INDEPENDENT SCHOOL DISTRICT #624

SCHOOL BOARD AGENDA

May 13, 2013

Independent School District No. 624

MISSION STATEMENT

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

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

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

Approved by White Bear Lake Area School Board on June 13, 2011.

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

To: Members of the School Board

From: Michael J. Lovett
Superintendent of Schools

Date: May 1, 2013

A Student Recognition will be held on **Monday, May 13, 2013**, at 6:30 p.m. in the Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

A meeting of the White Bear Lake Area School Board will be held on **Monday, May 13, 2013** at 7:00 p.m. in Community 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
   a) Approval of Minutes
   b) Payment of Invoices
   c) Correspondence
   d) Acceptance of Gifts
   e) Approve Field Trips
   f) Human Resources Items

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 up to 30 minutes (3minutes per speaker, 10 minutes per topic, no more than 3 speakers per topic as a general rule). Comments should be brief, and repetition of public comments already expressed at the same meeting should be avoided.
3. Those who wish to address the Board should fill out the Public Forum Speaker Card and submit the card to the School Board clerk or other district official at the meeting.
4. Questions may be asked on any topic, including those on the agenda.
5 School District policy and data privacy laws preclude the Board from publicly discussing personnel matters or data, including information, which, if discussed in a public meeting could violate law or policy. Complaints or concerns regarding individual school district employees should be presented in writing to school administration and signed by the person submitting the complaint or concern.

6. An attempt will be made to answer questions addressed to the Board. In those cases where an answer is not provided a contact from an appropriate school district official will be made as a follow-up.
7. A handout on the purpose of school board meetings and the meeting process is available at each school board meeting.
8. Citizens may be asked to address the school board on a particular subject during the discussion of that item.
9. The School Board Chairperson will attempt to reasonably honor requests to speak, but shall also exercise discretion with regard to time constraints and therefore may limit the number of requests to speak accordingly.

C. INFORMATION ITEMS

1. Presentation on City of Hugo Bond Refinancing

2. Innovation and Technology: What is new with "Flipped Teaching and Learning"

3. Report on Visit of Hangzhou Foreign Languages School Leaders

4. Superintendent's Report

D. DISCUSSION ITEMS

1. First Reading of Policy 606, Textbooks and Instructional Materials

E. OPERATIONAL ITEMS

1. Action on K-12 Music Program Framework

2. Action on Resolution Amending Joint Powers Agreement with City of Hugo

3. Action on Partnership with White Bear Center for the Arts for 2013-14

4. Non-Renewals of Probationary Licensed Staff

5. Action on Meal Price Increase for Food Service Fund for 2013-14

6. Action on Award of 2013-2014 Paper Bid

7. Rejection of Bids – Lakeaires Elementary School and Willow Lane Elementary School

8. Action on School District Polling Locations

9. Second Reading of Policy 421, Gifts to Employees

10. Second Reading of Policy 618, Assessment of Student Achievement

11. Second Reading of Policy 801, Equal Access to Facilities of Secondary Schools

12. Second Reading of Policy 902, Use of School District Facilities and Equipment

F. BOARD FORUM

G. ADJOURNMENT

A. PROCEDURAL ITEMS

Consent Agenda Item A-5
May 13, 2013
School Board Meeting

AGENDA ITEM:	**Consent Agenda**
MEETING DATE:	**May 13, 2013**
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) Human Resources Items

RECOMMENDATION:

Approve the items listed on the Consent Agenda.

Consent Agenda Item A-5(a)
May 13, 2013
School Board Meeting

AGENDA ITEM: **School Board Minutes**

MEETING DATE: **May 13, 2013**

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.

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

A meeting of the White Bear Lake Area School Board was held on Monday, April 8, 2013 at 7:00 p.m. in Community Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN.

A. PROCEDURAL ITEM

1 Chair Newberg called the meeting to order at 7:10 p.m.

2. Roll Call- Present: ***Newberg, Shevik, Storey, Swanson, Hiniker, Kimball***
Late Arrival: ***Chapman***
Ex-Officio: Lovett
Cabinet: Present – Guenther, Law, Picha, Vette, Willcoxon

3. Pledge of Allegiance

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

5. Storey moved, Kimball seconded to approve the consent agenda consisting of:
- approval of minutes of regular meeting on March 11, and work-study session on March 18, 2013;
- payment of invoices based upon 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;
- passage of resolution to approve personnel issues to include:
  - **Resignations - Classified Staff**
    Matthew Riebow – Program Assistant Leader, Vadnais Heights Elementary
    Employed by District 624 since 08/27/2012, Effective Date: 03/08/2013
  - **Retirement - Classified Staff**
    Linda Chartrand – Media Clerk/Playground Assistant, Otter Lake Elementary
    Employed by District 624 since 08/26/1981, Effective Date: 06/11/2013
    Nancy Kath – Employee Benefits Specialist, District Center
    Employed by District 624 since 09/30/1985, Effective Date: 07/31/2013
  - **Resignation - Certified Staff**
    Kathleen Harper – SPED Teacher, On Leave
    Employed by District 624 since 08/26/2004, Effective Date: 06/07/2013
    Randi Weber – Communications Teacher, Secondary
    Employed by District 624 since 08/26/2010, Effective Date: 06/07/2013
  - **Retirement – Administration**
    Patricia Riebau – Community Ed. & Recreation Coordinator-Ex. Day, District
    Employed by District 624 since 07/01/1987, Effective Date: 07/31/2013
  - **Retirement – At-Will**
    Margaret McMahon – Special Services ECSE Supervisor, Normandy Park
    Employed by District 624 since 08/23/1984, Effective Date: 06/28/20
  - **Change In Continuing Contracts – Certified Staff**
    Crystal Butters – Title 1 Teacher, Elementary
    From 1.00 f.t.e. to a .80 f.t.e.
    Effective Date: 2013-2014 School Year
    Mary Jo Coleman – Occupational Therapist, Normandy Park

From a .80 f.t.e. to a .60 f.t.e.
Effective Date: 2013-2014 School Year
Molly Miller – School Nurse, Various Elementary Buildings
From .80 f.t.e. to a .90 f.t.e.
Effective Dates: 03/18/2013 through 06/07/2013
Shannon Treichel – Spanish Teacher, Secondary
From a 1.00 f.t.e. to a .80 f.t.e.
Effective Date: 2013-2014 School Year

- **Leaves Of Absence – Certified Staff**

Stacey Bacigalupo – Communications Teacher, High School-South Campus,
Employed by District 624 since 08/27/2009
Effective Dates: 03/25/2013 through 06/07/2013
Christine Balgord – Elementary Teacher, Lincoln Elementary
Employed by District 624 since 08/23/1999
Effective Dates: 03/27/2013 through 06/07/2013
Danielle Bradshaw – Program Assistant Leader, Lakeaires Elementary
Employed by District 624 since 09/06/2011
Effective Dates: 02/04/2013 through 04/01/2013
Kathleen Harper – SPED Teacher, Sunrise Middle School
Employed by District 624 since 08/26/2004
Effective Dates: 04/08/2013 through 06/07/2013
Kelly Humphrey – Elementary Teacher, Lakeaires Elementary
Employed by District 624 since 08/21/2003
Effective Dates: 03/17/2013 through 06/07/2013
Pamela Johnstone – Elementary Teacher, Lincoln Elementary
Employed by District 624 since 08/27/2009
Effective Dates: 10/16/2013 through 04/01/2013
Katherine Moore – School Psychologist, Matoska International
Employed by District 624 since 08/24/2006
Effective Dates: 03/11/2013 through 06/07/2013
Shannon Nicholas –Kindergarten Teacher, Lincoln Elementary
Employed by District 624 since 08/22/2012
Effective Dates: 03/13/2013 through 06/07/2013
Aimie Pollard – Speech-Language Pathologist, Birch Lake Elementary
Employed by District 624 since 08/26/2010
Effective Dates: 12/19/2012 through 03/15/2013
Cynthia Swenson – EL Teacher, High School-North Campus
Employed by District 624 since 08/26/2004
Effective Dates: 02/17/2013 through 06/07/2013
Christine Trepanier – Elementary Classroom Teacher, Oneka Elementary
Employed by District 624 since 08/23/2001
Effective Dates: 04/02/2013 through 06/07/2013

- **Part-Time Leave Requests – Certified Staff**

Joanne Anderson – Elementary Classroom Teacher, Elementary
.20 Leave (.80 position)
Effective Date: 2013-2014 School Year
Jane Edgell – ECSE Teacher, Elementary
.20 Leave (.80 position)
Effective Date: 2013-2014 School Year
Karla Cummins – Social Studies Teacher, Secondary
.30 (.70 position)
Effective Date: 2013-2014 School Year
Elizabeth Evert – Spanish Teacher, Secondary

.20 Leave (.80 position)
Effective Date: 2013-2014 School Year
Ellen Fahey – Science Teacher, Secondary
.20 Leave (.80 position)
Effective Date: 2013-2014 School Year
Kristin Fry – Communications Teacher, Secondary
.30 Leave (.70 position)
Effective Date: 2013-2014 School Year
Emily Gallatin – TITLE Teacher, Elementary
.20 Leave (.80 position)
Effective Date: 2013-2014 School Year
Wendy Hoernemann – Science Teacher, Secondary
.20 Leave (.80 position)
Effective Date: 2013-2014 School Year
Nancy Kirsch-Higgs – SPED Teacher, Elementary
.40 Leave (.60 position)
Effective Date: 2013- 2014 School Year
Catherine Olson – Mathematics Teacher, Secondary
.20 Leave (.80 position)
Effective Date: 2013-2014 School Year
Hannah Paddock - Elementary Classroom Teacher, Elementary
.50 Leave (.50 position)
Effective Date: 2013-2014 School Year
Stephanie Tollison – School Psychologist, Secondary
.40 Leave (.60 position)
Effective Date: 2013-2014 School Year

- **New Personnel – Classified Staff**
  Melissa Iwerks – Computer Assistant, South Campus
  $16.05/ hr. 7.00 hrs. /day 50 days $5,617.50
  Effective Date: 04/02/2013
  John Reagan – Custodian, Oneka Elementary
  $16.16/ hr. + .25 SD 8.00 hrs. / day 75 days $9,846.00
  Effective Date: 03/18/2013
  Kelly Rivers – Media Clerk/Playground Assistant, Lincoln Elementary
  $15.55/ hr. 5.75 hrs. / day 56 days $5,007.10
  Effective Date: 03/18/2013
  John Vichich – Assistant Head Custodian Engineer, Lincoln Elementary
  $18.86/ hr. + .25 SD 8.00 hrs. /day 68 days $10,395.84
  Effective Date: 03/27/2013
- **New Personnel – At-Will Staff**
  David Allison – Database Manager and Special Projects, District Center
  $24,915.75 ($86,500.00 pro-rate @ 75 days)
  Effective Date: 03/18/2013
- **Long Term Substitutes – Certified Staff**
  Megan Church – Elementary Teacher, Lincoln Elementary
  BA, Step 1 $9,114.72
  Effective Dates: 04/02/2013 through 06/07/2013
  Ashlee Ellefsen – Elementary Teacher, Oneka Elementary
  BA, Step 1 $9,114.72
  Effective Dates: 04/02/2013 through 06/07/2013
  Kimberly Johnson – Kindergarten Teacher, Lincoln Elementary
  MA, Step 2 $10,594.56
  Effective Dates: 04/02/2013 through 06/07/2013

B. PUBLIC FORUM – Mr. Gary Hukriede, community member from White Bear Lake, spoke of his concerns with Common Core curriculum.

C. INFORMATION ITEMS

1. Introduction to the Writing Center at South Campus – Tim Wald, Principal of South Campus, and Carolyn Youngbauer, Writing Center Coordinator, presented an overview of the new Writing Center at South Campus. An open house will be held on April 17 to formally initiate the Writing Center.

2. Update on Implementation of the Middle School International Baccalaureate Program – Jill Pearson, IB Coordinator, Brian Perry, art teacher at Central Middle School, and four students from Central Middle School presented their observations on how the IB program has made a difference in their teaching and learning from previous years.

3. Superintendent's Report – Dr. Lovett reported on the following:

   - The following student groups and their coaches/mentors were recognized prior to tonight's Board meeting: Scholastic Art Award Recipients and State and National History competition participants. Congratulations to all!
   - April theater performances will be taking place throughout April including several elementary schools performing "*Pirates the Musical*" with Ashland Productions, White Bear Lake Area High School's (WBLAHS) award winning performance of "*Macbeth"*, White Bear Lake Middle School musical "*Beauty and the Beast*" and Lincoln Elementary's performance of "*Annie Jr.*".
   - Congratulations to the WBLAHS Choraliers who are one of four choirs selected in a state-wide audition process to perform at the Minnesota Choral Arts Finale Festival Concert on April 14 at Bethel College.
   - Parents of babies age newborn to six months are invited to a Community Baby Shower on April 22 at Normandy Park Education Center.

   Additional information may be found on the District's website: www.isd624.org.

D. DISCUSSION ITEMS

1. First Reading of Policy 421, Gifts to Employees and Classrooms – The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees or gifts given to school classrooms. Policy 421 will be placed on the May 13 School Board meeting agenda or subsequent meeting agenda as an operational item for action.

2. First Reading of Policy 618, Assessment of Student Achievement – The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to monitor student achievement of the Minnesota Academic Standards. Policy 618 will be placed on the May 13 School Board meeting agenda or subsequent meeting agenda as an operational item for action.

3. First Reading of Policy 801, Equal Access to Facilities of Secondary Schools – The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during non-instructional time. Policy 801 will be

placed on the May 13 School Board meeting agenda or subsequent meeting agenda as an operational item for action.

4. First Reading of Policy 902, Use of School District Facilities and Equipment – The purpose of this policy is to provide guidelines for community use of school district facilities and equipment. This includes establishing the process, rules and fees for the facility side. Policy 902 will be placed on the May 13 School Board meeting agenda or subsequent meeting agenda as an operational item for action.

E. OPERATIONAL ITEMS

1. Chapman motioned and Hiniker seconded to approve the contract with Ramsey county to administer the School District Elections for 2013 through 2016. ***Roll call vote: ayes: Newberg, Shevik, Storey, Swanson, Chapman, Hiniker, Kimball; nays - none; Motion carried.***

2. Storey motioned and Shevik seconded to approve the resolution relating to choosing nominees for election to the School Board and calling for school district primary election. ***Roll call vote: ayes: Newberg, Shevik, Storey, Swanson, Chapman, Hiniker, Kimball; nays - none; Motion carried.***

3. Swanson motioned and Hiniker seconded to approve the resolution establishing dates for filing Affidavits of Candidacy. ***Roll call vote: ayes: Newberg, Shevik, Storey, Swanson, Chapman, Hiniker, Kimball; nays - none; Motion carried.***

4. Kimball motioned and Chapman seconded to approve the Non-Renewal of Probationary Licensed Staff to include: Benjamin Drexler, Lara Conrad, Susanna Elliott, Kristin Hatling, Lisa Jacobs, Amanda Kobs, John Kovacs, Anne Levine, Jane Ojile, Brian Perry, Daniel Polski, Cassandra Poulter, and Laureen Rheault. ***Roll call vote: ayes: Newberg, Shevik, Storey, Swanson, Chapman, Hiniker, Kimball; nays - none; Motion carried.***

5. Hiniker motioned and Shevik seconded to approve the lease agreement with Intermediate School District 916. ***Roll call vote: ayes: Newberg, Shevik, Storey, Swanson, Chapman, Hiniker, Kimball; nays - none; Motion carried.***

6. Swanson motioned and Chapman seconded to accept the grant from Vadnais Lake Area Water Management Organization in the amount of $15,000 for planning and installation of a rain garden. ***Roll call vote: ayes: Newberg, Shevik, Storey, Swanson, Chapman, Hiniker, Kimball; nays - none; Motion carried.***

7. Storey motioned and Hiniker seconded to award the Base Bid #1, South Campus, $103,800, and base bid #2, North Campus, $84,900, for reroofing to Palmer West Construction for a total amount of $188,700. ***Roll call vote: ayes: Newberg, Shevik, Storey, Swanson, Chapman, Hiniker, Kimball; nays - none; Motion carried.***

8. Hiniker motioned and Kimball seconded to accept three White Bear Lake Area Educational Foundation Glasrud Family Fellowship grant (total amount $7,579) as recommended by the administration. ***Roll call vote: ayes: Newberg, Shevik, Storey, Swanson, Chapman, Hiniker, Kimball; nays - none; Motion carried.***

F. BOARD FORUM – Swanson invited all to attend the White Bear Lake Area Educational Foundation's spring event, "Let's Make Music" to be held on April 27. Money raised at the event will be used to enhance all of the District's music programs including band, choir and our

proposed future orchestra program. Additional information is available on the WBLAEF website. Kimball acknowledged and thanked all those who have announced their retirements this past month.

G. ADJOURNMENT – Shevik moved; Newberg seconded to adjourn the meeting at 8:22 p.m. **Voice vote:** ***All ayes. Motion carried.***

Submitted by: Cathy Storey, Clerk

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, April 22, 2013 at 5:30 p.m. in Room 201 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

A. PROCEDURAL ITEMS

1. Call To Order – Newberg called the meeting to order at 5:34 p.m.

2. Roll Call – Present: ***Newberg, Shevik, Storey, Swanson, Hiniker, Kimball***
   Absent: ***Chapman***
   Ex-Officio: Lovett
   Cabinet: Present – Daniels, Garrison, Guenther, Law, Picha, Vette, Willcoxon

B. DISCUSSION ITEMS

1. K-12 Music Program – Sue Mielke, elementary school music teacher, and Shannon Anderson, high school music teacher and 6-12 Music Curriculum Leader, presented an overview of the K-12 music framework and curriculum.
2. Federal Setting III Program Protocols – Kathleen Daniels, Director of Special Services, provided an update on our Federal Setting III Program.
3. Revised Draft of Partnership Protocols and Policy for May Meeting – Dave Guenther, Director of Community Services and Recreation, reviewed the process of drafting this policy. It will now go to the Policy Committee for consideration through the usual policy process.
4. School Board and Superintendent Goals Updates
   a. Goal 2: Finance: Update on Planning for Capital Projects Levy Renewal – Pete Willcoxon, Executive Director of Business Services, provided an overview of the financial analysis of the Capital Projects Levy and led a discussion on a possible renewal.
   b. Goal 3: Continue Implementation of the Communications and Marketing Plan for the District: Update – Marisa Vette, Director of Communications and Community Relations, provided an update on this year's activities of our Communication's and Marketing Plan for the District.

C. **ADJOURNMENT -** Shevik motioned; Swanson seconded to adjourn the meeting at 7:45 p.m. **Voice vote:** ***All ayes. Motion carried.***

Submitted by: Cathy Storey, Clerk

Consent Agenda Item A-5(b)
May 13, 2013
School Board Meeting

AGENDA ITEM:	**Monthly Check Registers**
MEETING DATE:	**May 13, 2013**
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 - April

	4/12/2013	4/15/2013	4/30/2013
State of MN - Unemployment Insurance	9,328.45		
Direct Deposit 353242-354596		1,508,888.99	
U.S. Treasury (FICA, Medicare, withholding)		573,096.24	
MN State Income Tax		93,095.76	
PERA		88,661.63	
TRA		229,368.24	
ING		3,833.69	
American Funds		64,634.89	
White Bear Lake Teacher's Association		33,116.11	
Direct Deposit 354597-355974			1,532,997.60
U.S. Treasury (FICA, Medicare, withholding)			578,521.38
MN State Income Tax			93,773.58
PERA			90,905.45
TRA			229,622.68
ING			3,833.69
American Funds			64,634.89
White Bear Lake Teacher's Association			33,311.36
Extended Day Dues			580.75

Check Nbr	Vendor Name	Check Date	Check Amount
40398	A-1 HYDRAULIC SALES & SERVICE	04/04/2013	180.24
40399	AARP DRIVER SAFETY PROGRAM	04/04/2013	490.00
40400	ACCESS COMMUNICATIONS INC	04/04/2013	1,335.47
40401	ADVANCED WIRELESS COMMUNICATIO	04/04/2013	300.68
40402	AGOSTO INC	04/04/2013	14,787.00
40403	AMAZON	04/04/2013	538.90
40404	AMAZON	04/04/2013	551.48
40405	AMER RED CROSS	04/04/2013	272.00
40406	APPLE COMPUTER INC	04/04/2013	4,588.00
40407	ARCADE ASPHALT CO	04/04/2013	16,912.00
40408	AT & T MOBILITY	04/04/2013	631.92
40409	BACKUPIFY	04/04/2013	5,300.00
40410	BAKER, SHAFT	04/04/2013	7.95
40411	BATTERIES PLUS	04/04/2013	130.65
40412	BAUDVILLE	04/04/2013	338.92
40413	BUSINESS IMPACT GROUP	04/04/2013	716.14
40414	BLAKER, AMBER	04/04/2013	9.99
40415	BLICK ART MATERIALS	04/04/2013	563.85
40416	BRAIN INJURY ASSOC OF MN	04/04/2013	100.00
40417	THE BUREAU	04/04/2013	567.54
40418	CAMBIUM LEARNING INC	04/04/2013	434.50
40419	CARDWELL, EMILY	04/04/2013	775.00
40420	CARLSON, JENA	04/04/2013	150.00
40421	CARTRIDGE CARE	04/04/2013	996.00
40422	CARTRIDGE WORLD	04/04/2013	109.99
40423	CDW GOVERNMENT INC	04/04/2013	18,956.32
40424	CENTER STAGE PRODUCTIONS	04/04/2013	545.00
40425	CHAMPION YOUTH	04/04/2013	490.00
40426	CHAMPIONSHIP BASKETBALL CLINIC	04/04/2013	260.00
40427	THE CHILDREN'S THEATRE COMPANY	04/04/2013	1,485.00
40428	CLARK ENGINEERING CORP	04/04/2013	514.00
40429	CLARK, CINDY	04/04/2013	12.75
40430	CLINICARE CORP	04/04/2013	5,851.02
40431	COBORNS DELIVERS	04/04/2013	287.15
40432	COMCAST	04/04/2013	40.95
40433	CONNEY SAFETY	04/04/2013	20.09
40434	CONSORTIUM OF LAKE AREA SENIOR	04/04/2013	75.00
40435	CONTINENTAL CLAY CO	04/04/2013	689.58
40436	COOL GLOW	04/04/2013	372.14
40437	COON RAPIDS HIGH SCHOOL	04/04/2013	200.00
40438	COPY IMAGES INC	04/04/2013	730.58
40439	Vendor Continued Check	04/04/2013	0.00
40440	COPY IMAGES INC	04/04/2013	746.57
40441	CUMMINS NPOWER LLC	04/04/2013	465.00
40442	Vendor Continued Check	04/04/2013	0.00
40443	DALCO CORPORATION	04/04/2013	4,322.47
40444	DEJARLAIS, MARILYN	04/04/2013	39.51
40445	DEMCO INC	04/04/2013	113.38
40446	DIGI-KEY CORP	04/04/2013	85.74
40447	DISCOUNT SCHOOL SUPPLY	04/04/2013	227.96

Check Nbr	Vendor Name	Check Date	Check Amount
40448	DOOR SERVICE COMPANY	04/04/2013	2,999.00
40449	DRAKE, THOMAS	04/04/2013	177.98
40450	EARLY, SHERRY	04/04/2013	31.58
40451	EASTBAY	04/04/2013	1,065.37
40452	ECKROTH MUSIC	04/04/2013	27.42
40453	ECM SPECIALTY PUBS	04/04/2013	999.00
40454	ED'S TROPHIES INC	04/04/2013	152.00
40455	EDUCATION TO GO	04/04/2013	334.00
40456	EDUCATIONAL TESTING SERVICE	04/04/2013	900.00
40457	EVAN-MOOR	04/04/2013	34.98
40458	FARRELL, SEAN	04/04/2013	7.95
40459	FASTENAL COMPANY	04/04/2013	296.28
40460	FESTIVAL FOODS-KNOWLAN'S	04/04/2013	172.74
40461	FIRST STUDENT INC	04/04/2013	8,208.20
40462	FOLLETT LIBRARY RESOURCES	04/04/2013	823.71
40463	FORCIER, ELSIE	04/04/2013	29.75
40464	FRONTRUNNER EVENTS	04/04/2013	668.50
40465	GALLAGHERS NORTHWESTERN TIRE C	04/04/2013	995.25
40466	GCS SERVICE INC	04/04/2013	178.51
40467	GENERAL SECURITY SERVICES CORP	04/04/2013	668.50
40468	GENERAL PARTS LLC	04/04/2013	1,192.31
40469	GEOTRUST INC	04/04/2013	500.00
40470	GEPHART TRUCKING	04/04/2013	2,350.00
40471	GERTENS	04/04/2013	4,555.00
40472	GILL, PATRICIA C	04/04/2013	126.67
40473	GIRL SCOUTS OF RIVER VALLEY TR	04/04/2013	580.00
40474	GOLDCOM INC	04/04/2013	128.94
40475	GOPHER	04/04/2013	700.04
40476	GOPHER STAGE LIGHTING	04/04/2013	297.50
40477	Vendor Continued Check	04/04/2013	0.00
40478	GRAINGER	04/04/2013	897.61
40479	GRANDMA'S BAKERY INC	04/04/2013	144.39
40480	GREATAMERICA FINANCIAL SERVICE	04/04/2013	945.46
40481	GROUP HEALTH INC - WORKSITE	04/04/2013	181.50
40482	HAAS MUSICAL INSTRUMENT REPAIR	04/04/2013	85.00
40483	HARVARD EDUCATION PRESS	04/04/2013	52.37
40484	Vendor Continued Check	04/04/2013	0.00
40485	HOGLUND BUS AND TRUCK CO	04/04/2013	3,560.33
40486	HOLMES, JEFF	04/04/2013	1,671.00
40487	HOUGHTON MIFFLIN HARCOURT	04/04/2013	1,313.00
40488	HOWARD, JOAN A	04/04/2013	19.55
40489	Vendor Continued Check	04/04/2013	0.00
40490	Vendor Continued Check	04/04/2013	0.00
40491	IFD	04/04/2013	50,875.50
40492	ISD #623 ROSEVILLE AREA SCHOOL	04/04/2013	409.69
40493	ISD #833 SOUTH WASHINGTON CO	04/04/2013	75.00
40494	JAYTECH INC	04/04/2013	219.00
40495	JERABEK, JILL	04/04/2013	50.00
40496	JIMMY JOHNS #869	04/04/2013	296.46
40497	JOHN DEERE FINANCIAL	04/04/2013	1,798.88

