBLASB Policy 619 (Staff Development for Standards)
WBLASB Policy 620 (Credit for Learning)

AGENDA ITEM: **Award of Bids – Birch Lake Elementary School HVAC Equipment**

DATE: **December 14, 2009**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Pete Willcoxon Sr.**
Executive Director of Business Services

****

BACKGROUND:

Bids were opened for the Birch Lake Elementary School HVAC Equipment project on December 3, 2009. Because of the long lead time necessary for delivery of the variable unit ventilators, we separated out the purchase of the equipment. Pursuing the project in this manner also allows the District to use its tax exempt status to save any sales tax.

While there was only one bidder for the equipment piece of the project, the District has worked with the bidder on several projects in the past and we believe they will provide the equipment as specified.

The total price of the bid award is $184,980 and the recommendation is that it be awarded to the Schwab, Volhaber, Lubratt Company.

Funding for the project will be bond proceeds from the alternative facilities program.

All supporting information is included with this agenda item.

****

RECOMMENDATION:

It is recommended that the Board approve the bid recommendation as submitted.

WHITE BEAR LAKE AREA PUBLIC SCHOOLS
Independent School District No. 624

PHIL FISHER
Manager of Building Operations

4855 Bloom Avenue
White Bear Lake, MN 55110-2731
(651) 407-7534 • Fax (651) 407-7539
pefish@wbl.whitebear.k12.mn.us

To: Peter Willcoxon

From: Phil Fisher

Subject: Birch Lake Elementary School HVAC Equipment Project

Date: December 9, 2009

Bids were opened for the Birch Lake Elementary School HVAC Project, VUV and Controls only, on December 3, 2009. This is a board approved "Alternative Facilities" deferred maintenance project.

Because of the long lead time for delivery of the Variable Unit Ventilators we separated out the purchase of this equipment. This also allowed us to purchase the equipment without having sales tax added onto the equipment.

There was only one bidder for the VUV equipment. The apparent low bidder for this equipment was Schwab, Volhaber, Lubratt Company with a bid of One Hundred Eighty Four Thousand Nine Hundred Eighty Dollars, $184,980.00. The district has worked with Schwab, Volhaber, Lubratt Company on several projects in the past and believe that they will provide the equipment as specified

Hallberg Engineering who designed the specifications for this equipment has recommended that we accept this bid. This bid is within budget estimates for this work.

All work will be done during the spring and summer of 2010 with substantial completion before August 15, 2010.

Recommendation: *That the White Bear Lake Area Public School Board awards the Birch Lake Elementary School HVAC Equipment Project to::*

Schwab, Volhaber, Lubratt Company with a bid of One Hundred Eighty Four Thousand Nine Hundred Eighty Dollars, $184,980.00.

Attachments:

HALLBERG
ENGINEERING

December 9, 2009

Mr. Phil Fisher
ISD 624 White Bear Lake Area Public Schools
4855 Bloom Ave
Suite 300
White Bear Lake, MN 55110-4499

Re: 2010 White Bear Lake Area Public Schools
Birch Lake Elementary School
Replacement HVAC Units
Project No. R09-0617.001

Dear Phil,

As you are aware, on Thursday, December 3, 2009 we opened bids for the above referenced project. Enclosed is a copy of the bid tab. Schwab Volhaber Lubratt had the only bid of $184.980.

We have contacted Schwab Volhaber Lubratt and they have confirmed that they are comfortable with their bid and are ready to commence shop drawings and subsequent equipment order.

We, as your Engineers, recommend that you award a contract to in the sum of $184.980 at your next School Board Meeting.

Sincerely,

HALLBERG ENGINEERING, INC.

Keith E. Weinzierl
Project Manager

Enclosures: (1) Bid Tabulation
cc: Tim Rabbitts - Hallberg Engineering

i:\projects\624\r09-0617.001\correspondence\ltr20091209-bid recommendation.doc

HALLBERG ENGINEERING

BID TABULATION

Birch Lake Elementary School
Replacement HVAC Units
Project No. R09-0617.001

Date: 12/3/09
Time: 2:00 PM

COMPANY	Base Bid	Addendum #1	Bid Bond		
Schwab Volhaber Lubratt	$184,980	Yes	Yes		

Mechanical/Electrical Consulting Engineers
1750 Commerce Court ♦ White Bear Lake, MN 55110 ♦ Phone (651) 748-1100 ♦ Fax (651) 748-9370
i:\projects\624\r09-0617.000\correspondence\bid20091209.doc