Check Nbr	Vendor Name	Check Date	Check Amount
40498	JOHN HENRY FOSTER MINNESOTA	04/04/2013	332.31
40499	JOHNSON CONTROLS INC	04/04/2013	1,292.00
40500	JOHNSON, VIRGINIA C	04/04/2013	531.60
40501	K PEARSON MECHANICAL LLC	04/04/2013	5,157.30
40502	KARLSBURGER FOODS INC	04/04/2013	241.40
40503	KATH, ABBY J	04/04/2013	137.75
40504	KIMBALL MIDWEST	04/04/2013	1,050.93
40505	KLOSTER, MARY	04/04/2013	17.00
40506	KOWALSKIS MARKET	04/04/2013	107.74
40507	KRALEWSKI, MARIANA	04/04/2013	213.75
40508	KULENKAMP, DAVID	04/04/2013	534.60
40509	LAKESHORE LEARNING MATERIALS	04/04/2013	1,014.44
40510	LAKESHORE PLAYERS	04/04/2013	528.00
40511	LEARNING FORWARD	04/04/2013	129.00
40512	LEE, CHARLOTTE L	04/04/2013	246.00
40513	LEVINS, ANNA	04/04/2013	100.00
40514	LHB INC	04/04/2013	23,872.44
40515	LIFETIME FITNESS	04/04/2013	72.00
40516	LILY PAD CERAMICS	04/04/2013	201.00
40517	LOPEZ, ANGELA	04/04/2013	150.00
40518	L T G POWER EQUIPMENT	04/04/2013	72.92
40519	M.A. APPAREL & PROMOTIONS	04/04/2013	39.98
40520	MN AFTERSCHOOL ACCREDITATION P	04/04/2013	6,600.00
40521	MARIS LLC	04/04/2013	80.00
40522	MARKETFEST	04/04/2013	210.00
40523	MARTIN-MCALLISTER	04/04/2013	900.00
40524	MCDONOUGH'S WATERJETTING AND	04/04/2013	6,457.50
40525	MCGRAW, TIMOTHY P	04/04/2013	454.43
40526	MHC CULINARY GROUP	04/04/2013	3,822.59
40527	MID CITY SERVICES - INDUSTRIAL	04/04/2013	1,725.67
40528	MIDAMERICA ADMIN & RETIREMENT	04/04/2013	3,140.00
40529	MIDWEST BUS PARTS INC	04/04/2013	216.14
40530	MIDWEST HOME	04/04/2013	9.95
40531	MILLIGAN, THERESA J	04/04/2013	12.75
40532	MINNSPRA	04/04/2013	345.00
40533	MN HISTORICAL SOCIETY	04/04/2013	48.00
40534	MN HISTORICAL SOCIETY	04/04/2013	604.00
40535	MN MONTHLY MAGAZINE	04/04/2013	14.95
40536	MN OCCUPATIONAL SAFETY &	04/04/2013	980.00
40537	MN OCCUPATIONAL SAFETY &	04/04/2013	735.00
40538	MN OCCUPATIONAL SAFETY &	04/04/2013	245.00
40539	MN PCS USERS' GROUP	04/04/2013	35.00
40540	MN TWINS	04/04/2013	3,225.00
40541	MOBERG, LYNDELL	04/04/2013	55.33
40542	MN SUPERINTENDENTS OFC PERSONN	04/04/2013	50.00
40543	MUKHERJEE, SUMI	04/04/2013	400.00
40544	MUSIC CONNECTION INC	04/04/2013	27.00
40545	NATL ASSOC OF STUDENT COUNCILS	04/04/2013	95.00
40546	NATL JUNIOR HONOR SOCIETY	04/04/2013	85.00
40547	NCPERS MINNESOTA	04/04/2013	400.00

Check Nbr	Vendor Name	Check Date	Check Amount
40548	NICOL, BARBARA	04/04/2013	6,700.00
40549	Vendor Continued Check	04/04/2013	0.00
40550	NORTH CENTRAL TRUCK EQUIPMENT	04/04/2013	646.30
40551	NORTH METRO VENDING	04/04/2013	75.00
40552	NORTHEAST METRO INTERMEDIATE D	04/04/2013	91,456.11
40553	O'NEIL, LOIS	04/04/2013	26.32
40554	OFFICE DEPOT	04/04/2013	55.03
40555	ORIENTAL TRADING CO INC	04/04/2013	310.70
40556	ORIGINS	04/04/2013	695.00
40557	PARADIGM COURSE RESOURCE	04/04/2013	188.10
40558	PARTSMASTER	04/04/2013	448.56
40559	PAUL THE PLUMBER INC	04/04/2013	155.00
40560	PICTURE THAT!	04/04/2013	150.00
40561	PIONEER PRESS	04/04/2013	130.00
40562	PITNEY BOWES INC	04/04/2013	120.95
40563	POLAR CHEVROLET MAZDA	04/04/2013	3.70
40564	POSTMASTER	04/04/2013	138.00
40565	PRESS PUBLICATIONS	04/04/2013	1,048.78
40566	PRIMARY CONCEPTS	04/04/2013	71.51
40567	PROJECTUS	04/04/2013	2,756.00
40568	QUAD/GRAPHICS	04/04/2013	6,482.50
40569	RAMSEY COUNTY PUBLIC HEALTH	04/04/2013	146.00
40570	RATLIFF, GERALD	04/04/2013	32.80
40571	RATWIK ROSZAK & MALONEY PA	04/04/2013	2,735.51
40572	REBYL SPORTS INC	04/04/2013	466.20
40573	REED, CRAIG	04/04/2013	39.55
40574	RENAISSANCE LEARNING INC	04/04/2013	1,929.00
40575	RENTAL REHAB & REPAIR	04/04/2013	2,015.00
40576	RICOH AMERICAS CORP	04/04/2013	437.81
40577	RIGHTWAY GLASS INC	04/04/2013	520.00
40578	ROBERT HALF TECH	04/04/2013	4,824.00
40579	RUPP ANDERSON SQUIRES & WALDSP	04/04/2013	225.50
40580	RUTTGERS BAY LAKE LODGE	04/04/2013	297.11
40581	S & T OFFICE PRODUCTS INC	04/04/2013	452.83
40582	SAINTS NORTH MAPLEWOOD	04/04/2013	732.50
40583	SAM'S CLUB/GEMB	04/04/2013	2,087.50
40584	SAM'S CLUB/GEMB	04/04/2013	103.64
40585	SAMACO SUPPLY	04/04/2013	2,652.00
40586	SCHMID, RITA	04/04/2013	21.00
40587	SCHMITT MUSIC COMPANY	04/04/2013	14.76
40588	SCHOLASTIC BOOK FAIRS	04/04/2013	1,633.21
40589	SCHOLASTIC INC	04/04/2013	70.05
40590	SEBCO BOOKS	04/04/2013	73.80
40591	SECURITAS SEC SVCS USA INC	04/04/2013	2,133.76
40592	SEGERMARK, JIM	04/04/2013	653.84
40593	SENTRY SYSTEMS INC	04/04/2013	476.66
40594	SHIFFLER EQUIPMENT SALES INC	04/04/2013	99.89
40595	SIGHTLINE DISPLAYS LLC	04/04/2013	550.00
40596	SIMMER, KATHLEEN C	04/04/2013	150.00
40597	SCHOOL NUTRITION ASSOC (SNA)	04/04/2013	44.75

Check Nbr	Vendor Name	Check Date	Check Amount
40598	SNAP-ON TOOLS	04/04/2013	185.60
40599	SPECIALTY PROMOTIONS	04/04/2013	890.00
40600	SPECTRUM INDUSTRIES INC	04/04/2013	1,192.64
40601	SPRECK, JULIA ANN B	04/04/2013	30.00
40602	ST PAUL SENIOR WORKERS ASSOC	04/04/2013	35.00
40603	ST PAUL PARKS AND RECREATION	04/04/2013	272.00
40604	STATE SUPPLY CO	04/04/2013	612.73
40605	STEINER, EILEEN A	04/04/2013	34.00
40606	TAKO, SARAH	04/04/2013	50.00
40607	TARGET BANK	04/04/2013	24.17
40608	TOP TALENT SOLUTIONS	04/04/2013	887.88
40609	TRADE PRESS INC	04/04/2013	447.00
40610	TWIN CITY JANITOR SUPPLY CO	04/04/2013	791.10
40611	U.S. ENERGY SERVICES INC	04/04/2013	821.00
40612	UNIVERSITY OF MN - HD	04/04/2013	264.00
40613	VADNAIS HEIGHTS SPORTS COMPLEX	04/04/2013	800.00
40614	VAIL, GAYLE J	04/04/2013	13.60
40615	VALLEYFAIR GROUP SALES	04/04/2013	5,566.40
40616	VARSITY SPIRIT FASHIONS	04/04/2013	308.65
40617	VERIZON WIRELESS	04/04/2013	441.17
40618	WALTONS HOLLOW	04/04/2013	326.00
40619	WHITE BEAR COUNTRY INN	04/04/2013	385.44
40620	WHITE BEAR GLASS INC	04/04/2013	372.00
40621	WHITE BEAR AREA CHAMBER	04/04/2013	35.00
40622	WHITE BEAR LAKE CITY	04/04/2013	100.00
40623	WIMER, MARY KATHRYN	04/04/2013	175.00
40624	WOLFS DEN GUN SHOP	04/04/2013	6,232.00
40625	XCEL ENERGY	04/04/2013	82,840.11
40626	XEROX CORPORATION	04/04/2013	168.23
40627	ZALUCKYJ, ALEX	04/04/2013	17.00
40628	ZAPPA'S SPORTING GOODS	04/04/2013	1,215.00

231 Computer Check(s) For a Total of 488,938.77

Check Nbr	Vendor Name	Check Date	Check Amount
36240	ISD #623 ROSEVILLE AREA SCHOOL	04/04/2013	409.69
39849	MN HISTORICAL SOCIETY	04/04/2013	240.00

2 Void Check(s) For a Total of 649.69

	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
	231	Computer	Checks For a Total of	488,938.77
Total For	231	Manual, Wire Tran, ACH & Computer Checks		488,938.77
Less	2	Voided	Checks For a Total of	649.69
			Net Amount	488,289.08

ACH

Check Nbr	Vendor Name	Check Date	Check Amount
121300432	BARTH, CARRIE M	04/05/2013	39.88
121300433	BERNIER, CARYN S	04/05/2013	171.19
121300434	BLOM, JULIE M	04/05/2013	27.99
121300435	BOCOCK, GARY R	04/05/2013	67.35
121300436	BOWERMASTER, TRACI G	04/05/2013	60.40
121300437	BREWER, ROBERT G	04/05/2013	1,611.42
121300438	CASTRO, CRISTINA	04/05/2013	92.48
121300439	DANIELS, KATHLEEN S	04/05/2013	603.23
121300440	DERAAD, MAX D	04/05/2013	140.00
121300441	EGEMO, PATRICIA ANN	04/05/2013	27.97
121300442	ENGSTRAN, PAUL A	04/05/2013	40.00
121300443	FROGNER, JANINE M	04/05/2013	35.00
121300444	GETZ, MARI M	04/05/2013	106.37
121300445	GRAY, DONALD E	04/05/2013	256.53
121300446	GREEN, BARBARA J	04/05/2013	130.18
121300447	HARDACRE, CALEB M	04/05/2013	48.31
121300448	HAY, MARJORIE P	04/05/2013	65.48
121300449	HERMANN, TIMOTHY J	04/05/2013	311.06
121300450	JACOBS, LISA L	04/05/2013	88.13
121300451	KELLEY, DEBRA K	04/05/2013	65.00
121300452	KENT, SHEILA B	04/05/2013	118.00
121300453	KRUMM, PATRICIA ANN	04/05/2013	144.95
121300454	LARSON, SCOTT A	04/05/2013	446.05
121300455	LAU, LAI F	04/05/2013	292.92
121300456	LAW, DAVID W	04/05/2013	183.63
121300457	LOVETT, MICHAEL J	04/05/2013	130.00
121300458	LUBRANT, NANCY JEAN	04/05/2013	53.75
121300459	MALWITZ, REBECCA ANN	04/05/2013	455.19
121300460	MATTICE, JULIE A	04/05/2013	123.64
121300461	MCGOURTY, LESLIE R	04/05/2013	38.14
121300462	MILES, MARY T	04/05/2013	966.07
121300463	MITCHELL, PHILIP T	04/05/2013	35.96
121300464	MUNDELL, GERALD K	04/05/2013	403.85
121300465	NASVIK, CRAIG S	04/05/2013	1,165.00
121300466	NEWELL, MARGARET MARY	04/05/2013	53.75
121300467	OLSON, VICKI S	04/05/2013	61.16
121300468	PICHA, CHRISTINA K	04/05/2013	341.29
121300469	PINNOW, PAIGE E	04/05/2013	186.73
121300470	PLAISTED, KAYNA R	04/05/2013	116.16
121300471	POULTER, CASSANDRA A	04/05/2013	189.29
121300472	PUODZIUNAS, DIANE M	04/05/2013	296.74
121300473	QUELLO, LORI E	04/05/2013	115.65
121300474	REBER, JODY ANN	04/05/2013	22.77
121300475	SALENGER, SETH A	04/05/2013	226.00
121300476	SEHR, DEBRA JEAN	04/05/2013	647.95
121300477	SIMSHAUSER, KIMBERLY P	04/05/2013	330.52
121300478	STONE, KATHY A	04/05/2013	99.90
121300479	SUKO, PATRICK J	04/05/2013	504.98
121300480	TOUSSAINT, JANEL PHYLLIS	04/05/2013	48.59
121300481	VETTE, MARISA AA	04/05/2013	78.47

ACH

Check Nbr	Vendor Name	Check Date	Check Amount
121300482	WALFOORT, ANTHONY J	04/05/2013	150.00
121300483	WHITE, THOMAS R	04/05/2013	40.00
121300484	WILHELMY, MARIE F	04/05/2013	53.22
121300485	WILLCOXON SR, PETER	04/05/2013	475.50

54 ACH Check(s) For a Total of 12,583.79

ACH

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	54	ACH	Checks For a Total of	12,583.79
	0	Computer	Checks For a Total of	0.00
Total For	54	Manual, Wire Tran, ACH & Computer Checks		12,583.79
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	12,583.79

PAYROLL

Check Nbr	Vendor Name	Check Date	Check Amount
40629	AIG	04/09/2013	5,270.50
40630	AMERICAN UNITED LIFE	04/09/2013	51,310.44
40631	AMERIPRISE FINANCIAL SERVICES	04/09/2013	10,777.40
40632	AXA EQUITABLE	04/09/2013	29,415.63
40633	EDUCATION MN ESI BILLING TRUST	04/09/2013	19,740.97
40634	GREATER TWIN CITIES UNITED WAY	04/09/2013	147.00
40635	GURSTEL CHARGO ATTORNEYS AT LA	04/09/2013	397.00
40636	IUOE LOCAL 70	04/09/2013	2,143.90
40637	LIBERTY MOUNTAIN	04/09/2013	585.96
40638	MESSERLI & KRAMER PA	04/09/2013	615.00
40639	METROPOLITAN LIFE	04/09/2013	3,630.74
40640	MN CHILD SUPPORT	04/09/2013	2,311.41
40641	MN DEPT OF REVENUE	04/09/2013	393.00
40642	MN ENVIRONMENTAL FUND	04/09/2013	101.50
40643	SCHOOL SERVICE EMPLOYEES	04/09/2013	5,669.23
40644	US DEPT OF EDUCATION	04/09/2013	341.26
40645	VANGUARD SMALL BUSINESS SERVIC	04/09/2013	21,419.50
40646	WBLA EDUCATIONAL FOUNDATION	04/09/2013	686.50

18 Computer Check(s) For a Total of 154,956.94

PAYROLL

	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
	18	Computer	Checks For a Total of	154,956.94
Total For	18	Manual, Wire Tran, ACH & Computer Checks		154,956.94
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	154,956.94

Check Nbr	Vendor Name	Check Date	Check Amount
40647	HOME DEPOT CREDIT SERVICES	04/10/2013	494.14
40648	SAM'S CLUB/GEMB	04/10/2013	86.20
40649	TOLL GAS & WELDING SUPPLY	04/10/2013	510.00

3 Computer Check(s) For a Total of 1,090.34

	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
	3	Computer	Checks For a Total of	1,090.34
Total For	3	Manual, Wire Tran, ACH & Computer Checks		1,090.34
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,090.34

Check Nbr	Vendor Name	Check Date	Check Amount
40650	GROUP TRAVEL PLANNERS	04/11/2013	7,498.00
1	Computer Check(s) For a Total of		7,498.00

	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
	1	Computer	Checks For a Total of	7,498.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		7,498.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	7,498.00

Check Nbr	Vendor Name	Check Date	Check Amount
40651	1ST LINE/LEEWES VENTURES LLC	04/18/2013	615.25
40652	AUTISM ASPERGER PUBLISHING CO	04/18/2013	49.90
40653	AARP DRIVER SAFETY PROGRAM	04/18/2013	346.00
40654	ABBOTT PAINT & CARPET INC	04/18/2013	483.13
40655	ACCESS COMMUNICATIONS INC	04/18/2013	1,645.00
40656	ACCUCUT	04/18/2013	64.00
40657	ACP DIRECT	04/18/2013	315.45
40658	ACT INC	04/18/2013	250.00
40659	AGROPUR INC	04/18/2013	18,490.16
40660	AIRHART & COMPANY INC	04/18/2013	5,600.00
40661	AMAZON	04/18/2013	73.28
40662	AMAZON	04/18/2013	71.19
40663	AMAZON	04/18/2013	939.59
40664	AMAZON	04/18/2013	241.34
40665	AMAZON	04/18/2013	37.88
40666	AMAZON	04/18/2013	1,180.36
40667	AMAZON	04/18/2013	1,106.64
40668	AMAZON	04/18/2013	342.97
40669	AMERICAN MESSAGING	04/18/2013	107.22
40670	AMER RED CROSS	04/18/2013	460.00
40671	AMERIPRIDE SERVICES	04/18/2013	827.16
40672	ANIMAL HUMANE SOCIETY	04/18/2013	150.00
40673	APPLE COMPUTER INC	04/18/2013	798.00
40674	APPLIED ENVIRONMENTAL SCI INC	04/18/2013	4,402.55
40675	ATLAS PEN & PENCIL CORP	04/18/2013	236.90
40676	AUTISM SOCIETY OF MINNESOTA	04/18/2013	250.00
40677	AVON BUSINESS FORMS & PROMOTIO	04/18/2013	424.85
40678	BARNES & NOBLE	04/18/2013	175.00
40679	BARNES & NOBLE	04/18/2013	128.70
40680	BARNETT WB CHRYSLER JEEP DODGE	04/18/2013	351.96
40681	BARTHOLD	04/18/2013	1,314.00
40682	BATTERIES PLUS	04/18/2013	1,786.79
40683	BEARTOWN AUTO BODY INC	04/18/2013	680.00
40684	BENNER, JESSICA	04/18/2013	40.00
40685	BERRY BLENDZ - EDEN PRAIRIE	04/18/2013	585.00
40686	BEST BUY BUSINESS ADVANTAGE AC	04/18/2013	47.40
40687	BUSINESS IMPACT GROUP	04/18/2013	1,420.98
40688	BLB CONSULTING LLC	04/18/2013	1,060.00
40689	BLICK ART MATERIALS	04/18/2013	837.72
40690	BLUE BELL ENTERPRISES INC	04/18/2013	5,510.73
40691	BROMS, DAVID	04/18/2013	144.00
40692	BROWN, ANDRE	04/18/2013	72.00
40693	BUCA DE BEPPO	04/18/2013	675.00
40694	THE BUG COMPANY	04/18/2013	32.00
40695	C2C	04/18/2013	7.89
40696	CAMBROOKE FOODS LLC	04/18/2013	245.88
40697	CAMP ST CROIX	04/18/2013	1,080.00
40698	CARTRIDGES DIRECT	04/18/2013	82.99
40699	CCP INDUSTRIES INC	04/18/2013	376.84
40700	Vendor Continued Check	04/18/2013	0.00

Check Nbr	Vendor Name	Check Date	Check Amount
40701	CDW GOVERNMENT INC	04/18/2013	4,484.80
40702	CENTER FOR EFFICIENT SCHOOL OP	04/18/2013	15,000.00
40703	CENTURY COLLEGE	04/18/2013	39.00
40704	CENTURYLINK	04/18/2013	261.80
40705	CERTIFIED LABORATORIES	04/18/2013	695.41
40706	CHENG & TSUI CO INC	04/18/2013	44.99
40707	THE CHILDREN'S THEATRE COMPANY	04/18/2013	524.00
40708	CITI-CARGO & STORAGE CO INC	04/18/2013	210.00
40709	CLINICARE CORP	04/18/2013	4,841.44
40710	CONSTRUCTION MANAGEMENT BUILDI	04/18/2013	91,078.00
40711	COCA-COLA BOTTLING MIDWEST CO	04/18/2013	1,542.24
40712	COMCAST	04/18/2013	5.28
40713	COMCAST	04/18/2013	70.95
40714	COMCAST	04/18/2013	70.95
40715	COMMISSIONER OF TRANSPORTATION	04/18/2013	10,375.20
40716	CONNEY SAFETY	04/18/2013	357.01
40717	CONTINENTAL CLAY CO	04/18/2013	385.18
40718	CONTINENTAL RESEARCH CORP	04/18/2013	824.80
40719	COOPS SPORTSWEAR	04/18/2013	9,104.00
40720	COPY IMAGES INC	04/18/2013	4,826.00
40721	COPY IMAGES INC	04/18/2013	983.13
40722	CTB INC	04/18/2013	6,333.82
40723	CUB FOODS OF WHITE BEAR TWSHP	04/18/2013	1,848.06
40724	CUB FOODS OF WOODBURY	04/18/2013	160.83
40725	CUMMINS NPOWER LLC	04/18/2013	534.58
40726	Vendor Continued Check	04/18/2013	0.00
40727	Vendor Continued Check	04/18/2013	0.00
40728	Vendor Continued Check	04/18/2013	0.00
40729	DALCO CORPORATION	04/18/2013	11,939.13
40730	DELLWOOD HILLS GOLF CLUB	04/18/2013	1,383.22
40731	DELTA EDUCATION	04/18/2013	129.61
40732	DEMKO, MURIEL	04/18/2013	14.00
40733	DESIGNER SIGN SYSTEMS INC	04/18/2013	109.33
40734	DEY DISTRIBUTING	04/18/2013	31.98
40735	DIAMOND VOGEL PAINT CENTER	04/18/2013	784.10
40736	DISCOUNT SCHOOL SUPPLY	04/18/2013	296.87
40737	DIVERSIFIED SNACK DISTRIBUTION	04/18/2013	1,824.06
40738	DREHER, ANGIE	04/18/2013	66.00
40739	DUPAUL, MIKE	04/18/2013	4.95
40740	E L REINHARDT	04/18/2013	181.13
40741	EAST METRO INTEGRATION DIST 60	04/18/2013	27,764.50
40742	ECKROTH MUSIC	04/18/2013	372.13
40743	ELECTRO WATCHMAN INC	04/18/2013	393.79
40744	EMEDCO COMPANY INC	04/18/2013	241.92
40745	EMI AUDIO	04/18/2013	435.00
40746	ESPY, KEITH	04/18/2013	50.00
40747	F&N OPERATIONS LLC	04/18/2013	24.84
40748	FAIRVIEW	04/18/2013	7,100.00
40749	FARGO PUBLIC SCHOOLS	04/18/2013	470.26
40750	FASTENAL COMPANY	04/18/2013	132.64

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40751	FEDEX	04/18/2013	10.92
40752	FESTIVAL FOODS-KNOWLAN'S	04/18/2013	1,016.47
40753	FIRST CHOICE UNIFORMS	04/18/2013	381.91
40754	Vendor Continued Check	04/18/2013	0.00
40755	FIRST STUDENT INC	04/18/2013	160,569.73
40756	FISHER SCIENTIFIC	04/18/2013	629.29
40757	FLINN SCIENTIFIC INC	04/18/2013	1,949.20
40758	FOLLETT LIBRARY RESOURCES	04/18/2013	2,533.40
40759	FRATTALONES HARDWARE STORES	04/18/2013	1,156.74
40760	FREDERICKSON, KYLE	04/18/2013	1,000.00
40761	FRESHWATER, ANDREW	04/18/2013	144.00
40762	FRONTRUNNER EVENTS	04/18/2013	714.00
40763	GADDINI, JOHN	04/18/2013	66.00
40764	GARDEN & ASSOCIATES INC	04/18/2013	1,168.75
40765	GENERAL SECURITY SERVICES CORP	04/18/2013	473.50
40766	GENERAL PARTS LLC	04/18/2013	4,469.09
40767	GILES, GREG	04/18/2013	225.00
40768	GMS INDUSTRIAL SUPPLIES INC	04/18/2013	418.37
40769	GOLDCOM INC	04/18/2013	144.33
40770	GOPHER	04/18/2013	1,754.39
40771	GOPHER STAGE LIGHTING	04/18/2013	147.00
40772	GRAFFIC TRAFFIC LLC	04/18/2013	1,750.00
40773	Vendor Continued Check	04/18/2013	0.00
40774	GRAINGER	04/18/2013	1,882.81
40775	GRALEWSKI, TIFFANY	04/18/2013	70.00
40776	GRANDMA'S BAKERY INC	04/18/2013	68.58
40777	GREAT RIVER OFFICE PRODUCTS	04/18/2013	293.94
40778	GREATAMERICA FINANCIAL SERVICE	04/18/2013	699.92
40779	Vendor Continued Check	04/18/2013	0.00
40780	GROTH MUSIC CO	04/18/2013	427.58
40781	GROUP HEALTH INC - WORKSITE	04/18/2013	250.00
40782	HAAS MUSICAL INSTRUMENT REPAIR	04/18/2013	42.00
40783	HALL, BARB	04/18/2013	175.00
40784	HALLBERG ENGINEERING INC	04/18/2013	43,375.00
40785	HANDY HITCH & WELDING CO INC	04/18/2013	34.95
40786	HANSON, PAUL	04/18/2013	101.00
40787	HAREIN, LISA	04/18/2013	11.00
40788	HAUER, NANCY	04/18/2013	4.00
40789	HEINEMANN	04/18/2013	800.00
40790	HISDAHL INC	04/18/2013	22.50
40791	HOGLUND BUS AND TRUCK CO	04/18/2013	764.86
40792	HOISINGTON KOEGLER GROUP	04/18/2013	7,593.82
40793	HOLMES, BIANCA	04/18/2013	5.00
40794	HUGO EQUIPMENT CO	04/18/2013	275.56
40795	Vendor Continued Check	04/18/2013	0.00
40796	Vendor Continued Check	04/18/2013	0.00
40797	IFD	04/18/2013	58,630.23
40798	INDIANA DEV TRAINING CTR OF LA	04/18/2013	2,486.24
40799	INNOVATIVE OFFICE SOLUTIONS	04/18/2013	6,496.73
40800	INSIGHT INVESTMENTS LLC	04/18/2013	304.51

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40801	THE INSTRUMENTALIST PRODUCTS C	04/18/2013	107.00
40802	INTEGRA TELECOM	04/18/2013	319.02
40803	INVENTORY MGMT PARTNERS LLC	04/18/2013	2,291.81
40804	J.R.'S ADVANCED RECYCLERS	04/18/2013	555.00
40805	JACK MCCLARD & ASSOC	04/18/2013	2,500.00
40806	JAYARAMAN, PRIYA	04/18/2013	10.40
40807	JERSILD, JANE	04/18/2013	130.00
40808	JIMMY'S CONFERENCE & BANQUET C	04/18/2013	500.00
40809	JOHNSON, ADRIENNE	04/18/2013	130.00
40810	JOHNSON, GAIL	04/18/2013	130.00
40811	JOHNSON, JUDITH ANN	04/18/2013	251.00
40812	JOSTENS INC	04/18/2013	2,000.00
40813	K PEARSON MECHANICAL LLC	04/18/2013	2,831.72
40814	K12 TRANSPORTATION MGMT SERVIC	04/18/2013	51,729.22
40815	KARLSBURGER FOODS INC	04/18/2013	132.94
40816	KATH FUEL OIL SERVICE CO	04/18/2013	27,627.40
40817	KENT AUTOMOTIVE	04/18/2013	144.58
40818	KIMBALL MIDWEST	04/18/2013	193.42
40819	KITTS, HARRY	04/18/2013	260.10
40820	L & D SIGN	04/18/2013	1,116.85
40821	LAKESHORE LEARNING MATERIALS	04/18/2013	150.58
40822	LANDS BEST FOODS	04/18/2013	3,627.10
40823	LANGUAGE LINE SERVICES	04/18/2013	82.50
40824	LEARNINGS THINGS.COM	04/18/2013	113.19
40825	THE LEARNING WORKSHOP	04/18/2013	179.00
40826	LOFFLER COMPANIES INC	04/18/2013	1,118.35
40827	LUCEY, BRENDA	04/18/2013	130.00
40828	M-F ATHLETIC CO INC	04/18/2013	232.95
40829	MACKIN EDUCATIONAL RESOURCES	04/18/2013	1,033.98
40830	MAGNUSON CHRISTIAN SCHOOL	04/18/2013	1,792.50
40831	MAKEMUSIC INC	04/18/2013	36.00
40832	MANITOU STATION	04/18/2013	893.37
40833	MARKETFEST	04/18/2013	210.00
40834	MASE	04/18/2013	199.00
40835	THE MASTER TEACHER	04/18/2013	51.56
40836	MATTSFIELD, PEGGIE L	04/18/2013	160.00
40837	MCDONOUGH'S WATERJETTING AND	04/18/2013	2,979.00
40838	MN COMMUNITY EDUC ASSOC (MCEA)	04/18/2013	90.00
40839	MEDTOX LABORATORIES	04/18/2013	28.02
40840	MEI, HANHUA	04/18/2013	44.15
40841	MERTES, JOAN	04/18/2013	240.00
40842	MN ELEMENTARY SCH PRIN ASSOC	04/18/2013	5,400.00
40843	MID CITY SERVICES - INDUSTRIAL	04/18/2013	351.02
40844	MIDAMERICA BOOKS	04/18/2013	149.70
40845	MINVALCO INC	04/18/2013	134.77
40846	MN CONSERVATION FEDERATION	04/18/2013	25.00
40847	MN CONSERVATION VOLUNTEER	04/18/2013	25.00
40848	MN CONWAY FIRE & SAFETY	04/18/2013	227.50
40849	MN DEPT OF HEALTH	04/18/2013	45.00
40850	MN ELEVATOR INC	04/18/2013	290.77

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40851	MN MOBILE TELEPHONE CO INC	04/18/2013	99.00
40852	MN SAFETY COUNCIL INC	04/18/2013	445.00
40853	MN SPORTSMAN	04/18/2013	14.97
40854	MN TWINS	04/18/2013	580.00
40855	MOBILE RADIO ENGINEERING INC	04/18/2013	357.72
40856	MOORE JUMPIN FUN INC	04/18/2013	449.95
40857	MT BORAH	04/18/2013	225.00
40858	MUMBLEAU, RICHARD THOMAS	04/18/2013	260.00
40859	MOUNT WA OBSERVATORY	04/18/2013	195.00
40860	NAC MECHANICAL & ELECTRICAL SE	04/18/2013	311.25
40861	NATL SOCIAL STUDIES LEAGUE	04/18/2013	90.00
40862	NELSON, DON	04/18/2013	150.00
40863	Vendor Continued Check	04/18/2013	0.00
40864	NESS ELECTRONICS INC	04/18/2013	755.72
40865	NEWBERG, JANET A	04/18/2013	232.09
40866	NEWTON ANNA	04/18/2013	29.99
40867	NEXTEL COMMUNICATIONS	04/18/2013	410.24
40868	NICOL, BARBARA	04/18/2013	2,800.00
40869	NORCENTRONIX DISTRIBUTING	04/18/2013	440.50
40870	NORLING, GAYLE	04/18/2013	6.00
40871	Vendor Continued Check	04/18/2013	0.00
40872	NORTH CENTRAL TRUCK EQUIPMENT	04/18/2013	3,949.57
40873	NORTH MEMORIAL URGENT CARE	04/18/2013	88.00
40874	NORTHEAST METRO INTERMEDIATE D	04/18/2013	36,002.73
40875	NORTHERN LIGHTS	04/18/2013	1,110.00
40876	NORTHERN STAR COUNCIL, BSA	04/18/2013	180.00
40877	NORTHERN DOOR COMPANY	04/18/2013	130.00
40878	NOW MICRO INC	04/18/2013	315.00
40879	NORTHERN SPEECH SERV INC	04/18/2013	238.05
40880	O'REILLY AUTOMOTIVE INC	04/18/2013	2,441.96
40881	OFFICE DEPOT	04/18/2013	490.57
40882	OLYMPIC COMMUNICATIONS, INC.	04/18/2013	427.50
40883	ON SITE SANITATION INC	04/18/2013	294.40
40884	ORDWAY CENTER FOR PERFORMING	04/18/2013	640.50
40885	OTIS, MARLYS J	04/18/2013	205.70
40886	OXYGEN SERVICE CO INC	04/18/2013	24.18
40887	PAMS LUNCHROOM LLC	04/18/2013	5,389.82
40888	PAN-O-GOLD	04/18/2013	2,678.95
40889	PAPERDIRECT INC	04/18/2013	89.91
40890	PARTS NOW ! LLC	04/18/2013	18.40
40891	PATIENT TOOLS INC	04/18/2013	141.00
40892	PAXTON/PATTERSON	04/18/2013	104.85
40893	PRAIRIE DU CHIEN AREA SCHOOLS	04/18/2013	445.20
40894	PERFORMANCE FOOD GROUP	04/18/2013	408.13
40895	PETERSON BROS ROOFING & CONST	04/18/2013	1,146.86
40896	PHI DELTA KAPPA INTL	04/18/2013	85.00
40897	PHILBRICK, TAMARA	04/18/2013	150.00
40898	PITLIK, JENELLE C	04/18/2013	60.00
40899	PITNEY BOWES	04/18/2013	618.00
40900	PM ENTERPRISES	04/18/2013	425.00

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40901	PRAXAIR DISTRIBUTION INC	04/18/2013	113.07
40902	PRESS PUBLICATIONS	04/18/2013	1,103.50
40903	PRINCETON HIGH SCHOOL	04/18/2013	125.00
40904	PRO CHARGING SYSTEMS LLC	04/18/2013	28.54
40905	PROJECT LEAD THE WAY	04/18/2013	30.00
40906	PROJECTUS	04/18/2013	3,360.00
40907	PUGLEASA	04/18/2013	789.15
40908	QUALITY DRY CLEANING	04/18/2013	28.09
40909	RAMSEY COUNTY PARKS/REC DEPT	04/18/2013	1,750.00
40910	RATWIK ROSZAK & MALONEY PA	04/18/2013	1,869.64
40911	ROBERT HALF TECH	04/18/2013	1,000.00
40912	ROOF SPEC INC	04/18/2013	4,025.00
40913	ROSEVILLE AREA SCHOOLS	04/18/2013	20,325.84
40914	ROSEVILLE AREA SCHOOLS	04/18/2013	657.50
40915	ROST, TAMI	04/18/2013	413.23
40916	ROWLEY, SHELLEY	04/18/2013	168.00
40917	RUBBER STAMPS UNLIMITED INC	04/18/2013	25.80
40918	RUBEN, MARTIN	04/18/2013	75.00
40919	RUBSAM, SCOTT	04/18/2013	75.00
40920	RUSHMEYER, BETH	04/18/2013	17.50
40921	S & T OFFICE PRODUCTS INC	04/18/2013	379.30
40922	SAINTS NORTH MAPLEWOOD	04/18/2013	34.00
40923	SALBERG, STEFANIE	04/18/2013	4.00
40924	SAM'S CLUB/GEMB	04/18/2013	462.50
40925	SAM'S CLUB/GEMB	04/18/2013	157.58
40926	SAM'S CLUB #6309	04/18/2013	315.00
40927	SCAN AIR FILTER INC	04/18/2013	83.36
40928	SCHARENBROICH & ASSOC LLC	04/18/2013	2,000.00
40929	SCHERTZ, CLETUS	04/18/2013	163.85
40930	SCHMITT MUSIC COMPANY	04/18/2013	53.90
40931	SCHNEIDER, MICHELLE	04/18/2013	56.00
40932	SCHOLASTIC BOOK FAIRS	04/18/2013	30.96
40933	SCHOOL SPECIALTY	04/18/2013	508.99
40934	SEEVER, GRAY	04/18/2013	165.00
40935	SENTRY SYSTEMS INC	04/18/2013	315.00
40936	SEW EASY DESIGNS	04/18/2013	1,224.00
40937	SHIFFLER EQUIPMENT SALES INC	04/18/2013	1.69
40938	SHOREVIEW COMMUNITY CENTER	04/18/2013	515.95
40939	SIMPLEXGRINNELL LP	04/18/2013	2,959.50
40940	SMRDEL, KATHY	04/18/2013	100.00
40941	SCHOOL NUTRITION ASSOC (SNA)	04/18/2013	88.00
40942	SNAP-ON TOOLS	04/18/2013	55.55
40943	SOCIAL STUDIES SCHOOL SERVICE	04/18/2013	211.68
40944	SODEXHO INC & AFFILIATES	04/18/2013	309.95
40945	SOUTHPAW ENTERPRISES	04/18/2013	177.84
40946	ST PIUS X	04/18/2013	5,599.00
40947	STAPLES ADVANTAGE	04/18/2013	2,126.97
40948	STATE SUPPLY CO	04/18/2013	874.67
40949	STILLWATER HIGH SCHOOL	04/18/2013	90.00
40950	STUDICA	04/18/2013	53.55

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40951	SVL SERVICE CORPORATION	04/18/2013	1,703.00
40952	TAMARACK NATURE CENTER	04/18/2013	20.00
40953	TENNIS WAREHOUSE	04/18/2013	559.80
40954	THYSSENKRUPP ELEVATOR CORP	04/18/2013	24,902.00
40955	THYSSENKRUPP ELEVATOR CORP	04/18/2013	652.91
40956	TIMERMANIS, MICHELLE	04/18/2013	5.50
40957	TOP TALENT SOLUTIONS	04/18/2013	1,215.56
40958	TRADE PRESS INC	04/18/2013	98.00
40959	TRIO SUPPLY COMPANY	04/18/2013	6,259.48
40960	TRUCHOT, DAVID	04/18/2013	4.99
40961	TRUSTED EMPLOYEES	04/18/2013	1,388.95
40962	TSCHETTER, LINDA	04/18/2013	130.00
40963	U.S. ENERGY SERVICES INC	04/18/2013	82,113.61
40964	UHL CO INC	04/18/2013	3,588.50
40965	UNITED STATES TREASURY	04/18/2013	1.68
40966	UNIVERSITY OF MINNESOTA ATHLET	04/18/2013	125.00
40967	UNIVERSITY OF MN - HD	04/18/2013	480.00
40968	UNIV MO	04/18/2013	412.00
40969	US FOODS CULINARY EQUIP & SUPP	04/18/2013	147.35
40970	VADNAIS, BETH	04/18/2013	4.00
40971	CITY OF VADNAIS HEIGHTS	04/18/2013	1,665.34
40972	VADNAIS HEIGHTS SPORTS COMPLEX	04/18/2013	100.00
40973	VALLEYFAIR GROUP SALES	04/18/2013	7,952.00
40974	VAN WINKLE, JEFF	04/18/2013	28.00
40975	VENBURG TIRE CO	04/18/2013	20.00
40976	VERIZON WIRELESS	04/18/2013	48.96
40977	VIKING ELECTRIC SUPPLY	04/18/2013	4,071.61
40978	WALTERS REBUILDERS	04/18/2013	269.95
40979	WALTONS HOLLOW	04/18/2013	326.00
40980	WARD, DARRELL E	04/18/2013	254.60
40981	WARNER, KRISTEN	04/18/2013	60.00
40982	Vendor Continued Check	04/18/2013	0.00
40983	WASTE MANAGEMENT OF WI-MN	04/18/2013	14,991.89
40984	WAYFAIR LLC	04/18/2013	149.94
40985	WHITE BEAR CENTER FOR THE ARTS	04/18/2013	4,200.00
40986	WHITE BEAR LOCKSMITH INC	04/18/2013	54.70
40987	WHITE BEAR LAKE (CITY OF)	04/18/2013	2,883.27
40988	WHITE BEAR LAKE CITY	04/18/2013	35.00
40989	WHITE BEAR LAKE CITY	04/18/2013	100.00
40990	WHITE BEAR LAKE ROTARY CLUB	04/18/2013	231.50
40991	WESCH, SCOTT	04/18/2013	255.00
40992	WISCONSIN INSTITUTE OF CERT	04/18/2013	270.00
40993	WINDSTREAM	04/18/2013	1,349.09
40994	WL HALL COMPANY	04/18/2013	3,600.00
40995	WORLD'S FINEST CHOCOLATE INC	04/18/2013	2,720.00
40996	WORTHLEY, SUZANNE	04/18/2013	537.00
40997	XEROX FINANCIAL SERVICES	04/18/2013	289.67
40998	ZAPPA'S SPORTING GOODS	04/18/2013	280.00

Check Nbr	Vendor Name	Check Date	Check Amount
348	Computer	Check(s) For a Total of	974,857.63

Check Nbr	Vendor Name	Check Date	Check Amount
39053	HUDSON HIGH SCHOOL	04/18/2013	130.00
39769	ENTERPRISE	04/18/2013	1,846.64
40497	JOHN DEERE FINANCIAL	04/18/2013	1,798.88

3 Void Check(s) For a Total of 3,775.52

	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
	348	Computer	Checks For a Total of	974,857.63
Total For	348	Manual, Wire Tran, ACH & Computer Checks		974,857.63
Less	3	Voided	Checks For a Total of	3,775.52
			Net Amount	971,082.11

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121300486	ADAMS, LINDA J	04/19/2013	285.05
121300487	ANDERSON, CHRISTINE E	04/19/2013	338.00
121300488	ANDERSON, LEIGH A	04/19/2013	686.42
121300489	ANFANG, SALLY G	04/19/2013	303.81
121300490	BECK, SUEANN K	04/19/2013	100.00
121300491	BEGE, JEFFREY T	04/19/2013	100.01
121300492	BOOTH, KARLA J	04/19/2013	323.17
121300493	BRANDT, LESA M	04/19/2013	26.49
121300494	CANNIFF, AMY E	04/19/2013	61.31
121300495	DELLWO, COLLEEN F	04/19/2013	84.92
121300496	DESTACHE, DANIEL JAMES	04/19/2013	105.00
121300497	DEUEL, LYN M	04/19/2013	136.85
121300498	DOMBROVSKI, NOAH P	04/19/2013	29.97
121300499	DYMIT, MARIE S	04/19/2013	61.02
121300500	FINK, AVIS A	04/19/2013	320.93
121300501	FISHER, PHILLIP E	04/19/2013	535.92
121300502	GAMBONI, RICHARD A	04/19/2013	40.00
121300503	GARRISON, MARK S	04/19/2013	781.07
121300504	GRATZ, MICHELLE C	04/19/2013	130.87
121300505	GRAVLEY, STEPHEN A	04/19/2013	98.53
121300506	GRUN, SUSAN L	04/19/2013	87.23
121300507	GUENTHER, DAVID A	04/19/2013	300.44
121300508	HAGESTUEN, FAITH M	04/19/2013	65.96
121300509	HANSON, MARILYN LOUCKS	04/19/2013	80.00
121300510	HEANEY, CYNTHIA L	04/19/2013	117.62
121300511	HOUSE, MARILYN J	04/19/2013	65.04
121300512	HURT, JON-MYCHAL B	04/19/2013	66.01
121300513	JESKE-WALFOORT, KIMBERLY A	04/19/2013	97.89
121300514	JOHNSON, SADIE R	04/19/2013	132.21
121300515	KELLEY, DEBRA K	04/19/2013	65.00
121300516	KERSCHNER, LUCILLE M	04/19/2013	54.00
121300517	KITTELSON, LOUANN	04/19/2013	144.55
121300518	KNUTSON, SANDRA J	04/19/2013	396.44
121300519	KOLMAN-KEEN, SCOTT M	04/19/2013	543.12
121300520	KOWITZ, MARY J	04/19/2013	25.98
121300521	KRUSEMARK, CARY L	04/19/2013	106.49
121300522	LARSON, ALYSSA B	04/19/2013	119.12
121300523	LAU, LAI F	04/19/2013	123.80
121300524	LEAF, HEATHER L	04/19/2013	43.45
121300525	LEE, KIMBERLY J	04/19/2013	121.79
121300526	LEONARD, RITA M	04/19/2013	115.81
121300527	LYONS, CHRISTOPHER A	04/19/2013	110.75
121300528	MACK, JEANNE C	04/19/2013	98.24
121300529	MALWITZ, REBECCA ANN	04/19/2013	64.86
121300530	MAPLE, DAWN M	04/19/2013	217.21
121300531	MARTINSON, KARA S	04/19/2013	90.97
121300532	MATZKE, ANNE M	04/19/2013	264.98
121300533	MAYER, ANTHONY G	04/19/2013	1,084.94
121300534	MCDOWELL, ROBERT C	04/19/2013	77.38
121300535	MCMAHON, MARGARET A	04/19/2013	177.30

ACH CHECKS

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121300536	MEUWISSEN, PAUL WILLIAM	04/19/2013	184.51
121300537	MICHEL, ROCHELLE N	04/19/2013	619.42
121300538	MILLER, KATHERINE ANN	04/19/2013	123.60
121300539	MULLALY, REBECCA L	04/19/2013	1,039.63
121300540	MUNSON, KARI LYNN	04/19/2013	53.70
121300541	MURCHY, TONYA G	04/19/2013	133.00
121300542	MUSTAR, ELISABETH J	04/19/2013	229.50
121300543	NASVIK, CRAIG S	04/19/2013	1,368.43
121300544	NIKKEL, DIANE L	04/19/2013	51.70
121300545	OGRADY, CATHY SUE	04/19/2013	538.35
121300546	OLSON, ELIZABETH A	04/19/2013	180.00
121300547	OLSON, LISA ROSE	04/19/2013	73.90
121300548	OLSRUD, DANIELLE Y	04/19/2013	41.53
121300549	PAULSON, THOMAS M	04/19/2013	89.94
121300550	PETERSEN, JILL M	04/19/2013	100.00
121300551	PICHA, CHRISTINA K	04/19/2013	65.00
121300552	PIERRE, CHRISTINA K	04/19/2013	31.73
121300553	PLANA, CHRISTINE M	04/19/2013	41.33
121300554	PONTIOUS, JODY L	04/19/2013	110.80
121300555	POST, JEREMY J	04/19/2013	160.00
121300556	POULTER, CASSANDRA A	04/19/2013	217.72
121300557	PRESSELLER, TRACY A	04/19/2013	150.85
121300558	PRICE, PATTI J	04/19/2013	38.58
121300559	PRISSEL, JESSIE L	04/19/2013	61.71
121300560	QUELLO, LORI E	04/19/2013	86.44
121300561	RHUDE, MARY JO D	04/19/2013	89.84
121300562	RITTENHOUSE, PAULA M	04/19/2013	509.40
121300563	RYAN, DENISE M	04/19/2013	90.97
121300564	SAGDALEN, NATALIE R	04/19/2013	118.94
121300565	SCHMIDT, DEBRA SUE	04/19/2013	96.85
121300566	SCHWARTZ, DAVID A	04/19/2013	42.94
121300567	SEHR, DEBRA JEAN	04/19/2013	438.99
121300568	SHAFER, TERESA E	04/19/2013	199.88
121300569	SIEBENALER, KEVIN R	04/19/2013	146.91
121300570	SKOGEN, MATTHEW K	04/19/2013	83.85
121300571	STEADLAND, KEITH DAVID	04/19/2013	984.71
121300572	STIRLING, CONNIE B	04/19/2013	187.11
121300573	SVIR, SARA A	04/19/2013	367.45
121300574	SWEENEY, LUCY M	04/19/2013	32.20
121300575	THOMPSON, MARUTA A	04/19/2013	55.94
121300576	TROSKE, CARRIE L	04/19/2013	41.81
121300577	VAN ARRAGON, JANEL L	04/19/2013	92.95
121300578	WHELAN, KATHRYN L	04/19/2013	258.23
121300579	WHITE, THOMAS R	04/19/2013	40.00
121300580	WILLIAMS, LAURA L	04/19/2013	502.38
121300581	WILSON-WORSLEY, TIFFANY R	04/19/2013	489.84
121300582	WODICKA, JULIE A	04/19/2013	48.03

97 ACH Check(s) For a Total of 20,318.51

ACH CHECKS

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	97	ACH	Checks For a Total of	20,318.51
	0	Computer	Checks For a Total of	0.00
Total For	97	Manual, Wire Tran, ACH & Computer Checks		20,318.51
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	20,318.51

PAYROLL

Check Nbr	Vendor Name	Check Date	Check Amount
40999	AIG	04/23/2013	5,270.50
41000	AMERICAN UNITED LIFE	04/23/2013	51,323.47
41001	AMERICAN UNITED LIFE	04/23/2013	1,875.00
41002	AMERIPRISE FINANCIAL SERVICES	04/23/2013	10,777.40
41003	AXA EQUITABLE	04/23/2013	29,415.63
41004	COMMISSIONER OF TRANSPORTATION	04/23/2013	10,375.20
41005	DELTA DENTAL PLAN OF MN	04/23/2013	62,773.30
41006	EDUCATION MN ESI BILLING TRUST	04/23/2013	19,768.74
41007	GREAT LAKES HIGHER EDUC GUARAN	04/23/2013	280.56
41008	GREATER TWIN CITIES UNITED WAY	04/23/2013	147.00
41009	GURSTEL CHARGO ATTORNEYS AT LA	04/23/2013	390.00
41010	Vendor Continued Check	04/23/2013	0.00
41011	Vendor Continued Check	04/23/2013	0.00
41012	HEALTHPARTNERS	04/23/2013	1,058,184.46
41013	IUOE LOCAL 70	04/23/2013	2,143.90
41014	MAAP STARS	04/23/2013	405.00
41015	Vendor Continued Check	04/23/2013	0.00
41016	Vendor Continued Check	04/23/2013	0.00
41017	Vendor Continued Check	04/23/2013	0.00
41018	MADISON NATIONAL LIFE	04/23/2013	41,269.11
41019	MESSERLI & KRAMER PA	04/23/2013	615.00
41020	METROPOLITAN LIFE	04/23/2013	3,630.74
41021	MN CHILD SUPPORT	04/23/2013	2,418.10
41022	MN DEPT OF REVENUE	04/23/2013	393.00
41023	MN ENVIRONMENTAL FUND	04/23/2013	101.50
41024	SCHOOL SERVICE EMPLOYEES	04/23/2013	5,678.44
41025	US DEPT OF EDUCATION	04/23/2013	341.26
41026	VANGUARD SMALL BUSINESS SERVIC	04/23/2013	21,419.50
41027	WBLA EDUCATIONAL FOUNDATION	04/23/2013	686.50

29 Computer Check(s) For a Total of 1,329,683.31

PAYROLL

Check Nbr	Vendor Name	Check Date	Check Amount
40715	COMMISSIONER OF TRANSPORTATION	04/23/2013	10,375.20
1	Void	Check(s) For a Total of	10,375.20

	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
	29	Computer	Checks For a Total of	1,329,683.31
Total For	29	Manual, Wire Tran, ACH & Computer Checks		1,329,683.31
Less	1	Voided	Checks For a Total of	10,375.20
			Net Amount	1,319,308.11

ACH CHECKS

Check Nbr	Vendor Name	Check Date	Check Amount
121300583	ACKERKNECHT, CATHYANN M	04/30/2013	25.99
121300584	ADAMS, LINDA J	04/30/2013	64.99
121300585	ANDERSON, JON C	04/30/2013	817.14
121300586	ANDERSON, JULIE C	04/30/2013	92.00
121300587	ANDERSON, KATHRYN A	04/30/2013	727.93
121300588	ANDERSON, LEIGH A	04/30/2013	54.95
121300589	BROWN, PAMELA S	04/30/2013	25.00
121300590	BURKE, ERIN M	04/30/2013	69.16
121300591	CARLSON, LINDA R	04/30/2013	179.23
121300592	COLEMAN, MARY JO	04/30/2013	412.45
121300593	DAHLEM, TERESA	04/30/2013	810.56
121300594	DENUCCI, KRISTINA E	04/30/2013	75.20
121300595	DENUCCI, MARY A	04/30/2013	37.99
121300596	DEVANEY, JAMES A	04/30/2013	45.00
121300597	EGEMO, PATRICIA ANN	04/30/2013	40.68
121300598	ELLIOTT, SUSANNA K	04/30/2013	89.69
121300599	ENGSTRAN, PAUL A	04/30/2013	40.00
121300600	ESKOW, LYNN K	04/30/2013	31.67
121300601	GAMBONI, RICHARD A	04/30/2013	40.00
121300602	GRAY, DONALD E	04/30/2013	40.00
121300603	GREEN, BARBARA J	04/30/2013	49.95
121300604	GULBRANSEN, THERESA J	04/30/2013	345.00
121300605	HAMERNICK, MICHAEL D	04/30/2013	66.54
121300606	HAMILTON, CONSTANCE M	04/30/2013	300.70
121300607	HANSON, MARILYN LOUCKS	04/30/2013	88.42
121300608	HATLING, KRISTIN A	04/30/2013	36.79
121300609	HAUTMAN, JILLIAN M	04/30/2013	180.51
121300610	HEALY, JASON CHARLES	04/30/2013	170.17
121300611	HERMANN, TIMOTHY J	04/30/2013	284.80
121300612	HICKS, SUSAN L	04/30/2013	151.69
121300613	HINTZ, SCOTT M	04/30/2013	105.84
121300614	HOERNEMANN, WENDY S	04/30/2013	188.25
121300615	HOFF, ERIN J	04/30/2013	49.00
121300616	HOUSE, MARILYN J	04/30/2013	109.24
121300617	HUBER, GARY A	04/30/2013	109.54
121300618	HUMPHREY, KELLY J	04/30/2013	124.73
121300619	JACOBSON-SCHMIDT, MARSHA A	04/30/2013	54.00
121300620	KELLEY, DEBRA K	04/30/2013	65.00
121300621	KOBS, AMANDA J	04/30/2013	41.87
121300622	KRUSEMARK, CARY L	04/30/2013	167.30
121300623	LARSON, JOHN FRANCIS	04/30/2013	558.23
121300624	LARSON, KAREN L	04/30/2013	93.27
121300625	LAW, DAVID W	04/30/2013	145.41
121300626	LEE, KIMBERLY J	04/30/2013	48.60
121300627	LODERMEIER, EILEEN F	04/30/2013	70.00
121300628	LORENZ, JODI M	04/30/2013	89.00
121300629	LUND, BARBARA A	04/30/2013	94.32
121300630	LYONS, CHRISTOPHER A	04/30/2013	66.60
121300631	MALWITZ, REBECCA ANN	04/30/2013	197.58
121300632	MANKE, ANNE M	04/30/2013	44.75

ACH CHECKS

Check Nbr	Vendor Name	Check Date	Check Amount
121300633	MCDOWELL, ROBERT C	04/30/2013	228.55
121300634	MCGRANE, MARY E	04/30/2013	130.00
121300635	MCGRAW, TIMOTHY P	04/30/2013	153.51
121300636	MERHAR, BRIAN P	04/30/2013	72.90
121300637	MILES, MARY T	04/30/2013	26.82
121300638	NORTON, EMILY L	04/30/2013	40.00
121300639	OLSON, ANGELA D	04/30/2013	81.02
121300640	OLSRUD, DANIELLE Y	04/30/2013	53.74
121300641	PEARSON, JILL M	04/30/2013	90.00
121300642	PERCIVAL, PATRICIA A	04/30/2013	119.75
121300643	PICHA, CHRISTINA K	04/30/2013	50.29
121300644	PLAISTED, KAYNA R	04/30/2013	124.75
121300645	PLASTER, MARK ANTHONY	04/30/2013	130.23
121300646	PODGORSKI, CARRIE J	04/30/2013	95.20
121300647	POULTER, CASSANDRA A	04/30/2013	242.40
121300648	QUAAS, BETH A	04/30/2013	83.71
121300649	RASMUSSEN, JEAN H	04/30/2013	699.00
121300650	ROMOSER, CALEB R	04/30/2013	37.57
121300651	ROSSITER, DANIEL J	04/30/2013	935.11
121300652	SCHMITZ, KAREN M	04/30/2013	194.17
121300653	SEHR, DEBRA JEAN	04/30/2013	342.02
121300654	SJOHOLM, ANNIE J	04/30/2013	299.92
121300655	STIRLING, CONNIE B	04/30/2013	636.00
121300656	SVIR, SARA A	04/30/2013	104.34
121300657	TOUSSAINT, JANEL PHYLLIS	04/30/2013	77.57
121300658	TRAVER, SHAWNA J	04/30/2013	88.81
121300659	VAIL, ANNE B	04/30/2013	74.19
121300660	VAVRICKA, ROCHELLE L	04/30/2013	222.07
121300661	VETTE, MARISA AA	04/30/2013	138.00
121300662	VICKERMAN, SUSAN M	04/30/2013	47.99
121300663	WALD, TIMOTHY A	04/30/2013	139.26
121300664	WALKER, DEBRA R	04/30/2013	65.83
121300665	WATTERS, LAURA J	04/30/2013	88.96
121300666	WILDMAN HILAL, ANDREA L	04/30/2013	728.24
121300667	WILLIAMS, LAURA L	04/30/2013	345.00
121300668	WISE, PATRICIA G	04/30/2013	172.43

86 ACH Check(s) For a Total of 14,976.08

ACH CHECKS

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	86	ACH	Checks For a Total of	14,976.08
	0	Computer	Checks For a Total of	0.00
Total For	86	Manual, Wire Tran, ACH & Computer Checks		14,976.08
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	14,976.08

Consent Agenda Item A-5(d)
May 13, 2013
School Board Meeting

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 A-5(d)
May 13, 2013
School Board Meeting

AGENDA ITEM: **Acceptance of Gifts**

MEETING DATE: **May 13, 2013**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Pete Willcoxon, Sr.**
Executive Director of Business Services

Donation	Donor	Recipient
$25	Archie McElmury	Birch Lake Elementary School
$500 for Adventure Club	White Bear Lake Lions Club	White Bear Lake Area High School
$4,000	WBL Girls Hockey Booster Club	White Bear Lake Area High School Girls Hockey Program
$300	Vadnais Heights Lions Club	White Bear Lake Area High School National Honor Society
$500 for Technology	Vadnais Heights Lions Club	Sunrise Park Middle School
$36	Kristin Hansen	Sunrise Park Middle School
30 Teacher Chairs and 20 Tables (Estimated value is $3,000)	Trane Corporation	White Bear Lake Area High School South Campus

RECOMMENDATION: Accept donations.

AGENDA ITEM: **Field Trip Request**

MEETING DATE: **May 13, 2013**

SUGGESTED DISPOSITION: **Consent Agenda**

CONTACT PERSON(S): **David Law, Assistant Superintendent**

Background:
School Board Policy #610 – Field Trips requires School Board approval of any overnight field trip. The following field trip is 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	Total Cost per Student and Source of Revenue	Means of Transportation	Purpose of Field Trip
Wednesday, 5/8/13 - Sunday, 5/12/13 Louisville, Kentucky	Becky Lassila	White Bear Lake Area High School Archery Team	2	32	Total cost per student: $399 Student Portion: $399 Other Sources(s): Fund-raising	MN Coach Bus	Teams qualified at State to advance to this National Tournament.

Consent Agenda Item A-5(f)
May 13, 2013
School Board Meeting

RESOLUTION FOR HUMAN RESOURCES ITEMS

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

WHEREAS, that human resources items, A-6(f), 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 human resources items listed in Consent Agenda Items A-6(f).

Consent Agenda Item A5 (f)
May 13, 2013
School Board Meeting

INDEPENDENT SCHOOL DISTRICT NO.624

Department of Human Resources

TERMINATION OF PROBATIONARY EMPLOYMET - CLASSIFIED STAFF

ANNA SCHLETTY – Pupil Support Assistant, High School-South Campus
Employed by District 624 since 10/29/2012
Effective Date: 05/06/2013

TERMINATION - CLASSIFIED STAFF

LORI HAFNER – Satellite Manager, On Leave
Employed by District 624 since 09/09/1997
Effective Date: 04/18/2013

RESIGNATIONS - CLASSIFIED STAFF

LEAH ARMSTRONG – AA-Building Assistant, Oneka Elementary
Employed by District 624 since 09/06/2011
Effective Date: 06/10/2013

DANIELLE BRADSHAW – Program Assistant Leader, Lakeaires Elementary
Employed by District 624 since 09/06/2011
Effective Date: 05/03/2013

CLAIRE DETERS – Program Assistant Leader, Lakeaires/Oneka Elementary
Employed by District 624 since 10/01/2012
Effective Date: 04/26/2013

ANGELA OLSON – Satellite Manager, Birch Lake Elementary
Employed by District 624 since 09/20/2002
Effective Date: 05/08/2013

CORREIN SHERWOOD – AA-Early Childhood, Normandy Park
Employed by District 624 since 02/13/2013
Effective Date: 04/26/2013

RESIGNATIONS – AT WILL

KATHY BERLIN – Mathematics Instructional Tutor, South Campus
Employed by District 624 since 09/16/2010
Effective Date: 06/06/2013

Consent Agenda Item A5 (f)
May 13, 2013
School Board Meeting

INDEPENDENT SCHOOL DISTRICT NO.624
Department of Human Resources

RETIREMENTS - CLASSIFIED STAFF

LINDA BURY – Early Childhood Assistant, Hugo Elementary
Employed by District 624 since 02/08/2001
Effective Date: 06/05/2013

GAYLE CHAPMAN – AA- Building/Playground Assistant, Matoska International
Employed by District 624 since 08/23/2002
Effective Date: 04/19/2013

COLLEEN DELLWO – AA- Manager, Supervisor or Coordinator, District Center
Employed by District 624 since 09/16/1991
Effective Date: 06/28/2013

CHERYL SMITH – Behavior Management Assistant, High School-North Campus
Employed by District 624 since 10/01/1990
Effective Date: 06/06/2013

MARY WARD (SUKO) – Human Resources Specialist, District Center
Employed by District 624 since 08/28/1986
Effective Date: 11/01/2013

LEE WILLIAMS – Head Custodian Engineer-B Bldg., Willow Elementary
Employed by District 624 since 09/07/1999
Effective Date: 06/28/2013

COLLEEN YOUNG – Media Clerk, Sunrise Middle School
Employed by District 624 since 03/09/1992
Effective Date: 06/11/2013

RESIGNATION – CERTIFIED STAFF

RICHARD GROCHOWSKI – Work Experience Teacher, Sunrise Middle School
Employed by District 624 since 08/26/2008
Effective Date: 06/07/2013

RETIREMENT - CERTIFIED STAFF

SUSAN ANKER – Elementary Teacher, Birch Lake Elementary
Employed by District 624 since 08/22/1985
Effective Date: 06/07/2013

Consent Agenda Item A5 (f)
May 13, 2013
School Board Meeting

INDEPENDENT SCHOOL DISTRICT NO.624

Department of Human Resources

FULL-TIME LEAVE OF ABSENCE - CERTIFIED STAFF

MEGAN PERRY – Elementary Teacher, Matoska International
Employed by District 624 since 08/24/2006
Effective Date: 2013-2014 School Year

LEAVES OF ABSENCE - CERTIFIED STAFF

JODY EASTBURN – Elementary Teacher, Matoska International
Employed by District 624 since 08/27/2009
Effective Dates: 02/11/2013 through 04/08/2013

BELINDA POON – Elementary Teacher, Otter Lake Elementary
Employed by District 624 since 08/26/2004
Effective Dates: 09/03/2012 through 04/05/2013

PART-TIME LEAVE REQUESTS - CERTIFIED STAFF

KERRY FEIRN –Spanish, High School-North & South Campuses
.20 Leave (.80 position)
Effective Date: 2013-2014 School Year

REBECCA PETERSON – Elementary Teacher, Elementary
.50 Leave (.50 position)
Effective Date: 2013-2014 School Year

LISA PHILLIPS – SPED Teacher, Secondary
.20 Leave (.80 position)
Effective Date: 2013-2014 School Year

JOSEPHINE ROBINSON – Guidance Counselor, Secondary
.80 Leave (.20 position)
Effective Date: 2013-2014 School Year

NEW PERSONNEL – AT-WILL

DERRICK RANGEL – School Campus Security, Central Middle School
$15.00 per hour
Effective Dates: 03/19/2013 through 5/1/2013

MEE YANG – Cultural Liaison, Normandy Park
$23.00 per hour
Effective Date: 05/01/2013

Consent Agenda Item A5 (f)
May 13, 2013
School Board Meeting

INDEPENDENT SCHOOL DISTRICT NO.624
Department of Human Resources

NEW PERSONNEL - CLASSIFIED STAFF

MARY HAMEL – Part-Time Cook, Central Middle School
$13.41/ hr. 3.50 hrs. /day 27 days $1,267.25
Effective Date: 05/01/2013

JON KOPPE – Assistant Head Custodian Engineer "B" Bldg., Otter Lake Elementary
$19.01/ hr. + .25 SD 8.00 hrs. /day 40 days $6,163.20
Effective Date: 05/06/2013

JOHN MARTELLI – Part-Time Cook, North Campus
$14.41/ hr. 3.75 hrs. /day 36 days $1,945.35
Effective Date: 04/18/2013

STEPHANIE WICKLAND – LTS Instructional Assistant, Willow Lane Elementary
$16.25/ hr. 4.00 hrs. /day 39 days $2,535.00
Effective Date: 04/15/2013 through 06/06/2013

NEW PERSONNEL - CERTIFIED STAFF

CHELSEY BRANHAM – SPED Teacher, Sunrise Middle School
BA, Step 3 $39,085.00
Effective Date: 2013-2014 School Year

JILL BRISTOW-SHANDRO – .5 School Counselor, Central Middle School
MA+60, Step 12 $37,954.50
Effective Date: 2013-2014 School Year

RUTH DESJARDINS – School Nurse, Birch/Lincoln/High School-North Campus
BA, Step 12 $54,141.00
Effective Date: 2013-2014 School Year

KRISTIN HATLING – Science Teacher, High School-North Campus
BA+60, Step 4 $44,637.00
Effective Date: 2013-2014 School Year

GABRIELLE HEIER – SPED Teacher, Sunrise Middle School
BA, Step 1 $37,219.00
Effective Date: 2013-2014 School Year

LISA HOROWICKI – School Counselor, High School-North Campus
MA, Step 12 $67,745.00
Effective Date: 2013-2014 School Year

Consent Agenda Item A5 (f)
May 13, 2013
School Board Meeting

INDEPENDENT SCHOOL DISTRICT NO.624
Department of Human Resources

NEW PERSONNEL - CERTIFIED STAFF

ERIKA KELLY-KENNEDY – School Psychologist, Birch Lake/Willow Lane
MA+60, Step 9 $61,120.00
Effective Date: 2013-2014 School Year

AMANDA KOEHLER – Mathematics Teacher, .4 ALC/.6 High School-North Campus
BA, Step 2 $38,342.00
Effective Date: 2013-2014 School Year

TYLER MCCORMICK – ASL Teacher, High School-North Campus
BA, Step 4 $40,525.00
Effective Date: 2013-2014 School Year

MARISA MCGLYNN –.5 School Psychologist, High School-South Campus
MA+60, Step 8 $29,570.50
Effective Date: 2013-2014 School Year

JUDY PETERSEN –SPED Teacher, Otter Lake Elementary
BA+60, Step 12 $60,093.00
Effective Date: 2013-2014 School Year

RACHEL QUISTAD –Kindergarten Teacher, Matoska International
BA, Step 5 $41,962.00
Effective Date: 2013-2014 School Year

ANGELA RIDER – Elementary Teacher, Vadnais Heights Elementary
MA, Step 10 $58,325.00
Effective Date: 2013-2014 School Year

SETH SALENGER – Mathematics Teacher, Golfview-ALC
MA, Step 6 $49,353.00
Effective Date: 2013-2014 School Year

LACEY SCHIELE – Elementary Teacher, Oneka Elementary
MA, Step 7 $51,337.00
Effective Date: 2013-2014 School Year

KRISTIN SISKOW – Social Studies Teacher, .4 Central/.6 Sunrise Middle Schools
MA+60, Step 12 $75,909.00
Effective Date: 2013-2014 School Year

Consent Agenda Item A5 (f)
May 13, 2013
School Board Meeting

INDEPENDENT SCHOOL DISTRICT NO.624
Department of Human Resources

NEW PERSONNEL - CERTIFIED STAFF

LEAH SITKA – Elementary Teacher, Hugo Elementary
BA+45, Step 2 $41,078.00
Effective Date: 2013-2014 School Year

JO TATE – Gifted & Talented Coordinator, District Center
MA+60, Step 12 $75,909.00
Effective Date: 07/01/2013

LORI TUEL – School Counselor, High School-South Campus
MA+45, Step 7 $54,958.00
Effective Date: 2013-2014 School Year

CAIYUN ZHOU – .5 Chinese Teacher, Vadnais Heights Elementary
BA, Step 12 $27,050.50
Effective Date: 2013-2014 School Year

NEW PERSONNEL - CABINET

KRISTINE WEHRKAMP – Director of Community Education and Recreation, District Center. Kristine is the Superintendent's recommended choice for the position of Director of Community Education and Recreation. The contract is for an effective date of July 1, 2013, with a salary of $110,000.00.

LONG TERM SUBSTITUTES - CERTIFIED STAFF

JILL BRISTOW-SHANDRO – .5 School Counselor, Central Middle School
MA+60, Step 12 $37,954.50
Effective Date: 2013-2014 School Year

SHANNON GRANT – Health/AVID Teacher, High School-North Campus
BA+45, Step 3 $41,988.00
Effective Date: 2013-2014 School Year

MICHELE GREENHALGH – .7 Language Arts Teacher, Golfview-ALC
BA+60, Step 3 $30,069.20
Effective Date: 2013-2014 School Year

CALEB HARDACRE – Mathematics Teacher, High School – North Campus
BA, Step 2 $38,342.00
Effective Date: 2013-2014 School Year

Consent Agenda Item A5 (f)
May 13, 2013
School Board Meeting

INDEPENDENT SCHOOL DISTRICT NO.624
Department of Human Resources

LONG TERM SUBSTITUTES - CERTIFIED STAFF

KELLY KENTFIELD –EL Teacher, Willow Lane Elementary
MA, Step 12 $67,745.00
Effective Date: 2013-2014 School Year

SALLY PETERSEN – Language Arts Teacher, Sunrise Middle School
BA+30, Step 4 $42,583.00
Effective Date: 2013-2014 School Year

MATTHEW SKOGEN – Science Teacher, Sunrise Middle School
BA, Step 3 $39,085.00
Effective Date: 2013-2014 School Year

2013 Spring Activities

Adapted Softball			
Head Coach (Step 3)	Joe Dustin	Spring	$3,090
Asst. Coach (Step 1)	Becky Butters-Levahn	Spring	$1,947
Baseball			
Head Coach (Step 3)	Matt McGlothlin	Spring	$4,912
Asst. Coach JV (Step 1)	Tom Petersen	Spring	$3,094
Asst. Coach V (Step 3)	Ryan Fitzpatrick	Spring	$3,438
Asst. Coach B (Step 1)	Brian Farmer	Spring	$3,094
Asst. Coach Grd 9 (Step 3) (SAA)	Bill Capocasa	Spring	$2,800
Boys Golf			
Head Coach (Step 3)	Craig Nasvik	Spring	$4,017
Asst. Coach (Step 3)	Jon Anderson	Spring	$2,812
Girls Golf			
Co-Head Coach	Kimberly Lee	Spring	$3,415
Co-Head Coach	Gary Huber	Spring	$3,415
Boys Lacrosse			
Head Coach (Step 3)	Brandon Husak	Spring	$5,253
Asst. Varsity Coach (Step 3)	Matt Ribar	Spring	$3,677
Asst JV Coach (step 1)	Nick Andrajack	Spring	$3,309
Girls Lacrosse			
Head Coach (Step 3)	Mindy Evers	Spring	$5,253
Asst. Coach (Step 3)	Jamie Shepard	Spring	$3,493
Asst Coach (SAA step 1)	Jena Kulenkamp	Spring	$1,800
Softball			
Head Coach (Step 3)	Kaity Wightman	Spring	$4,912

Asst. Coach V (Step 1)	Kallie Samuelson	Spring	$3,094
Asst. Coach B (Step 3)	Erin Synan	Spring	$3,438
Boys Tennis			
Head Coach (Step 2)	Christine Anderson	Spring	$3,893
Asst. Coach (Step 2) (.87)	Jackson Farley	Spring	$2,500
Asst. Coach (Step 2) (.13)/SAA	Seth Salenger	Spring	$377/$633
Boys Track			
Head Coach (Step 3)	Tom Paulson	Spring	$5,099
Asst Coach (Step 3)	Doug Hicks	Spring	$3,569
Asst Coach (Step 3)	Dan Destache	Spring	$3,569
Asst Coach (Step 2)	Noah Dombrovski	Spring	$3,391
Asst Coach (Step 3)	Dan Kovacich	Spring	$3,569
Asst Coach (Step 3)	Tony Walfoort	Spring	$3,569
Girls Track			
Head Coach (Step 3)	Richard Samuelson	Spring	$5,099
.8 Asst. (Step 3)	Tyler McCormick	Spring	$2,855
Asst. (Step 3)	Patti Percival	Spring	$3,569
.4 Asst. (Step 1)	Doug Potthoff	Spring	$1,285
.6 Asst. (Step 2)	Aime Chamberlain	Spring	$2,035
Asst (Step 2)	Shannon Grant	Spring	$3,391
.6 Asst. (Step 3)	Chuck Stuemke	Spring	$2,141
.6 Asst (Step 1)	Kathy Huggett	Spring	$1,927
Trapshooting			
Head Coach (Step 3)	Keith Steadland	Spring	$904.15
Asst. (Step 3)	Kirk Johnson	Spring	$486.85
Asst. (Step 3)	Jacob Montgomery	Spring	$486.85
Asst. (Step 3)	Tom Gunderson	Spring	$486.85

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.

1. Public Forum will follow the Procedural Items on the agenda.
2. Public Forum will be open up to 30 minutes (3 minutes per speaker, 10 minutes per topic, no more than 3 speakers per topic as a general rule). Comments should be brief, and repetition of public comments already expressed at the same meeting should be avoided.
3. Those wishing to address the Board should fill out the Public Forum Speaker Card and submit the card to the School Board clerk or other district officials at the meeting.
4. Questions may be asked on any topic, including those on the agenda.
5. School District policy and data privacy laws preclude the Board from publicly discussing personnel matters or data, including information, which, if discussed in a public meeting could violate law or policy. Under School Board Policy 206, complaints or concerns regarding individual school district employees should be presented in writing to school administration and signed by the person submitting the complaint or concern.
6. An attempt will be made to answer questions addressed to the Board. In those cases where an answer is not provided, a phone call from an appropriate school district official will be made as a follow-up.
7. A handout on the purpose of School Board meetings and the meeting process is available at each School Board meeting.
8. Citizens may be asked to address the School Board on a particular subject during the discussion of that item.
9. The School Board chairperson will attempt to reasonably honor requests to speak, but shall also exercise discretion with regard to time constraints and therefore may limit the number of requests to speak accordingly.

C. INFORMATION ITEMS

Agenda Item C-1
May 13, 2013
School Board Meeting

AGENDA ITEM: **Presentation on the City of Hugo bond refunding**

MEETING DATE: **May 13, 2013**

SUGGESTED DISPOSITION: **Information Item**

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

Background:

Earlier this year the City of Hugo refinanced general obligation tax abatement bonds that were issued in 2005. The School District was a participant in that process and in the total debt service. Due to the present bond climate, a significant savings was achieved.

Representatives from the City of Hugo will make a short presentation on the savings.

Later in the meeting, a resolution is on the agenda that must be acted upon by the School Board.

Recommendation:

No action is required on this agenda item.

Agenda Item C-2
May 13, 2013
School Board Meeting

AGENDA ITEM: **Innovation & Tech: What's new with Flipped Teaching and Learning?**

MEETING DATE: **May 13, 2013**

SUGGESTED DISPOSITION: **Informational Item**

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

BACKGROUND:

Our District Technology Plan focuses on:

- Extraordinary Teaching
- Lifelong Learning
- Partnerships and Innovation
- Service and Capacity

The use of Schoology and Google Apps has allowed teachers and students to increase their use of digital curriculum. These tools also provide a new teaching and learning lens that help teachers innovate instruction and extraordinary teaching.

Cassandra Knutson has modeled Extraordinary Teaching in her Chemistry classroom. Her work has been recognised and appreciated by her colleagues both within and outside of White Bear Lake Area Schools. Indeed, she recently won Schoology's Power User Contest: Using Schoology to Flip the Classroom.

Knutson, along with other teachers in the District, is raising the bar while perfecting models, such as flipped teaching, that can be shared with the entire staff.

Agenda Item C-3
May 13, 2013
School Board Meeting

AGENDA ITEM:	Report on visit of Hangzhou Foreign Languages School Leaders
MEETING DATE:	May 13, 2013
SUGGESTED DISPOSITION:	Information Item
CONTACT PERSON:	Dr. Michael Lovett, Superintendent

Background:

Last week we were privileged to host Dr. Fang Jianwen, Principal of Hangzhou Foreign Languages School and Wang Quanlin, Deputy Director of the Foreign Affairs' Office from May 1 to May 3.

This is Dr. Fang's first trip to the United States and made for the purpose of meeting with their international partners in Arizona, North Carolina, and Minnesota, including White Bear Lake and Minnetonka.

Tim Wald, principal at South Campus, who was our on-site host for the event, will give a brief overview of their visit and recap progress on the goals we set during our visit to Hangzhou Foreign Languages School last June.

I want to acknowledge the hospitality of School Board members, Cabinet members, administrators, and teachers at South Campus, Sunrise, and Lincoln who were part of the tour. We also want to acknowledge the hospitality of Tamarack Nature Center, the White Bear Lake YMCA and City of White Bear Lake.

Agenda Item C-4
May 13, 2013
School Board Meeting

AGENDA ITEM:	**Superintendent's Report**
MEETING DATE:	**May 13, 2013**
SUGGESTED DISPOSITION:	**Information Item**
CONTACT PERSON(S):	**Dr. Michael J. Lovett, Superintendent**

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 D-1
May 13, 2013
School Board Meeting

AGENDA ITEM:	Policy 606, Textbooks and Instructional Materials
MEETING DATE:	May 13, 2013
SUGGESTED DISPOSITION:	Discussion Item
CONTACT PERSON(S):	David Law, Assistant Superintendent

BACKGROUND:

School Board Policy 606, Textbooks and Instructional Materials, was reviewed by the School Board Policy Committee and is recommended for a first reading. The changes recommended are consistent with those recommended by MSBA.

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

RECOMMENDATION:

To review the policy and provide suggestions or feedback to the administration, with the policy to be placed on the June 10 School Board meeting agenda or a subsequent meeting.

Adopted: September 8, 1997
Revised: June 11, 2001
Revised: May 9, 2005
Revised: December, 2012

White Bear Lake Area
School District #624 Policy 606

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be ~~primarily~~ involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. support the goals and objectives of the education programs;
2. consider the needs, age and maturity of students;
3. foster respect and appreciation for cultural diversity and varied opinion;
4. fit within the constraints of the school district budget; and
5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61.
6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school board recognizes there can be differences of opinion within ~~on the part of some members of~~ the school district community relating to certain areas of the instructional program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

~~Procedural Documents~~ Attachments:

Appendix A - Procedures
Appendix B - WBLAS Procedures For Reconsideration Of Instructional Materials
Appendix C - Request for Reconsideration of an Instructional Material
Appendix D - Record Of An Objection To An Instructional Material
Appendix E - Instructional Material Reconsideration Committee Report

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8(School Board Responsibilities)
Minn. Stat. § 124D.59 – 124D.61 (Limited English Proficiency)
Minn. Stat. § 127A. 10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. V. Kuhlmeier, 484 U.S. 260, 108 S. Ct. 562, 98 L. Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F. 2d 771 (8th Cir. 1982)

Cross References: WBLASB Policy 603 (Curriculum Development)
WBLASB Policy 604 (Instructional Curriculum)

White Bear Lake Area School

Independent School District #624

Policy 606 - Procedures

1.0 Minnesota 2012 Statute 120B.20 PARENTAL CURRICULUM REVIEW.

1.1 Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

2.0 Definition of Instructional Materials

2.1 Instructional materials are all print and non-print materials used in the education of a student.

2.2 This includes:

- All materials used in the classroom and in extra-curricular activities.
- Media collections – books, periodicals, pamphlets, DVD, CD, graphic materials, globes, maps, computer software, interactive materials and other print and non-print materials.

3.0 Responsibility for Selection of Instructional Materials

3.1 Print and non-print materials for the media center and other instructional areas should be selected in conjunction with faculty, student, and program needs. This program is subject to all stipulations of Policy 606 Textbook and Instructional Materials. Instructional materials selection for subject areas, grade levels, classrooms, and extra curricular programs is the responsibility of licensed staff delegated to coordinate and recommend textbooks and other instructional materials with the appropriate K-12 committees. Final approval is the responsibility of the administrator chairing the committee and ultimately the Assistant Superintendent, Superintendent and School Board.

3.2 Criteria for Instructional Materials Selection

3.2.1 Professional personnel shall evaluate curriculum materials based on the mission, goals, and objectives of the White Bear Lake Area School Area School District. The selection criteria shall consider the materials based on appropriate content for subject areas, the media center and suitability for student needs. The following criteria are to be used.

3.2.1.1 Provide materials that will enrich and support the curriculum, taking into consideration the varied interests abilities, demographics, and maturity levels of the pupils served.

3.2.1.2 Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, ethical standards, and critical reading and thinking.

3.2.1.3 Provide materials representative of the many religious, ethnic, political, historical and cultural groups and their contributions to our American and World heritage thereby enabling students to develop an intellectual integrity in forming judgments.

3.2.1.4 Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the media center and the classroom.

3.2.1.5 Ensure that students' rights of data privacy are protected when using systems for computer management of instruction. This might include both network systems and individual management systems.

5.0 <u>Objection Procedures</u>

5.1 Use of questioned instructional materials shall not be restricted during the review process.

5.2 District Reconsideration Committee

5.2.1 The District Reconsideration Committee shall consist of 7 members. Five members shall constitute a quorum. A quorum is required at all meetings where a decision is to be made regarding a questioned instructional material.

5.2.2 All committee members are voting members.

5.2.3 Suggestions regarding who should be part of the District Reconsideration Committee:
5.2.3.1 Department Curriculum Leader
5.2.3.2 Building Principal or Assistant Principal selected by the Superintendent or designee
5.2.3.3 Media Specialist selected by the Superintendent or designee
5.2.3.4 Curriculum Coordinator
5.2.3.5 District 624 resident from the Community Curriculum Advisory Committee
5.2.3.6 High school student selected by high school building principal
5.2.3.7 School Board member or Cabinet member selected by the Superintendent or designee

5.3 Guidelines for reconsideration by the District Reconsideration Committee

5.3.1 Examine the object in its entirety.

5.3.2 Read critical reviews from professional educators.

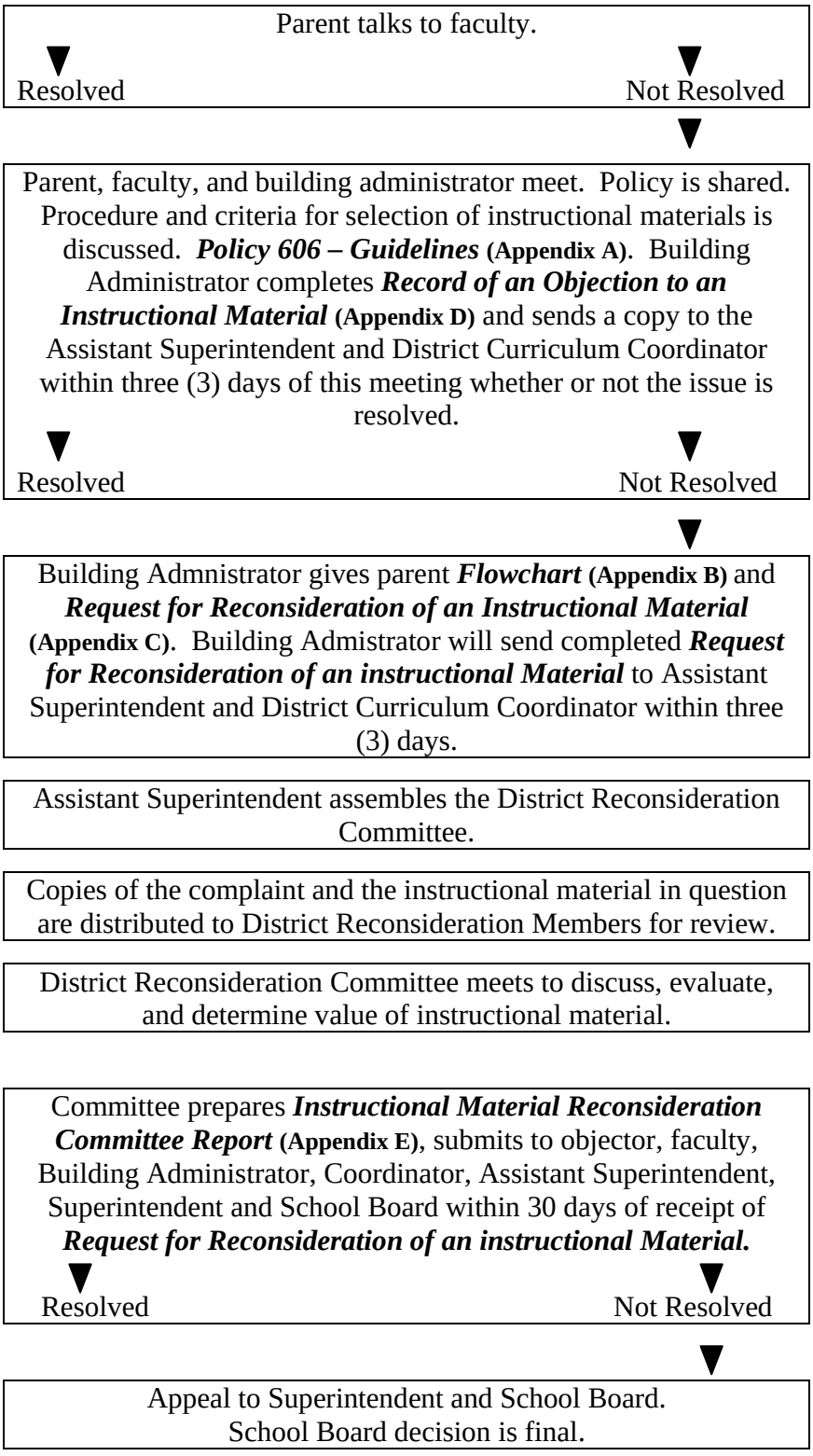
5.3.3 Determine value of the instructional resource as a whole (rather than on passages or sections taken out of context).

5.3.4 In the case of a tie vote with a quorum present, the objection shall be denied.

5.3.5 A decision to sustain an objection shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the selection and/or use of the instructional materials.

5.4 The committee's decision may be appealed to the Superintendent and School Board.

WBLAS PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS



White Bear Lake Area School
Independent School District #624

Request for Reconsideration of an Instructional Material

Name			Date	
Address			Phone	
City			Zip	
School Building				

Check one: complainant represents ____ self ____ organization (name)_____
Did you read/view/listen to the entire instructional material? ____ yes ____ no

Check type of instructional material:

_____ Book _____ DVD _____ Periodical _____ CD

_____ Pamphlet _____ Website _____ computer software _____ kit

_____ Activity _____ article _____ computer application _____ other

Title _____

Author _____ Publisher/Producer _____

1. What brought this instructional material to your attention?

2. To what do you object? (Please be specific. Cite pages, paragraphs, etc.)

3. Are you aware of the instructional purpose of this material? ____ yes ____ no If yes, what is the purpose?

4. What instructional material(s) do you suggest to provide additional information on this topic?

5. What do you recommend to resolve this to your satisfaction?
   _____ Do no assign or recommend it to my child
   _____ Do not assign or recommend it to selected students (depending on maturity level)
   _____ Do not assign or recommend it to any students

_____ _____
Signature of Objector *Date*

Please return this form to the Building Principal.

White Bear Lake Area School

Independent School District #624

RECORD OF AN OBJECTION TO AN INSTRUCTIONAL MATERIAL

To be completed by the building administrator and given to the Curriculum Coordinator within three(3) days of a meeting with the person issuing the objection.

NAME OF PERSON COMPLETING THIS FORM: _____

BUILDING: _____ DATE:_____

COMPLAINANT'S NAME: _____ PHONE:_____

ADDRESS: _____ ZIP: _____

1. Identify the instructional material or section of a material that is the subject of the objection.

2. Reason(s) for the objection.

3. Summary of meeting(s) with the person issuing the objection. Include copies of information that was shared with the objector, including standards addressed by the instructional material.

Status of the objection:

_____ This has been concluded to the satisfaction of the person issuing the objection.

_____ This has been submitted for review and action by the District Reconsideration Committee.

Comments: _____

_____

_____

White Bear Lake Area School

Independent School District #624

INSTRUCTIONAL MATERIAL RECONSIDERATION COMMITTEE REPORT

SCHOOL _____

Description of the instructional material reviewed:

Title:_____

Author/Creator: _____

Publisher/Producer: _____

Type of instructional material (book, video, etc.): _____

1. What is the instructional value of this material? What standards are addressed with this instructional material?

2. Are there alternative materials that would meet the objective as well as or better than this material?

3. As a whole (not based on specific passages or sections taken out of context) does the instructional material meet its intended purpose? Explain.

4. Does the instructional material meet the criteria outlined in policy 606 appendix ( )?

Committee's Decision:

Signed:	in agreement with decision	not in agreement with decision
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

E. OPERATIONAL ITEMS

Agenda Item E-1
May 13, 2013
School Board Meeting

AGENDA ITEM: **K-12 Music Framework**

MEETING DATE: **May 13, 2013**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Shannon Anderson, 6-12 Music Curriculum Leader**
Dan Gullick, K-5 Music Curriculum Leader
Lisa Switzer, Curriculum & Program Development Coordinator

BACKGROUND:

A K-12 curriculum review process for K-12 music began in October, 2008. Doug Orzolek, Associate Professor of Music, Director of Graduate Programs in Music Education from the University of St. Thomas led the music department through a brainstorming and analysis of our current programming.

K-5 worked with the Perpich Center and focused on curriculum mapping and common assessments to meet the National and Minnesota Music Education Standards. The K-5 music department was able to create a full scope and sequence of K-5 music curriculum including common assessments at each grade level.

At the secondary level, further research commenced to study models of frameworks from other districts. A mission statement and four pillars of music education were agreed upon. Those four pillars include: musical skills and behaviors, social interactions, cultural and global awareness and life-long learners and 21st century skills.

The K-5 Music Framework was presented to the Community Curriculum Advisory Committee in the spring of 2012 and the 6-12 Music Framework was presented on April 4, 2013. The combined K-12 Music Framework was presented to the School Board at the April 22, 2013 Work Study Session. Tonight the K-12 Framework is submitted for final adoption.

RECOMMENDATION:

The administration recommends the School Board to approve the K-5 Music Framework.



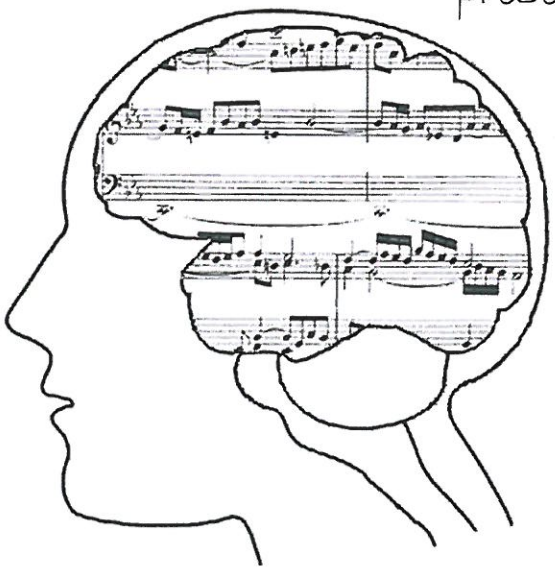
White Bear Lake Area Schools

Independent School District #624

presents

K-12 music curriculum framework

2012-13



White Bear Lake Area Schools

Independent School District #624

presents



The Elementary Music Curriculum Framework

2012





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Rationale Statement

The vital role of music is the enrichment of the human body, mind, and spirit. Students experience music through singing, playing, moving, listening, reading, writing, and creating. The music classroom encourages exploration, playfulness, imagination, and spontaneity in a healthy and safe environment. The music curriculum supports the development of the whole child through sequential, developmentally-appropriate teaching practices, and builds student success and confidence while learning core values. Students develop essential knowledge and skills necessary for lifelong enjoyment of music, including cultural awareness, community connectedness, and emotional self-awareness essential for citizens in an increasingly interdependent and changing world.

Elementary Music Curriculum Review Committee

Name:	Position/Building
Dan Gullick	Music, Birch Lake/Oneka/Hugo; Department Chair
Susan Mielke	Music, Oneka; past Department Chair
Jody Pontious	Music, Otter Lake
Scott Keen	Music, Willow Lane/Matoska International
Odelis Anderson	Music, Lakeaires/Matoska International
Jane Burmeister	Music, Lincoln/Hugo
Camille Farinella	Music, Matoska International
Sandy Knutson	Music, Vadnais Heights/Otter Lake
Barb Kearn	Principal, Willow Lane; Principal Liaison
Ann Malwitz	Professional Development, District Center
Gretchen Harriman	Professional Development, District Center
Zane Shaefer	Professional Development, Perpich Center
Nyssa Brown	Professional Development Coordinator for Music Education, Perpich Center for the Arts

Timeline for Elementary Music Framework

May 2009-. Initial meeting at District Center to start framework process: Cindy Moore, Gretchen Harriman, Ann Malwitz, Barb Kearn, Sue Mielke

June 2009- WBL Elementary Music Department met with Gretchen Harriman at District Center for curriculum mapping

September 2009 – May 2010 -Willow and Birch Lake Friday meetings: WBL Elementary Music Department curriculum mapping

June 18, 2010- WBL Elementary Music Department met with Perpich Center for the Arts at District Center: WBL Elementary Music Department, Ann Malwitz, Zane Shaefer, and Nyssa Brown to plan for common assessments.

September-October 2010- WBL Elementary Music Department assessed and recorded grade 5 using state standard (4.1.2.3.2): singing in a round

Nov. 12, 2010- Zane Shaefer and WBL Elementary Music Department work on common assessment by using a common assessment analysis tool using grade 5 recorded assessments at South Campus

January 18, 2011- WBL Elementary Music Department wrote grade 1 common assessments

April, 2011- 4-6pm continued common assessments

March 2011-Scott Keen and Dan Gullick attend the OAKE National Conference and attend sessions on music curriculum framework

May 26, 2011- Sue Mielke and Dan Gullick reformat curriculum map and finish common assessments formatted to quarters for grades 1-5

June-August 2011- Scott Keen coordinates standards in cross curricular areas. Jody Pontious formats district assessment tools.

September-November 2011-WBL Elementary Music Department writes a rationale statement and revises our documents to prepare for CACC

November 9-13, 2011- Dan Gullick attends the AOSA National Conference in Pittsburg, PA; attending sessions on best practices and curriculum development

January 2012- Dan Gullick formats all current documents, including adding a table of contents, timeline and list of participants

February 6, 2012 CACC hearing

April 8, 2013 Curriculum writing for Kindergarten

April 22, 2013 School Board workstudy hearing

May 13, 2013 Final School Board approval

National and Minnesota Music Education Standards

National Standards: Grades K-12

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Grades K-3: Minnesota State Music Standards, revise 2009; in effect in the school year of 2010-2011

1. Artistic Foundations
    a. Demonstrate the foundation of the arts area
        i. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts (0.1.1.3.1)
    b. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.
        i. Read and notate music using a system of notation such as solfege, numbers or symbols (0.1.2.3.1)
        ii. Sing and play with accurate pitch rhythm and expressive intent (0.1.2.3.2)

c. Demonstrate understanding of personal, social, cultural and historical contexts that influence the arts area.
    i. Identify the characteristics of music from a variety of cultures including contributions of Minnesota America Indian tribes and communities. (0.1.3.3.1)

2. Artistic Process: Create or Make
    a. Create or make in a variety of contexts in the arts area using the artistic foundations.
        i. Improvise or compose to express musical ideas using the voice or an instrument. (0.2.1.4.1)
        ii. Revise a creation based on the feedback of others. (0.2.1.4.2)
3. Artistic Process: Perform or Present
    a. Perform or present in a variety of contexts in the arts area using the artistic foundations.
        i. Sing and play a varied repertoire that includes simple rhythms and melodies. (0.3.1.3.1)
        ii. Reflect on a performance based on the feedback of others. (0.3.1.3.2)
4. Artistic Process: Respond or Critique
    a. Respond to or critique a variety of creations or performances using the artistic foundations.
        i. Compare and contrast the characteristics of a variety of music works or performances. (0.4.1.3.1)

Grades 4-5: Minnesota State Music Standards, revise 2009; in effect in the school year of 2010-2011

1. Artistic Foundations
    a. Demonstrate the foundation of the arts area
        i. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts (4.1.1.3.1)

ii. Describe how the elements and their related concepts such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music. (4.1.1.3.2)
iii. Identify the characteristics of a variety of genres and music styles such as march, taiko, mariachi and classical.(4.1.1.3.3)

b. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.
   i. Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef and time signatures. (4.1.2.3.1)
   ii. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent. (4.1.2.3.2)

c. Demonstrate understanding of personal, social, cultural and historical contexts that influence the arts area.
   i. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities. (4.1.3.3.1)
   ii. Describe how music communicates meaning.(4.1.3.3.2)

2. Artistic Process: Create or Make
   a. Create or make in a variety of contexts in the arts area using the artistic foundations.
      i. Improvise or compose rhythms, melodies and accompaniments using voice or instruments to express a specific musical idea. (4.2.1.3.1)
      ii. Revise creative work based on feedback of others and self-reflection. (4.2.1.3.2)
3. Artistic Process: Perform or Present
   a. Perform or present in a variety of contexts in the arts area using the artistic foundations.
      i. Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.(4.3.1.3.1)
      ii. Revise performances based on the feedback of others and self-reflection. (4.3.1.3.2)
4. Artistic Process: Respond or Critique
   a. Respond to or critique a variety of creations or performances using the artistic foundations.
      i. Justify personal interpretations and reactions to a variety of musical works or performances. (4.4.1.3.1)

Grade Level Curriculum Overview for Kindergarten

Content

Rhythm- **Beat** -Movement, Body Percussion, Instrumental, Vocal - Sound, silence **Tempo** -Fast, Slow (identify, perform, listen) **Rhythmic Reading** Sound, silence **Meter** Various (experience)	**Harmony-** **Vocal** -Beat, rhythm **Instrumental Accompaniment** -Beat, rhythm
Melody- **Contour** -Vocal Exploration -High, low -Up, down **Pitch** -Talking -Singing **Song Repertoire** -Sing in a variety of keys, meters, modes, styles and cultures	**Form-** **Musical Form** -Same, different (listen, identify, perform, create)

Instruments-

Timbre

-Vocal: Singing, Taling

- Hand held un-pitched percussion: various

-Barred Instruments (identify, listen, perform, mallet technique)

Orchestral Instruments

-experience

Cultural/Folk Instruments

-Introduce and experience cultural and folk music (listen, imitate, perform)

Artistry-

Vocal Technique

-Head voice, breath, posture

Instrument Technique

-Mallets, Un-pitched and Pitched percussion

Dynamics

-Loud, Quiet (listen, perform, sing, verbalize, identify, move)

Listening

-Etiquette: Concert, Listening (verbalize, demonstrate)

Performance

-verbalize, critique, revise

Create

-Improvise/Compose- (Introduce, experince, create)

Movement-

Loco-Motor

-Gross Motor

-Fine Motor

Non Loco-Motor

-Gross Motor

-Fine Motor

Folk Dance/Play Party

-Gross Motor

-Fine Motor

Passing Games

Clapping Games

Grade Level Curriculum Overview for Grade 1

Content

Rhythm- **Beat** -Movement, Body Percussion, Instrumental, Vocal **Tempo** -Fast, Slow (identify, perform, listen) **Rhythmic Reading** -Quarter note, 2-Eighth notes, Quarter rest (move, speak, listen, Perform, sing, label, read, write) **Meter** -Simple Duple, Simple Triple (experience, conduct, move, beat groupings, identify) **Terminology/Symbols** -Repeat sign, Rhythm, Beat	**Harmony-** **Vocal** -Spoken/Sung Ostinato (speak, sing, imitate, explore, improvise, create) **Instrumental Accompaniment** -Un-pitched percussion exploration - Barred Instruments Chord Borduun (perform, imitate, explore, improvise)
Melody- **Contour** -Vocal Exploration **Pitch** -So-Mi- La (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) **Song Repertoire** -Sing in a variety of keys, meters, modes, styles and cultures **Terminology/Symbols** -Pitch, High, Low, Loud, Quiet	**Form-** **Musical Form** -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba **Large Form** -AB, ABA (listen, move, create, inner-hearing, perform, identify) **Terminology/Symbols** -Introduction, Repeat Sign

Content continued

Grade 1

Instruments-

Timbre

-Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform)
-Un-pitched: Wood, Metal, Drum, Shaker/Scrapper (identify, listen, perform)
-Barred Instruments (identify, listen, perform, mallet technique)
-Body Percussion (echo, improvise, create, explore)

Orchestral Instruments

-Individual instruments (i.e. Peter and the Wolf)

Cultural/Folk Instruments

-Introduce and experience cultural and folk music (listen, imitate, perform)

Artistry-

Vocal Technique

-Head voice, breath, posture

Instrument Technique

-Mallets, Un-pitched and Pitched percussion

Dynamics

-Loud, Quiet (listen, perform, sing, verbalize, identify, move)

Listening

-Etiquette: Concert, Listening (verbalize, demonstrate)

Performance

-verbalize, critique, revise

Create

-Improvise/Compose- 4-beat pattern (demonstrate, perform, revise, critique)

Movement-

Loco-Motor

-Improvise/Create (ex: walk, jog, jump)

Non Loco-Motor

- Improvise/Create (ex: wiggle, clap, snap)

Folk Dance/Play Party

-Simple Dance Calls

Passing Games

Clapping Games

Levels

-High, Middle, Low

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	I Think Music's Neat Fang and Twang Chinese Dance from the Nutcracker Engine, Engine Lucky Me Counting Song Bye Lo Baby O Bell Horses Baker's Hat	See Cross-Curricular Connections **Books** *The Very Busy Spider* by E. Carle *Drummer Hoff* by B. Emberley *It's Not Easy Being a Bunny* by M. Sadler *Otto Goes to the Beach* by T. Parr	**Minnesota State Standards** (0.1.1.3.1) (0.1.2.3.1) (0.1.2.3.2) (0.1.3.3.1) (0.2.1.4.1) (0.2.1.4.2) (0.3.1.3.1) (0.3.1.3.2) (0.4.1.3.1) **National Standards** 1,2,3,4,5,6,7,8,9

Grade Level Curriculum Overview for Grade 2

Content

Rhythm- **Beat** -Movement, Body Percussion, Instrumental, Vocal **Tempo** -Faster, Slower, Compare (identify, perform, listen) **Rhythmic Reading** -2 Tied Quarter Notes, Half Note, Half Rest (move, speak, listen, Perform, sing, label, read, write) **Meter** -Simple Duple, Simple Triple (experience, conduct, move, beat groupings, identify) **Terminology/Symbols** -Bar line, Double bar line	**Harmony-** **Vocal** -Round, Partner Song (speak, sing, imitate, explore, improvise, create) **Instrumental Accompaniment** -Un-pitched percussion Ostinati - Barred Instruments Broken Borduun/ Ostinati (perform, imitate, explore, improvise)
Melody- **Contour** -Vocal Exploration **Pitch** -Do-Re-Mi-So-La (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) **Song Repertoire** -Sing in a variety of keys, meters, modes, styles and cultures **Terminology/Symbols** -Skip, Step, Leap, Melody	**Form-** **Musical Form** -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba **Large Form** -ABC, Verse-Chorus (listen, move, create, inner-hearing, perform, identify) **Terminology/Symbols**

Content continued

Grade 2

Instruments-

Timbre

-Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform)

-Un-pitched: Wood, Metal, Drum, Shaker/Scrapper (identify, listen, perform)

-Barred Instruments (identify, listen, perform, mallet technique)

-Body Percussion (echo, improvise, create, explore)

Orchestral Instruments

-Introduce Instrument Families

Cultural/Folk Instruments

-Expand Cultural and Folk Repertoire (listen, imitate, perform)

Movement-

Loco-Motor

-Improvise/Create (ex: walk, jog, jump)

Non Loco-Motor

- Improvise/Create (ex: wiggle, clap, snap)

Folk Dance/Play Party

-Simple Dance Calls

Passing Games

Clapping Games

Levels

-High, Middle, Low

Artistry-

Vocal Technique

-Head voice, breath, posture

Instrument Technique

-Mallets, Un-pitched and Pitched percussion

Dynamics

-Forte. Piano (listen, perform, sing, verbalize, identify, move)

Listening

-Etiquette: Concert, Listening (verbalize, demonstrate)

Performance

-verbalize, critique, revise

Create

-Improvise/Compose: 4-8 beat pattern (demonstrate, perform, revise, critique)

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	2,4,6,8 Traffic Lights Fig Leaf Rag Acka Backa Bounce High, Bounce Low Ritsch, Ratsch Donald Duck Play in the Snow Riding in a Buggy Mouse Mousie Who's That	See Cross-Curricular Connections **Books** *Scary, Scary Halloween* by E. Bunting *Stand Tall, Molly Lou Melon* by P. Lovell *The Star-Spangled Banner* by P. Spier *Swimmy* by L. Lionni	**Minnesota State Standards** (0.1.1.3.1) (0.1.2.3.1) (0.1.2.3.2) (0.1.3.3.1) (0.2.1.4.1) (0.2.1.4.2) (0.3.1.3.1) (0.3.1.3.2) (0.4.1.3.1) **National Standards** 1, 2, 3, 4, 5, 6, 7, 8, 9

Grade Level Curriculum Overview for Grade 3

Content

Rhythm- **Beat** -Movement, Body Percussion, Instrumental, Vocal **Tempo** -Allegro, Moderato, Adagio (identify, perform, listen) **Rhythmic Reading** -Whole note, Whole rest, 4-sixteenth notes, dotted half note (move, speak, listen, perform, sing, label, read, write) **Meter** -Time Signature (2/4, 3/4, 4/4) (experience, conduct, move, beat groupings, identify) **Terminology/Symbols** -Meter, Time Signature, Accent, Measure, Fermata, Ostinato, Borduun	**Harmony-** **Vocal** -Simple 2-part singing (speak, sing, imitate, explore, improvise, create) **Instrumental Accompaniment** -Un-pitched percussion: 2-layers, rhythmic canon - Barred Instruments: Arppeggiated borduun, level borduun (perform, imitate, explore, improvise)
Melody- **Contour** -Vocal Exploration **Pitch** -So,-La,-Do-Re-Mi-So-La-Do' (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) **Song Repertoire** -Sing in a variety of keys, meters, modes, styles and cultures **Terminology/Symbols** -Sharp, Flat, In-tune, Treble Clef, Note names of treble clef	**Form-** **Musical Form** -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba **Large Form** -Rondo, Call and Response, Question and Answer, Interlude, Extended Form (listen, move, create, inner-hearing, perform, identify) **Terminology/Symbols** -Coda

Instruments-

Timbre

-Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform)
-Un-pitched: Wood, Metal, Drum, Shaker/Scrapper (identify, listen, perform)
-Barred Instruments (identify, listen, perform, mallet technique)
-Body Percussion (echo, improvise, create, explore)

Orchestral Instruments

- Instrument Families (listen, identify, label)

Cultural/Folk Instruments

-Expand Cultural and Folk Repertoire (listen, imitate, perform)

Movement-

Loco-Motor

-Improvise/Create (ex: walk, jog, jump)
-In a structure and freeform

Non Loco-Motor

- Improvise/Create (ex: wiggle, clap, snap)
-In a structure and freeform

Folk Dance/Play Party

-Simple Dance Calls
-Simple Folk Dances

Passing Games

Clapping Games

Levels

-High, Middle, Low

Artistry-

Vocal Technique

-Head voice, breath, posture

Instrument Technique

-Mallets, Un-pitched and Pitched percussion

Dynamics

-Mezzo Forte, Mezzo Piano, Crescendo, Decrescendo (listen, perform, sing, verbalize, identify, move)

Listening

-Etiquette: Concert, Listening; Field Trip to Orchestra Hall (verbalize, demonstrate)

Performance

-verbalize, critique, revise

Create

-Improvise/Compose: 4-16 beat pattern (demonstrate, perform, revise, critique)

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	Down to the Baker's Shop Rocky Mountain When Johnny Comes Marching Home Viennese Musical Clock Hilly and Gully Rider Old Brass Wagon Love Somebody Captain, Don't Side Track Your Train Dinah I Love the Mountains Scotland's Burning	See Cross-Curricular Connections **Books** *Shake Dem Halloween* *Bones* by W. Nikola-Lisa *Hurry, Hurry, Mary Dear,* by N. M. Bodecker *Time for Bed* by M. Fox *One Hundred Hungry Ants* by E. Pinczes	**Minnesota State Standards** (0.1.1.3.1) (0.1.2.3.1) (0.1.2.3.2) (0.1.3.3.1) (0.2.1.4.1) (0.2.1.4.2) (0.3.1.3.1) (0.3.1.3.2) (0.4.1.3.1) **National Standards** 1, 2, 3, 4, 5, 6, 7, 8, 9

Grade Level Curriculum Map for Grade 4

Content

Rhythm- **Beat** -Movement, Body Percussion, Instrumental, Vocal **Tempo** -Accelerando, Ritardando (identify, perform, listen) **Rhythmic Reading** -Pick-up note, syncopation, single eighth note, single eighth rest, triplet (move, speak, listen, perform, sing, label, read, write) **Meter** -Time Signature (6/8) (experience, conduct, move, beat groupings, identify) **Terminology/Symbols** -Pick-up note, Anacrusis	**Harmony-** **Vocal** -Reading simple 2-part music(speak, sing, imitate, explore, improvise, create) **Instrumental Accompaniment** -Un-pitched percussion: multi-layers - Barred Instruments: moving chord borduun (perform, imitate, explore, improvise)
Melody- **Contour** -Vocal Exploration **Pitch** -So,-La,-Do-Re-Mi-Fa-So-La-Ti-Do' (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) **Song Repertoire** -Sing in a variety of keys, meters, modes, styles and cultures **Terminology/Symbols** -Ledger lines, symbology-sharp,flat,natural	**Form-** **Musical Form** -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba **Large Form** -D.C. al Fine (listen, move, create, inner-hearing, perform, identify) **Terminology/Symbols**

Instruments-

Timbre

-Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform)
-Un-pitched: Wood, Metal, Drum, Shaker/Scrapper (identify, listen, perform)
-Barred Instruments (identify, listen, perform, mallet technique)
-Body Percussion (echo, improvise, create, explore)

Orchestral Instruments

- Specific instrument within a family (listen, identify, label)

Cultural/Folk Instruments

-Expand Cultural and Folk Repertoire (listen, imitate, perform)

Movement-

Loco-Motor

-Improvise/Create (ex: walk, jog, jump)
-In a structure and freeform

Non Loco-Motor

- Improvise/Create (ex: wiggle, clap, snap)
-In a structure and freeform

Folk Dance/Play Party

-Create a simple dance

Passing Games

Clapping Games

Levels

-High, Middle, Low

Artistry-

Vocal Technique

-Head voice, breath, posture

Instrument Technique

-Mallets, Un-pitched and Pitched percussion

Dynamics

-Fortissimo, Pianissimo (listen, perform, sing, verbalize, identify, move)

Listening

-Etiquette: Concert, Listening(verbalize, demonstrate)

Performance

-verbalize, critique, revise

Create

-Improvise/Compose: 16-24 beat pattern (demonstrate, perform, revise, critique)

Recorder-

Pitches

-Core Pitches: D E G A B C'
-Optional Pitches: C F F# D' Bb E'
(identify, listen, perform)

Musicianship

-breathing, phrasing, articulation

Notation

-Read, improvise, compose

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	I Want to Rise Wake Me! Shake Me! Trepak from the Nutcracker Canoe Song Tom Dooley Make New Friends Sarasponda Frere Jacques	See Cross-Curricular Connections **Books** *Possum Come A-Knockin'* by N. Van Laan *Follow the Drinking Gourd* by J. Winter *The Napping House* by A. Wood	**Minnesota State Standards** (4.1.1.3.1) (4.1.1.3.2) (4.1.1.3.3) (4.1.2.3.1) (4.1.2.3.2) (4.1.3.3.1) (4.1.3.3.2) (4.2.1.3.1) (4.2.1.3.2) (4.3.1.3.1) (4.3.1.3.2) (4.4.1.3.1) **National Standards** 1, 2, 3, 4, 5, 6, 7, 8, 9

Grade Level Curriculum Map for Grade 5

Content

Rhythm- **Beat** -Movement, Body Percussion, Instrumental, Vocal **Tempo** -Largo, Andante, Presto (identify, perform, listen) **Rhythmic Reading** -Eighth/Sixteenth Note Combinations (move, speak, listen, perform, sing, label, read, write) **Meter** -Mixed Meter (experience, conduct, move, beat groupings, identify) **Terminology/Symbols** -Pick-up note, Anacrusis	**Harmony-** **Vocal** -Counter Melody, Descant (speak, sing, imitate, explore, improvise, create) **Instrumental Accompaniment** -Un-pitched percussion: multi-layers - Barred Instruments: Reading simple 2-part music (perform, imitate, explore, improvise, read) -Function: Chords I, V, IV (listen, identify, perform, sing)
Melody- **Contour** -Vocal Exploration **Pitch** -So,-La,-Ti,-Do-Re-Mi-Fa-So-La-Ti-Do' and Major/Minor Scale (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) **Song Repertoire** -Sing in a variety of keys, meters, modes, styles and cultures **Terminology/Symbols** -Counter melody, Descant	**Form-** **Musical Form** -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba **Large Form** -1st and 2nd ending, Theme and Variation, 12-Bar Blues (listen, move, create, inner-hearing, perform, identify) **Terminology/Symbols**

Instruments-

Timbre

-Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform)
-Un-pitched: Wood, Metal, Drum, Shaker/Scrapper(identify, listen, perform)
-Barred Instruments (identify, listen, perform, mallet technique)
-Body Percussion (echo, improvise, create, explore)

Orchestral Instruments

-Specific instrument within a family (listen, identify, label)

Cultural/Folk Instruments

-Expand Cultural and Folk Repertoire (listen, imitate, perform)

Found Sounds

-listen, find, improvise, compose

Movement-

Loco-Motor

-Improvise/Create (ex: walk, jog, jump)
-In a structure and freeform

Non Loco-Motor

- Improvise/Create (ex: wiggle, clap, snap)
-In a structure and freeform

Folk Dance/Play Party

-Create a simple dance

Passing Games

Clapping Games

Levels

-High, Middle, Low

Artistry-

Vocal Technique

-Head voice, breath, posture

Instrument Technique

-Mallets, Un-pitched and Pitched percussion

Dynamics

-Fortissimo, Pianissimo (listen, perform, sing, verbalize, identify, move)

Listening

-Etiquette: Concert, Listening(verbalize, demonstrate)

Performance

-verbalize, critique, revise

Create

-Improvise/Compose: 16-24 beat pattern (demonstrate, perform, revise, critique)

Recorder (optional)-

Pitches

-Core Pitches: D E G A B C'
-Optional Pitches: C F F# D' Bb E'
(identify, listen, perform)

Musicianship

-breathing, phrasing, articulation

Notation

-Read, improvise, compose

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	Dis Solda La Four White Horses Mama Don't Allow Ghost of Tom Winter is Here Welcome All B-A-G Review Sambalele Old Man Mosey Funga Alafia Hey Ho Nobody Home	See Cross-Curricular Connections **Books** *Grandfather Twilight* by B. Berger *The Little Old Lady Who Wasn't Afraid of Anything* by L. Williams	**Minnesota State Standards** (4.1.1.3.1) (4.1.1.3.2) (4.1.1.3.3) (4.1.2.3.1) (4.1.2.3.2) (4.1.3.3.1) (4.1.3.3.2) (4.2.1.3.1) (4.2.1.3.2) (4.3.1.3.1) (4.3.1.3.2) (4.4.1.3.1) **National Standards** 1, 2, 3, 4, 5, 6, 7, 8, 9

Common Assessments for Reporting

- **These are based on the new Quarter/Semester Schedule where each quarter is between 40-45 days, meaning Music Specialists will see the students about 13-15 times in a quarter.**

- **Program materials can be substituted for assessment materials provided they align with the assessment standards outlined below for that quarter.**

- **All Common Assessments are subject to change by the Elementary Music Department based on best practices in music education.**

Primary Music Curriculum Materials:

Game Plan= GP
Music Play= MP
Listening Resource Kit= LRK

Common Assessments in Grade One

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate the beat using the poem "I think Music's Neat" GP p.5
- **Sings with Accurate Pitch:**
  - Student echoes, *"Hello"* in *Fang and Twang,* with teacher GP p. 14
- **Reads/Writes Music Notation:**
  - No Grade for this Quarter
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Show the beat to *Chinese Dance from the Nutcracker* or *Contradance II,* LRK 1
- **Sings with Accurate Pitch:**
  - Students demonstrate singing *Engine, Engine* GP p.27
- **Reads/Writes Music Notation:**
  - Students demonstrate reading a four-beat rhythm using quarter-note, eighth-notes, and/or quarter-rests.
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Play a chord borduun on beat to one of the following:
    - *Lucky Me,* GP p.48
    - *Counting Song*, MP
    - *Bye Lo Baby O*, MP
- **Sings with Accurate Pitch:**
  - Sing one of the following songs in a given key:

        - *Lucky Me,* GP p.48
        - *Counting Song*, MP
        - *Bye Lo Baby O*, MP
- **Reads/Writes Music Notation:**
    - Rhythmic Identification Worksheet: Written assessment #2, GP p.51
        - Use attached Written Assessment
- **Overall Effort in Music**
    - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
    - Demonstrate clapping the rhythm to the song *Bell Horses*, making a rhythmic B section. GP p. 98
- **Sings with Accurate Pitch:**
    - Sing *Bell Horses* in a given key. GP p. 98
- **Reads/Writes Music Notation:**
    - Compose a So-Mi song, with written notation, using the song *Baker's Hat*. GP p. 54
- **Overall Effort in Music**
    - Students participate fully, always try their best

Common Assessments in Grade Two

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate Beat versus Rhythm using the poem *2,4,6,8*. GP p.14
- **Sings with Accurate Pitch:**
  - Demonstrate singing a So-Mi-La song with hand signs or body ladder using the song *Traffic Lights* GP p.13
- **Reads/Writes Music Notation:**
  - Demonstrate rhythmic reading using an 8-beat rhythm using quarter note, eighth notes and/or quarter rest.
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Show the micro beat (quarter note) and macro beat (half note) to *Fig Leaf Rag* or *Contradance I* LRK 2
- **Sings with Accurate Pitch:**
  - Demonstrate singing a So-Mi-La song to one of the following songs:
    - Acka Backa MP p. 30
    - Bounce High, Bounce Low GP p.29
- **Reads/Writes Music Notation:**
  - Demonstrate rhythmic writing by composing an 8-beat rhythm using half note, quarter note, eighth notes and/or quarter rest. It must contain at least one half note.
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate Body Percussion with the song *Ritsch, Ratsch* GP p. 62
- **Sings with Accurate Pitch:**
  - Sing one of the following songs in a given key:
    - *Donald Duck,* GP p.59
    - *Play in the Snow*, GP p.68
    - *Riding in a Buggy*, GP p.80
- **Reads/Writes Music Notation:**
  - Rhythmic Identification Worksheet: Written assessment #2, GP p.60
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Play a broken borduun on beat to Mouse Mousie GP p. 95
- **Sings with Accurate Pitch:**
  - Sing *Who's That* in a given key. GP p. 87
- **Reads/Writes Music Notation:**
  - Compose So-Mi-La or Mi-Re-Do melody using the "To Do: Create your own melody" MP p. 150 or MP p. 156
- **Overall Effort in Music**
  - Students participate fully, always try their best

Common Assessments in Grade Three

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate an 8-beat rhythm ending with a rest and using different levels of body percussion by echoing the teacher.
    - Using half note, quarter note, eighth notes and/or quarter rest
- **Sings with Accurate Pitch:**
  - Demonstrate singing to one of the following songs in the key of F:
    - *Down to the Baker's Shop* GP p. 4
    - *Rocky Mountain* MP p. 14
- **Reads/Writes Music Notation:**
  - Demonstrate rhythmic reading using an 8-beat rhythm using half note, quarter note, eighth notes and/or quarter rest.
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate beat by playing the complimentary hand drum ostinato with the song *When Johnny Comes Marching Home* GP p. 38-39
- **Sings with Accurate Pitch:**
  - Demonstrate singing *Li'l Liza Jane* GP p. 44-45
- **Reads/Writes Music Notation:**
  - Demonstrate rhythm by reading the rhythm that compliments *Viennese Musical Clock* LRK 3 using the rhythms on LRK 3 p.26
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate playing at least one phrase of a pentatonic melody on the barred instruments using one of the following songs:
    - *Hill and Gully Rider* GP. 34
    - *Rocky Mountain* MP p.14
    - *Down to the Baker's Shop* GP p. 14
    - A pentatonic song for your music program
- **Sings with Accurate Pitch:**
  - Sing one of the following songs in a given key:
    - *Old Brass Wagon* GP p.70
    - *Love Somebody* GP p.77
    - *Captain, Don't Side Track Your Train* GP p. 89
    - *Dinah* MP p.96
- **Reads/Writes Music Notation:**
  - Demonstrate rhythmic writing using an 8-beat rhythm using half note, quarter note, eighth notes, sixteenth notes and/or quarter rest. It must contain at least one sixteenth note set.
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Play the Rhythmic Canon I, #2 GP p. 99
- **Sings with Accurate Pitch:**
  - Sing one of the following rounds in a given key:
    - *I Love the Mountains* MP p. 107
    - *Scotland's Burning* GP p. 107
- **Reads/Writes Music Notation:**
  - Compose a 16-beat rhythmic composition using half note, quarter note, eighth notes, sixteenth notes and/or quarter rest It must contain at least one sixteenth note set.
- **Overall Effort in Music**
  - Students participate fully, always try their best

Common Assessments in Grade Four

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate clapping or playing one of the following:
    - *I want to Rise* GP p. 5
    - *Wake me! Shake Me!* MP p. 2
- **Sings with Accurate Pitch:**
  - Demonstrate singing one of the following:
    - *I want to Rise* GP p. 5
    - *Wake me! Shake Me!* MP p. 2
- **Reads/Writes Music Notation:**
  - Demonstrate rhythmic reading using an 8-beat rhythm using half note, quarter note, eighth notes, sixteenth notes and/or quarter rest.
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate beat by playing an un-pitched percussion instrument with the song *Trepak* LRK 4
- **Sings with Accurate Pitch:**
  - Demonstrate singing one of the following:
    - *Canoe Song* MP p. 28
    - *Tom Dooley* GP p. 16
- **Reads/Writes Music Notation:**
  - Identifies Syncopation notation by circling the syncopation in one of the following:
    - *Canoe Song* MP p. 28
    - *Tom Dooley* GP p. 16
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate playing a recorder song using proper technique
    - Song to be selected by teacher
- **Sings with Accurate Pitch:**
  - Sing one of the following songs in a given key:
    - *Make New Friends* MP p. 90
    - *Sarasponda* MP p. 66
    - *Frere Jacques* MP p. 8
    - Any recorder song
- **Reads/Writes Music Notation:**
  - Note Name Assessment 1 MP p. 172
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate playing a recorder song using proper technique
    - Song to be selected by teacher
- **Sings with Accurate Pitch:**
  - Sing a two-part song or pentatonic partner songs in a given key.
- **Reads/Writes Music Notation:**
  - Note Values Assessment 1 MP p. 174
- **Overall Effort in Music**
  - Students participate fully, always try their best

Common Assessments in Grade Five

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate playing an I-V chord change using the song *Dis Solda La* GP p. 5, Pomme de Reinette GP p.18 or Sambalele GP p.87 found in the CBB/BX part.
- **Sings with Accurate Pitch:**
  - Demonstrate singing one of the following:
    - *Four White Horses* MP p. 16
    - *Mama Don't Allow* MP p. 2
    - *Ghost of Tom* MP p. 31
- **Reads/Writes Music Notation:**
  - Demonstrate rhythmic reading using an 8-beat rhythm using half note, quarter note, eighth notes, sixteenth notes, syncopation and/or quarter rest.
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 2 Assessments

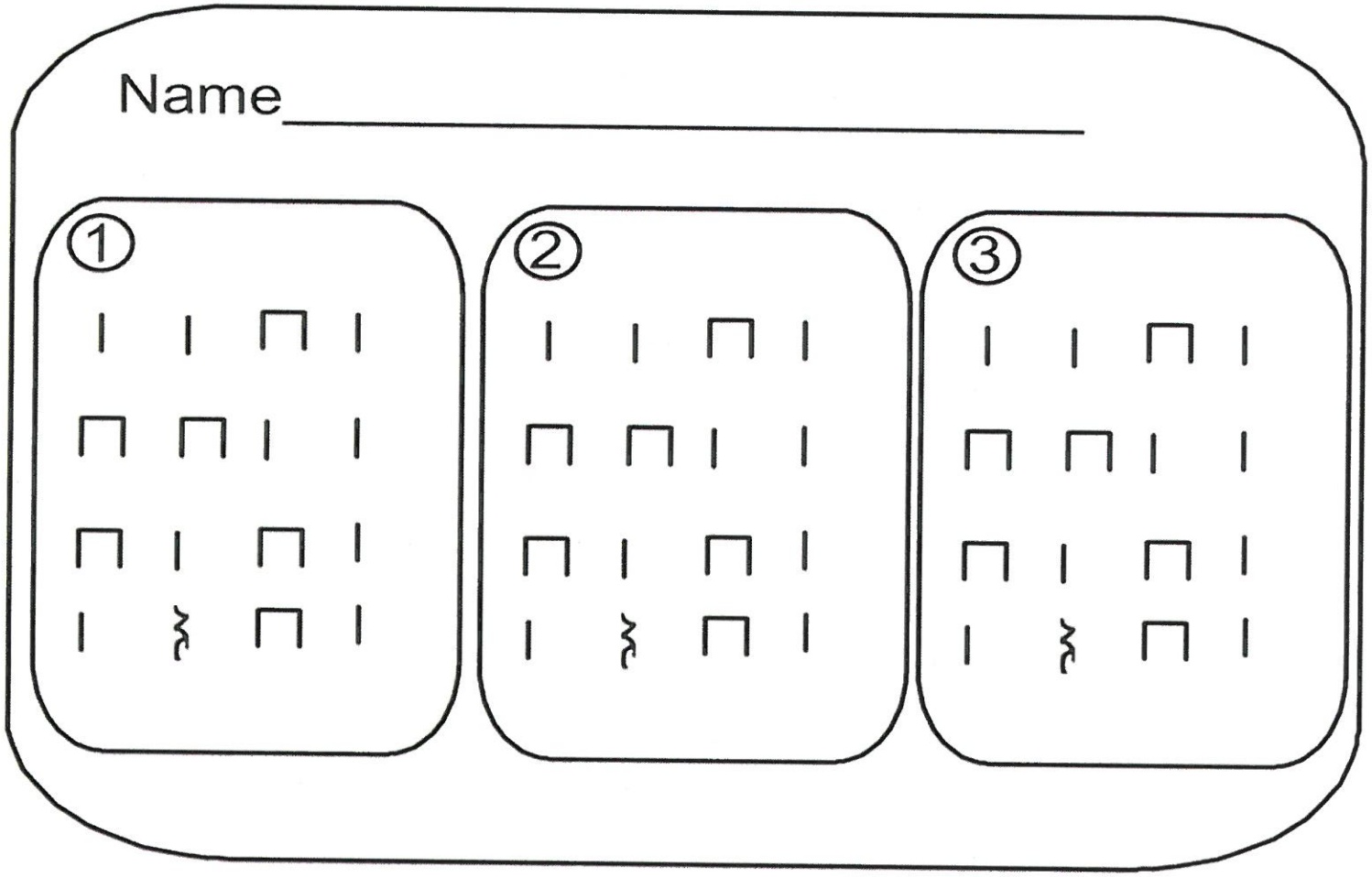
- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate beat and rhythm by playing an Orff-Arrangement of at least 2 parts.
    - Sea Lion Woman GP p.44
    - Bim Bam GP p.50
    - Christmas is coming GP p.53
- **Sings with Accurate Pitch:**
  - Demonstrate singing one of the following:
    - *Winter is Here* MP p. 59
    - *Welcome All* GP p. 58
    - Bim Bam GP p.50
- **Reads/Writes Music Notation:**
  - Demonstrate musical sight reading by performing the treble clef notes using Hot Tunes Song 1 *B-A-G Review*.
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate beat and rhythm by playing at least one part of the song, *Sambalele* GP p. 87
- **Sings with Accurate Pitch:**
  - Demonstrate singing the 2-part song: *Sambalele* GP p. 87
- **Reads/Writes Music Notation:**
  - Note Name Assessment 1 MP p.189
- **Overall Effort in Music**
  - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
  - Demonstrate playing an Arppeggiated borduun with the song *Old Man Mosey* GP p. 104
- **Sings with Accurate Pitch:**
  - Sing one of the following songs:
    - *Funga Alafia* MP p. 114
    - *Hey Ho Nobody Home* MP p. 128
- **Reads/Writes Music Notation:**
  - Note Values Assessment 2 MP p. 191
- **Overall Effort in Music**
  - Students participate fully, always try their best



*Sample Assessment Tool. More Assessment Tools are available through the music department.

White Bear Lake Schools Elementary Music Education: Cross-Curricular Connections

Grade 1

Literacy:

1.2.6.6 -Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

1.3.0.3 -Know and apply grade-level phonics and word analysis skills in decoding words.

1.3.0.4-Read with sufficient accuracy and fluency to support comprehension.

1.8.2.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.8.3.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.8.6.6-Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.

1.10.1.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

1.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

1.10.5.5- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

1.10.6.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Mathematics:

1.2.1.1-Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking.

Science:

1.1.1.1.1-When asked "How do you know?" students support their answer with observations.

Health and Physical Education:

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2-Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grade 2

Literacy:

2.1.1.1-Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2.1.4.4-Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.1.5.5-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.1.6.6-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

2.2.1.1-Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2.2.4.4-Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*
2.2.6.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
2.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.
2.3.0.4- Read with sufficient accuracy and fluency to support comprehension.
2.6.8.8-Recall information from experiences or gather information from provided sources to answer a question.
2.8.2.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.8.3.3- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.8.6.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
2.10.1.1- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2.10.3.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
2.10.5.5- Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
2.10.6.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Health and Physical Education:

Standard 1-Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies:

I.B.1- Student will know individuals and groups associated with key turning points in U.S. History.
I.C.1- Students will understand that large and diverse American Indian nations were the original inhabitants of North America.

I.C.2- Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.

World Languages:

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1- Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.2- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Grade 3

Literacy:

3.1.2.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3.1.4.4- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.
3.1.5.5- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
3.1.7.7- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3.2.1.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.2.2.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.2.4.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.*
3.2.7.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.
3.3.0.4- Read with sufficient accuracy and fluency to support comprehension.
3.8.2.2- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.8.6.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3.10.1.1- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
3.10.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3.10.4.4- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
3.10.5.5- Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
3.10.6.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Mathematics:

3.1.3.1- Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.

3.1.3.2- Understand that the size of a fractional part is relative to the size of the whole.
3.1.3.3- Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator.

Science:

3.1.1.2.1- Generate questions that can be answered when scientific knowledge is combined with knowledge gained from one's own observations or investigations. *For example:* Investigate the sounds produced by striking various objects.
3.1.1.2.3- Maintain a record of observations, procedures and explanations, being careful to distinguish between actual observations and ideas about what was observed.
3.2.3.1.1- Explain the relationship between the pitch of a sound, the rate of vibration of the source and factors that affect pitch.

Health and Physical Education:

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Grade 4

Literacy:

4.1.2.2-Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.1.4.4-Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).

4.1.5.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

4.2.2.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.2.4.4- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area.*

4.2.7.7- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.

4.3.0.4- Read with sufficient accuracy and fluency to support comprehension.

4.8.2.2- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.8.5.5- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.10.1.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

4.10.3.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening

4.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

4.10.5.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.

Mathematics:

4.1.2.1- Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.

Health and Physical Education:

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Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies:

I.A.1- Students will compare ways of life of Indian Nations from different regions of North America.

World Languages:

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Grade 5

Literacy:

5.1.2.2-Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5.1.4.4- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.1.5.5- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.1.7.7-Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
5.2.2.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.2.3.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.2.4.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.*
5.2.5.5- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5.2.6.6- Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
5.2.9.9- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.3.0.3-Know and apply grade-level phonics and word analysis skills in decoding words.
5.3.0.4-Read with sufficient accuracy and fluency to support comprehension.
5.8.5.5-Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.8.6.6-Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
5.10.1.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
5.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

5.10.5.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.

Mathematics:

5.1.2.4- Recognize and generate equivalent decimals, fractions, mixed numbers and improper fractions in various contexts.

Health and Physical Education:

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Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science:

5.1.3.4.1- Use appropriate tools and techniques in gathering, analyzing and interpreting data.
5.1.3.4.3- Compare the impact of individual decisions on natural systems.

Social Studies:

I.A.1- Students will compare ways of life of Indian Nations from different regions of North America.

World Languages:

CULTURES
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Standard 2.1- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
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2012 –2013

White Bear Lake, MN



6-12 Music Framework

DISTRICT #624

Students will experience musical excellence, diversity and personal growth through performance and instruction in music.

Musical Skills and Behaviors

- Students will experience large and small group ensembles
- Students will demonstrate an understanding of music theory and musical terminology
- Students will demonstrate the ability to read and interpret notation through performance on an instrument or voice
- Students will evaluate and describe music
- Students will demonstrate musical creativity through improvisation and composition
- Students will demonstrate growth towards musical potential

Social Interactions

- Students will have positive experiences in WBL music courses
- Students will experience individual and group success
- Students will experience a sense of belonging and community
- Students will understand the role and responsibility of team membership in an ensemble/ group
- Students will share reflections of group effort and outcomes
- Students will demonstrate community outreach and/ or service

Cultural and Global Awareness

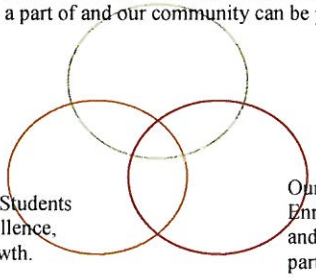


- Students will be exposed to a wide range of musical styles with regard to historical and cultural context
- Students will understand and perform music with stylistic authenticity whenever possible
- Students will understand and describe the importance of experiencing music of many cultures
- Students will understand the interdisciplinary nature of music

Lifelong Learning

- Students will speak intelligently about music
- Students will demonstrate informed audience etiquette
- Students will apply non-musical life lessons
- Students will experience enhanced self confidence and self esteem

We can be the best in the world at: Creating a model music program that our students want to be a part of and our community can be proud of.



We are passionate about: Students experiencing musical excellence, diversity and personal growth.

Our resource engine is driven by: Enrollment, student success, building and district support and community partners with a shared vision

Inside:

Mission Statement & pillars	2
Musical Skills and Behaviors	3–5
Social Interactions	6
Cultural and Global Awareness	7
Lifelong Learners & 21st Century Skills	8
Glossary	9
Resources & Appendix	10-13

Focus on 21st Century Skills

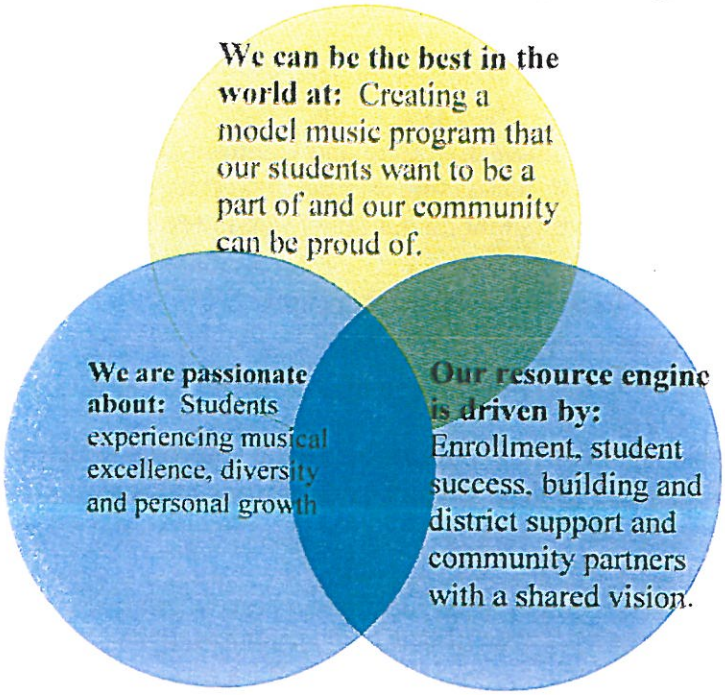
- *Students connect with new technologies for a globalized world*
- *Maintain excellence through the classic traditions of music education while inviting learners to use modern tools to express the human condition in their time.*
- *Offer opportunities for critical thinking, communication, collaboration and creativity*

Our 6-12 Music Department Mission Statement 2009

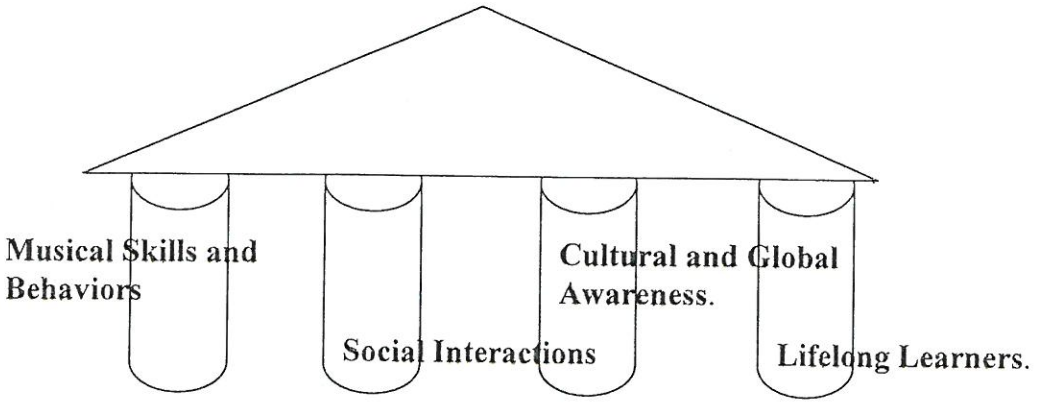
Students will experience musical excellence,
diversity and personal growth
through performance in music.

Note: Departmental goal: Students will graduate with an appreciation of music and become life – long consumers of music.

Our 6-12 Music Department Hedgehog Concept 2009



Our 6-12 Music Department Curriculum Framework Pillars



Musical Skills and Behaviors:

A White Bear Lake Instrumental Music graduate can:

- Produce a characteristic sound on one or more instrument
  - Produce a characteristic sound in any dynamic level
  - Demonstrate proper posture and hand position
- Play in tune in all pitch and dynamic ranges
  - Recognize sharpness or flatness
  - Quickly adjust intonation in order to play in tune

  Tell you the pitch tendencies for their instrument
  - Adjust their pitch according to scale degree placement in major and minor triads in 'just intonation'
- Play major scales on each pitch at a minimum tempo
  - Demonstrate full range of instrument on the chromatic scale
  - Construct all forms of minor
  - Demonstrate the relationship of major/minor scales both parallel and relative
- Play a variety of complex rhythms maintaining a steady pulse
  - Demonstrate the difference between Simple and Compound/ Duple, Triple and Quadruple time
  - Properly count (count, clap & play)using numbers a variety of complex rhythms
    - Dotted rhythms, rhythms including up to 32nd notes
- Demonstrate knowledge of basic terminology
- Demonstrate understanding of basic music theory concepts
  - Construct major, minor triads
  - Demonstrate understanding of major and minor intervals
- Play with proper balance and blend
  - Demonstrate understanding of the pyramid of sound and roles within it
- Execute a variety of articulations (also in all pitch and dynamic ranges)
  - i.e. staccato, legato, accents, slurs etc.
  - ***Give attention to releases as much as attacks***
- Play a variety of styles of music with appropriate and expressive interpretations
  - Shape phrases, give a musical line direction, cause the audience to FEEL something
  - Choose appropriate style of articulation/dynamic for a given piece, i.e. a march should be played in a marcato style rather than legato
  - Move beyond only the editor/composer/arranger's dynamic markings and shape each phrase from beginning to end
- Internalize and hold a steady pulse
  - Utilize rubato for expressive purposes



Musical Skills and Behaviors:

White Bear Lake Choral Music graduate can:

- Produce a healthy vocal tone at a variety of dynamic levels.
- Sing in tune in all vocal ranges.
    - Recognize sharpness or flatness.
    - Quickly adjust intonation in order to sing in tune.
    - Anticipate and problem solve where and when pitch inaccuracies may occur.
- Proficiently sing 4 scales (major, natural minor, whole tone and chromatic) on a given pitch and tempo.
- Proficiently sing a variety of complex rhythms.
    - Articulate the difference between Simple and Compound/Duple, Triple and Quadruple time.
    - Properly count (count, clap and sing) using numbers a variety of complex rhythms.
- Internalize and hold a steady pulse.
- Demonstrate knowledge of basic terminology (see attached vocabulary list).
- Demonstrate an understanding of basic music theory concepts.
    - singing major/minor triads and intervals, key signatures, etc.
- Sing with proper balance and blend
    - Solo/small ensemble/large ensemble/choir section
- Execute a variety of articulations in all pitch and dynamic ranges.
    - i.e. staccato, legato, accents, etc.
- Sing a variety of styles of music with attention to appropriate expression and interpretation.
    - Consider language, time period, culture, composer intent.
- Demonstrate the relationship between notes and text.
    - Text painting
    - Understand the responsibility of conveying text intent to the audience.

Musical Skills and Behaviors

Goal/ Objective	MN Arts Standard(s)	What do students learn?	How do we measure?
Students will *experience large and small group ensembles*	Strand III, Standard I	Perform/ Present in a variety of contexts in the art area using the artistic foundations	Perform and evaluate using an age appropriate performance rubric
Students will demonstrate *an understanding of music theory and musical terminology*	Strand I, Standard I	Knowledge of the foundations of the art area	Using a variety of written or verbal assessments, summative and/or formative
Students will demonstrate *the ability to read and interpret notation through performance on an instrument or voice*	Strand I, Standard II	Knowledge and *use* of the technical skills of the art area	Using a variety of performance assessments, summative and/or formative
Students will *evaluate and describe music*	Strand IV, Standard I	Respond to and critique a variety of creations or performances using the artistic foundations	Assessment of self and others using musical terminology
Students will demonstrate *musical creativity through improvisation and composition*	Strand II, Standard I	Create, in a variety of ways, using the artistic foundations	Using written, verbal and/or performance assessments, formative and/or summative
Students will demonstrate *growth towards musical potential*	Strand I, Standard II	Knowledge and use of the technical skills of the art form integrating technology when applicable	Annual common assessments at each grade level, student portfolios; self-assessment using musical terminology



Social Interactions:

A White Bear Lake Music graduate will have opportunities for:

- Solo and small group performances
- Large group performances
- Understanding the importance of practicing and performing as a unified team wherein each member is a valuable contributor to the end product
- Travel

Social Interactions: (Interpersonal/ Intrapersonal)

Goal/ Objective	MN Arts Standard(s)	What do students learn?	How do we measure?
Students will *have positive experiences in WBL Music Courses*	WBL Music Department value growing out of Strand I, Standard 2	Learn - N/A Gain – sense of unity and belonging	Enrollment, retention, course evaluation/exit surveys
Students will experience *individual and group success*	Strand III, Standard I I.S.D. 624 Core Values – Responsibility Integrity Respect	Self – confidence, intrinsic value of effort to produce a product	Enrollment, retention, course evaluation/exit surveys, reflection (student–self), outside feedback (clinicians)
Students will *experience a sense of belonging and community*	Strand I, Standard III I.S.D. 624 Core Values – Service Responsibility Respect Compassion	Self – confidence, self – esteem, teamwork, leadership	Teacher observation, conferences/parent feedback, class discussion, enrollment, student reflection
Students will understand *the role and responsibility of team membership in an ensemble/group*	Strand III, Standard I I.S.D. 624 Core Values – Responsibility Integrity Respect Compassion	Teamwork, leadership, team player, compromise, cooperation, time management, prioritizing	Practice calendars, teacher observation, discussions, outside feedback (clinicians)
Students will share *reflections of group effort and outcomes*	Strand IV, Standard I I.S.D. 624 Core Value – Respect Compassion	Give, receive and apply constructive criticism and compliments	Student discussions, verbal and/or written evaluations, outside feedback (clinician/teacher)
Students will demonstrate *Community outreach and/ or service*	Strand I, Standard III Strand II, Standard I I.S.D. 624 Core Value – Service Compassion Respect Integrity Responsibility	Value a variety of concert audiences/venues, understand the value/role of music in society, value of giving	Performances in the school and community at large, district and community support, class discussion

Cultural and Global Awareness

A White Bear Lake Music graduate will:

- Understand the connections between music and other disciplines
- Understand the stylistic differences in performance
- Gain an appreciation for music's role in culture

Cultural and Global Awareness

Goal/ Objective	MN Arts Standard(s)	What do students learn?	How do we measure?
Students will *be exposed to a wide range of musical styles with regard to historical and cultural context*	Strand IV, Standard I Strand I, Standard I	Music originates and develops from an assortment of countries, cultures and times; each with unique stylistic qualities	Using a variety of written or verbal assessments, summative and/or formative, student portfolios, (concert programming discussions by teachers)
Students will understand and perform music *with stylistic authenticity whenever possible*	Strand III, Standard I Strand IV, Standard I	Respect the musical differences and similarities of cultures, develop techniques and skills to achieve stylistic authenticity	Critiques from clinicians/guest cultural specialists, teacher/student evaluation, assignments (i.e. comparing a recording of your ensemble with a professional group)
Students will *understand and describe the importance of experiencing music of many cultures*	Strand I, Standard III	Relate to cultural artistic foundations, acquire a global awareness and develop a global vocabulary through music	Written/verbal assessments/projects, class discussions
Students will understand *the interdisciplinary nature of music*	Strand I, Standard III	Connect skills and concepts learned in music to skills and concepts from other disciplines	Written/verbal assessments/projects, class discussions





Lifelong Learners

A White Bear Lake Music graduate will:

- Gain an understanding of how music fits into their life
- Acquire values and skills to apply to non-musical aspects of their life
- Be exposed to music terminology as noted in the White Bear Lake Music Glossary

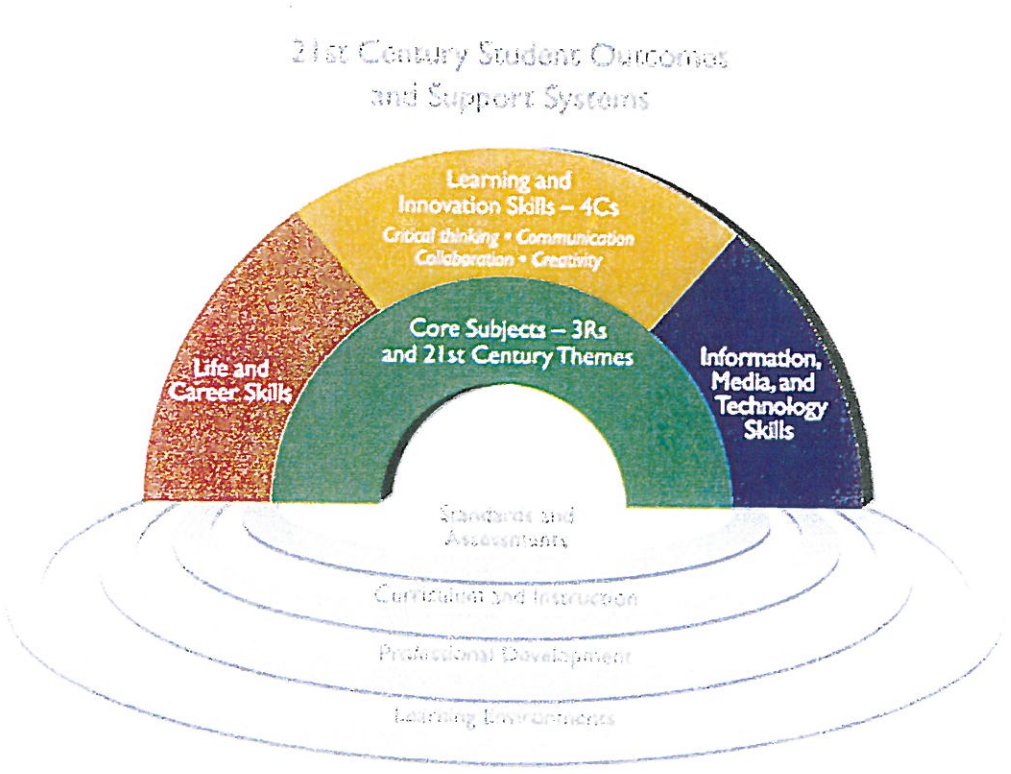
Lifelong Learners

Goal/ Objective	MN Arts Standard(s)	What do students learn?	How do we measure?
Students will *speak intelligently about music*	Strand I, Standard I	To use the vocabulary of music	Class discussions, verbal/ written assessments
Students will demonstrate *informed audience etiquette*	WBL music department value	Learn proper audience courtesy related to the performance setting	Class discussion, teacher/student observation
Students will *apply non-musical life lessons*	WBL music department value	Tolerance, cooperation, teamwork, WBL core values	Teacher/parent observation, clinician feedback, reserve teacher notes
Students will *experience enhanced self confidence and self esteem*	WBL music department value	Value themselves and each other	Parent feedback, self-evaluation

21st Century Skills

A White Bear Lake Music Program will:

- Maintain excellence through the classic tradition of Music Education while inviting learners to use modern tools to express the human condition of their time
- Invite students to connect with new technologies for a globalized world
- Offer opportunities for critical thinking, communication, collaboration and creativity



White Bear Lake Music Glossary

Words within the following categories:

Melody is the relationships and patterns of pitch (contour, intervals, register, and range).

Rhythm is the relationships of time (beat, pulse, tempo, meter, duration, pattern).

Harmony is the vertical arrangement of pitches or the simultaneous sounding pitches (chords, key, tonality, modulation).

Dynamics are the volume or intensity (static or changing levels of volume).

Timbre is the character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tone Color is the timbre or quality of sound (vocal, instrumental, environmental).

Tonality is the harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from *ca.* 1600.

Texture is the simultaneous combination of musical lines (monophonic, homophonic, polyphonic, heterophonic, mixed).

Form is the organization of musical events within structure (same, different, verse, refrain, call and response, phrases, sections).

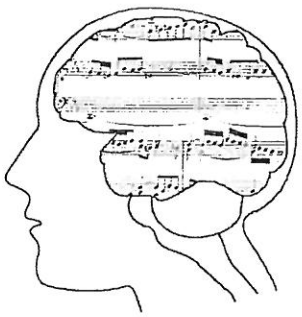
Genre is the type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Style is the distinctive or characteristic manner in which the elements of music are treated (articulation, diction, bowing & execution). In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).

Balance/Blend is the likeness of qualities, matching of registers, awareness of ensemble, and pyramid of sound.

Intonation is the proper production of sound so that it is in tune (sharpness or flatness of pitch).

Technique is the mechanical aspects of performing a composition (attacks, releases, control of ranges, dexterity).



Secondary Music Curriculum Review Committee

Name:	Position/Building:
Shannon Anderson	Music, White Bear Lake Area High School South Campus, Department curriculum leader
Jeremy Rockford	Music, White Bear Lake Area High School North Campus
Bob Rupar	Music, Central Middle School
Mike Snell	Music, Sunrise Park Middle School
Wendy Souja	Music, Central Middle School
Marie Dymit	Music, White Bear Lake Area High School South Campus
Connie Hamilton	Music, Sunrise Park Middle School
Sarah Cohen	Music, Central Middle School
Jennifer Gere	Music, Sunrise and Central Middle Schools
Kristin Kusche	Music, Central Middle School
Kristina Kuehn	Music, Central Middle School
Ann Malwitz	Professional Development Coordinator, District Center
Gretchen Harriman	Curriculum Development Coordinator, District Center
Lisa Switzer	Curriculum Development Coordinator, District Center
Doug Orzolek	Associate Professor of Music, Director of Graduate Programs in Music Education, Associate Director of Bands, Advisor for Music Education, Symphonic Band, University of St. Thomas

Key Resources

Collins, Jim (2001) ***Good to Great: Why Some Companies Make the Leap... and Others Don't.*** New York City, NY: Cahners Business Information, Inc

Williams, Richard and King, Jeff (1997) ***Foundations for Superior Performance Cornet/Trumpet.*** San Diego, CA: Kjos Music Company

Essential Elements 2000: Book 1 with CD-ROM (Trombone) Milwaukee, WI: Hal Leonard Corp. (1999)

Dunscomb, J. Richard and Hill, Dr. Willie L. Jr (2002)***Jazz Pedagogy: The Jazz Educator's Handbook and Resource Guide*** Miami, FL: Warner Bros Publications

Duke, Robert A. (2009) ***Intelligent Music Teaching***. Austin, TX: Learning and Behavior Resources

A Framework for 21st Century Learning. Partnership for 21st Century Skills. 2011 http://www.p21.org/

The Minnesota Arts Standards. Minnesota Department of Education. 2008 Minnesota K-12 Academic Standards in the Arts

District Music Frameworks, Jefferson County Public Schools, CO.
http://www.jeffcopublicschools.org/athletics/music.html
District Music Frameworks. ISD 197 St. Paul-Mendota Heights-Eagan.
http://www.isd197.org/sc3bin/clientgenie.cgi?butName=5-8%20Music&eId=0&permission=3&username=

Timeline for Secondary Music Framework

6 - 12 Music Framework Timeline

October 22, 2008: Initial full day meeting at St. Thomas - Ann Malwitz, Doug Orzolek (St. Thomas), Bob Rupar, Mike Snell, Jeremy Rockford, Marie Dymit, Wendy Suoja, Elizabeth Hermanson, Shannon Anderson, Connie Hamilton
Begin Framework process - brainstorm our main objectives, study models of Frameworks from other districts.

November - May 2008: During monthly department meetings we continued to define and hone our mission statement and pillars as well as discuss formatting and content of framework. Using parts of department time meant that we only had approximately 2 hours of time to discuss.

June 17, 2009: Four hour curriculum writing time after school year ended to further define content and aligning standards.

September 2009 - June 2010: During monthly department meetings, we continued to work on content/assessments/alignment of standards and formatting - approximately 2 hours. **Also shift to 6 period day at HS.**

June 2010: Staff changes within the department.

September 2010 - June 2011: Department time used to bring new staff members up to speed. Approximately 1.5 hours.

September 2011 - June 2012: Changes in staffing again. Addressed the Framework as time allowed over the course of the year - primarily bringing new staff up to speed.

June 2012: Six hour curriculum writing day after school year ended. Format agreed upon, each pillar defined and supported with standards aligned content, addition of 21st Century Skills, addition of common assessments where applicable. Agreement on final product as a department.



9-12 Band Performance Rubric

Name _____

Date _____

Band hour 1 2 3 4 5 6

Band Performance Rubric 21 pts.
Woodwinds & Brass

	Not Yet	Almost	Meets Standards	Exceeds Standards
Tone *1,2	Sound Unclear/Fuzzy and Unsupported **0**	Occasionally Unclear/Fuzzy and/or Unsupported **1**	Consistently Clear and Supported Sound **2**	Always Uses a Clear Sound that is Supported **3**
Rhythm *4	Most Rhythms Inaccurate **0**	Several Rhythms Inaccurate **1**	Rhythms Consistently Accurate **2**	Rhythms Always Accurate **3**
Notes *3	Many Wrong Notes **0**	Several Missed Notes **1**	Most Notes Correct **2**	Always Plays Correct Pitches **3**
Posture/Hand Position *6	Improper Hand Position and/or Poor Posture **0**	Adequate Band Position and/or Posture **1**	Good Hand Position and/or Posture **2**	Confident Hand Position and Posture **3**
Articulation *3,5	No Distinct Articulation **0**	Inconsistent Articulation **1**	Consistently Followed Articulations Marked **2**	Always Followed Articulations Marked **3**
Interpretation *5	No Evidence of Interpretive Decision Making in Performance **0**	Inconsistent Interpretive Decision Making in Performance **1**	Consistent Interpretive Decision Making in Performance **2**	Interpretive Decision Making in Performance shows great attention to detail **3**
Preparation and Effort *1,6	No evidence of preparation and little to no effort put into the performance **0**	Adequate preparation and effort given to get through the performance **1**	Good preparation and effort demonstrated in the performance **2**	Excellent preparation and effort demonstrated in a performance that applies artistry to technical demands **3**

*Course Goals

1) Development of *Tone Quality*
2) Development of a strong sense of good *Intonation*
3) Development of *Technical Abilities*
   a) Proper tonguing technique and speed
   b) Proper fingering technique and speed
   c) Embouchure flexibility and strength
   d) Use of embellishments such as trills, turns, grace notes, etc.
4) Development of *Rhythmic Skills*
5) Development of *Musical Elements of Performance*
   a) Various skills in interpretation
   b) Awareness and control of dynamic levels
   c) Knowledge of musical terms of all types
   d) Development of phrasing skills
   e) Development of articulation skills
   f) Accents and note duration markings
6) Development of *Physically Related Skills*
   a) Proper breathing
   b) Proper posture, both sitting and standing
   c) Ability to play well both seated and standing

9-12 Band Performance Rubric

Name _____

Date _____

Band hour 1 2 3 4 5 6

Band Performance Rubric 21 pts.
Percussion

	Not Yet	Almost	Meets Standards	Exceeds Standards
Tone/ Sound Generation *1,2	Sound Unclear, misplaced or messy **0**	Occasionally Unclear, misplaced and/or messy **1**	Consistently Clear, well placed and clean **2**	Sound is always clear, well placed and clean **3**
Rhythm *4	Most Rhythms Inaccurate **0**	Several Rhythms Inaccurate **1**	Rhythms Consistently Accurate **2**	Rhythms Always Accurate **3**
Pulse *3	No presence of a steady pulse **0**	Inconsistent pulse **1**	Consistent pulse **2**	Always Plays with a consistent pulse **3**
Posture/Hand Position *6	Improper Hand Position and/or Poor Posture **0**	Adequate Band Position and/or Posture **1**	Good Hand Position and/or Posture **2**	Confident Hand Position and Posture **3**
Execution of rudiment or required skill *3,5	Improper rudiment/ skill execution **0**	Inconsistent rudiment/ skill execution or execution at inappropriate speed **1**	Consistently rudiment/ skill execution at appropriate speed **2**	Always executes rudiments/ skills at appropriate speed **3**
Interpretation *5	No Evidence of Interpretive Decision Making in Performance **0**	Inconsistent Interpretive Decision Making in Performance **1**	Consistent Interpretive Decision Making in Performance **2**	Interpretive Decision Making in Performance shows great attention to detail **3**
Preparation and Effort *1-6	No evidence of preparation and little to no effort put into the performance **0**	Adequate preparation and effort given to get through the performance **1**	Good preparation and effort demonstrated in the performance **2**	Excellent preparation and effort demonstrated in a performance that applies artistry to technical demands **3**

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   a) Various skills in interpretation
   b) Awareness and control of dynamic levels
   c) Knowledge of musical terms of all types
   d) Development of phrasing skills
   e) Development of articulation skills
   f) Accents and note duration markings
6) Development of *Physically Related Skills*
   a) Proper breathing
   b) Proper posture, both sitting and standing

Ability to play well both seated and standing

Agenda Item E-2
May 13, 2013
School Board Meeting

AGENDA ITEM: **Action on Resolution Amending Joint Powers Agreement with City of Hugo**

MEETING DATE: **May 13, 2013**

SUGGESTED DISPOSITION: **Operational Item**

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

Background:

Agenda item A. 1. included a presentation by the City of Hugo concerning a refinancing opportunity for general obligation tax abatement bonds sold in 2005.

The refunding of the bonds will reduce the amount of payments from the school district to the city over the last five years of the agreement by a total of $155,731.

The School Board must adopt a resolution amending the original agreement.

Recommendation:

It is recommended that the School Board adopt the resolution included with this agenda item.

RESOLUTION

RESOLUTION AMENDING THE JOINT POWERS AGREEMENT DATED APRIL 18, 2005, BY AND AMONG INDEPENDENT SCHOOL DISTRICT #624 AND THE CITY OF HUGO, MINNESOTA.

WHEREAS, the City of Hugo issued General Obligation Tax Abatement Bonds in 2005; and

WHEREAS, Independent School District #624 opted to participate in the tax abatement process and agreed to the payment of 50% of the total debt service; and

WHEREAS, the Independent School District #624 and the City of Hugo entered into a Joint Powers Agreement on April 18, 2005; and

WHEREAS, said Joint Powers Agreement contained a promissory note and a schedule of bi-annual payments to be made to the City of Hugo; and

WHEREAS, the City of Hugo recently refunded the original bond issue with lower interest bearing bonds and wished to pass a portion of the savings to the School District.

NOW, THEREFORE, BE IT RESOLVED BY THE SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT #624, that Schedule A of the Joint Powers Agreement dated April 18, 2005 be revised as attached.

Independent School District No. 624

By_____
Its Chair

By_____
Its Clerk

Dated:_____

Revised Note Receivable Payments

Date Due	Original Amount	Revised Amount	Savings
5/15/2005	$34,573.50	$34,573.50	$0.00
1/15/2006	$34,573.50	$34,573.50	$0.00
7/15/2006	$31,344.00	$31,344.00	$0.00
1/15/2007	$31,344.00	$31,344.00	$0.00
7/15/2007	$78,126.00	$78,126.00	$0.00
1/15/2008	$78,126.00	$78,126.00	$0.00
7/15/2008	$114,125.00	$114,125.00	$0.00
1/15/2009	$114,125.00	$114,125.00	$0.00
7/15/2009	$120,278.00	$120,278.00	$0.00
1/15/2010	$120,278.00	$120,278.00	$0.00
7/15/2010	$187,464.00	$187,464.00	$0.00
1/15/2011	$187,464.00	$187,464.00	$0.00
7/15/2011	$217,024.00	$217,024.00	$0.00
1/15/2012	$217,024.00	$217,024.00	$0.00
7/15/2012	$254,923.00	$254,923.00	$0.00
1/15/2013	$254,923.00	$254,923.00	$0.00
7/15/2013	$256,583.00	$256,583.00	$0.00
1/15/2014	$256,583.00	$256,583.00	$0.00
7/15/2014	$258,293.00	$258,293.00	$0.00
1/15/2015	$258,293.00	$258,293.00	$0.00
7/15/2015	$260,053.00	$243,506.75	$16,546.25
1/15/2016	$260,053.00	$243,506.75	$16,546.25
7/15/2016	$261,866.00	$245,650.50	$16,215.50
1/15/2017	$261,866.00	$245,650.50	$16,215.50
7/15/2017	$263,736.00	$247,545.00	$16,191.00
1/15/2018	$263,736.00	$247,545.00	$16,191.00
7/15/2018	$265,660.00	$250,936.75	$14,723.25
1/15/2019	$265,660.00	$250,936.75	$14,723.25
7/15/2019	$267,644.50	$253,455.00	$14,189.50
1/15/2020	$267,644.50	$253,455.00	$14,189.50
Total	$5,743,386.00	$5,587,655.00	$155,731.00

Agenda Item E-3
May 13, 2013
School Board Meeting

AGENDA ITEM:	**Partnership with White Bear Center for the Arts for 2013-14**
MEETING DATE:	**May 13, 2013**
SUGGESTED DISPOSITION:	**Operational Item**
CONTACT PERSON(S):	**Dr. Michael Lovett, Superintendent** **Lisa Switzer, Curriculum & Program Development Coordinator** **Ann Malwitz, professional Learning & Development Coordinator**

BACKGROUND:

For the past five years, the White Bear Lake Area Schools and the White Bear Center for the Arts have engaged in an innovative partnership which provides professionally taught art lessons to all elementary students K-12. This partnership received an innovation award from the University of Minnesota Humphrey Institute in 2010.

For the first three years, all students received three water color lessons through this partnership. Beginning in 2011-12 we added two drawing lessons. Over the past year and one-half we have been working with the Center for the Arts to add one professionally taught lesson which would draw from the traditions of fabric-based art. These draw on rich cultural traditions within our community, including Hmong culture.

The Center for the Arts made a preliminary proposal last year and revised it this year so we could embed an additional professionally taught art class into each grade K-5 to meet either a social studies or language arts state curriculum standard.

Another way of thinking is that these are not "add ons" to the curriculum, but rather represent a deeper activity students will do to satisfy a standard that we are required to teach. When we received the proposal this year, Ann Malwitz from our Teaching and Learning Team worked with principals and teacher representatives to determine where the new art lessons would best embed in each level.

The proposal attached represents the initial proposal. The final actual lesson for each grade will be done after Ann, our teacher representatives, and principal representatives determine the best fit in the curriculum.

Cost associated with this additional lesson is $12,000, which we will take from our existing curriculum budget.

We ask you to take action to approve the expansion from five to six professionally taught art lessons through our partnership with the White Bear Center for the Arts with the understanding that this will be done within our current budget.

RECOMMENDATION:

The administration recommends the School Board approve the partnership with the White Bear Center for the Arts for the 2013-14 school year, providing six professionally taught art lessons to each student in grades K-5.

World Cultures through Paper Arts
Elementary Art Proposal

Lesson Descriptions by Grade Level

These lessons provide exposure to a variety of world cultures through art which is inspired by, but does not directly imitate, traditional arts from those cultures. Each project combines art concepts, terms and techniques with a brief explanation of the cultural origin of the lesson. The lesson concepts are designed to progressively build upon one another across grade levels. My goal is to challenge the students to try new things while providing an affirming environment to develop their artistic skills and creative ability. I also strive to vary the art medium so children gain exposure and experience with various art processes. These lessons utilize crayons, glue, scissors, liquid starch, paint brushes, markers, oil pastels, and a wide variety of papers.

The descriptions below provide a brief overview of the lesson content, art concepts, vocabulary, and cultural influence my lessons will entail. I reserve the right to modify or substitute a lesson based on availability of materials or other circumstances. I will inform the White Bear Center for the Arts of any changes to lessons prior to making those changes. All lessons will be of equal quality.

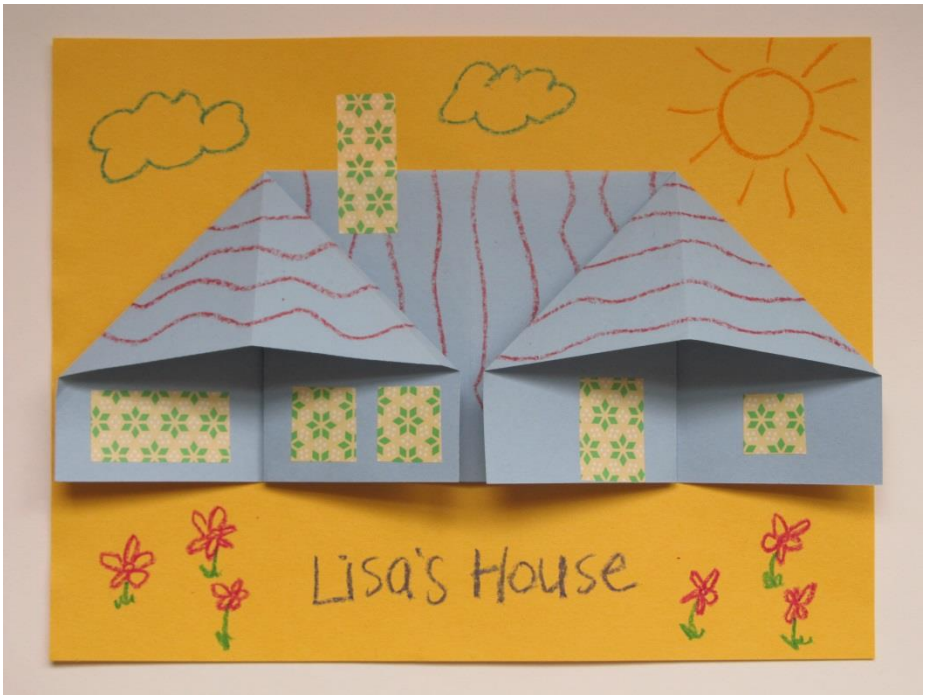
Grade	Lesson Description
K	**Japanese Origami Houses:** In Japan, origami is taught to even the youngest children. It is a good way to introduce important developmental skills in a fun, engaging process. In this lesson, students will decorate one side of their paper with crayon by drawing different kinds of lines (horizontal, vertical, diagonal, straight, or curved). By observation and imitation, they will follow step-by-step instructions, folding their paper to create a 3D house. They will cut simple shapes of patterned origami paper and glue them to the house creating windows and doors. After gluing the folded house to background paper, they will use crayon to draw details outside the house, then open the folded flaps and draw a family inside the house. *Concepts: line, 2D/3D paper construction, shape, architecture, drawing* *Culture: Japanese*
1	**Hmong Flower Cloth:** Students will fold and cut colored tissue paper to create paper collages inspired by the geometric and floral designs of embroidered Hmong flower cloth. They will create a border around the outside edge of the paper with geometric shapes (rectangles, squares, triangles) applied with liquid starch. Inside the border, they will apply botanical shapes (flowers, leaves) which they will fold and cut. They will explore geometric, organic, and symmetrical shapes. By using colored tissue paper, they will observe the colors created by overlapping one transparent colored shape over another. *Concepts: paper folding & cutting, design – border/subject, symmetry , shape, color, transparency, spatial awareness* *Culture: Hmong*

Grade	Lesson Description
2	**Kente Cloth Paper Weaving:** Colorful, patterned Kente cloth has a long tradition in the West African nation of Ghana. It is made by the Ashante people and was once reserved only for royalty but is now worn by all people who wish to celebrate their Ashante culture. The weavings are done in narrow strips with many colors creating numerous patterns. The strips are then stitched together to form the wider cloth. Students will use a ruler and pencil to divide black paper which they will cut into a "loom." Considering their chosen color pattern, they will weave in construction paper strips in a simple basket-weave design. After securing the ends of the paper strips with glue, students will draw different patterns onto the colored blocks. Using black marker, they will use various types of line (horizontal, vertical, diagonal, straight, curved, thick, thin) to develop their own patterns or imitate patterns seen in photographic examples of woven Kente cloth. *Concepts: paper construction, weaving, textiles, color, line, pattern* *Culture: West-African*
3	**Haida Indian Animal Totem Poles:** In this lesson, students will learn about totem poles which were created by the Haida people, natives of northwest United States and Canada. Their totem poles were carved from tall, straight tree trunks and given stylized features of animals, birds, and humans. They were used for story telling and to share cultural history. Students will create a 2-dimensional version of a totem pole animal in paper collage. Using two colors of paper, students will explore positive and negative space while making their animal design. They will fold and cut paper, making a symmetrical shape then cut out traditional stylized shapes for the eyes, noses and mouths of their subject. Details will be added with oil pastel to complete the designs. When hung on the wall, stacked one above another, the individual art works will form colorful 2-dimensional totem poles. *Concepts: paper collage, positive-negative space, symmetry, stylized art, shape, color, pattern* *Culture: Northwest Native American*
4	**Kuna Indian Animal Molas:** The Kuna Indians of the San Blas Islands off the coast of Panama developed a unique reverse applique textile art which they wear as blouses. Travelers to the area were so struck by the beauty of the textile designs that they are now collected by art lovers around the world. In this lesson, students will create an animal-motif paper collage using layers of bright-colored paper on black. They will draw a simplified animal shape on one color of paper, cut it out and glue it to another bright color. They will then cut around the contour again leaving a quarter-inch reveal of the second color. This step will be repeated again creating a layered contour design of the chosen animal. The layered animal shape will be glued to a black background sheet and organic shapes will be cut from the paper scraps to develop the surface of the animal as well as the background with interesting patterns, creating a balanced design. *Concepts: Collage, textiles, color, shape, contour line, spatial awareness* *Culture: Central American*

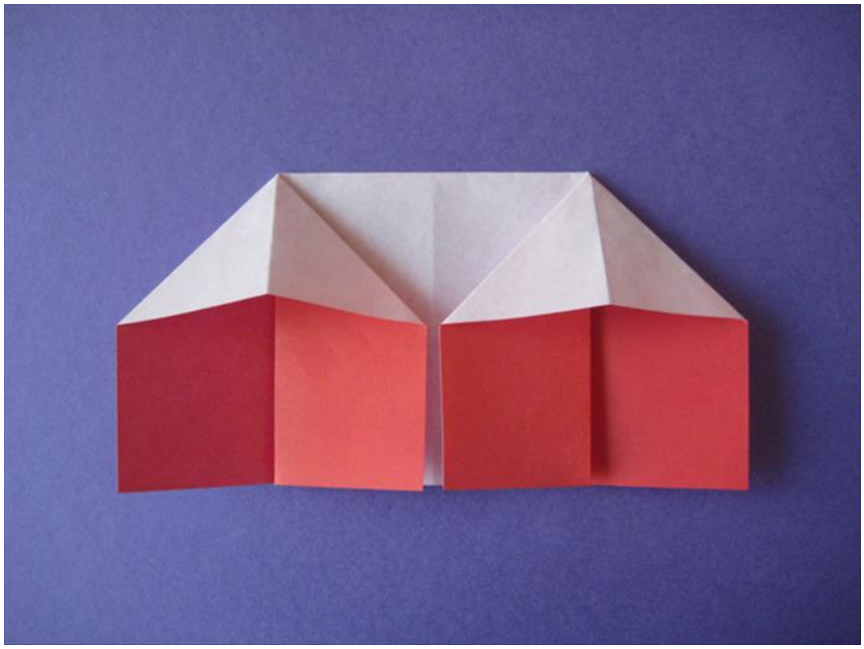
Grade	Lesson Description
5	**Middle Eastern Paper Mosaic Tiles:** The Middle East encompasses many countries and cultures and therefore many different styles of art. For this lesson we will focus on a specific style of tile design which is made up of intricate geometric patterns which represent logic and order. Tiles are prevalent in the countries of the middle east, decorating every structure from religious temples to simple homes. Geometric tile designs developed because in some areas of the Middle East, religious tradition did not allow paintings or sculpture depicting people or animals to decorate their buildings. In this lesson, students will design a tile pattern by folding paper, then cutting out several geometric shapes to make a template. They will transfer their design to a square of card stock by tracing with a pencil. Using the template as a pattern or cutting free-hand, students will then cut individual shapes from colored and metallic papers which they will glue in place on the traced design. *Concepts: folding & cutting paper, geometric shapes, symmetry, design, color, pattern* *Culture: Middle-Eastern*

Images of Lesson Samples & Cultural Inspirations

Kindergarten – Origami House



Sample made by Lisa Servatius



Origami House for Children - http://www.ucandostuff.com/

First Grade – Hmong Flower Cloth



Sample made by Lisa Servatius



Photo courtesy of Ducha Hang. The flower cloths of artist Mee C. Hang.
http://web.salve.edu/salvetoday/archives/view_archive_public.cfm?archive_ID=1283

Second Grade – Kente Cloth Paper Weaving



Sample made by Lisa Servatius

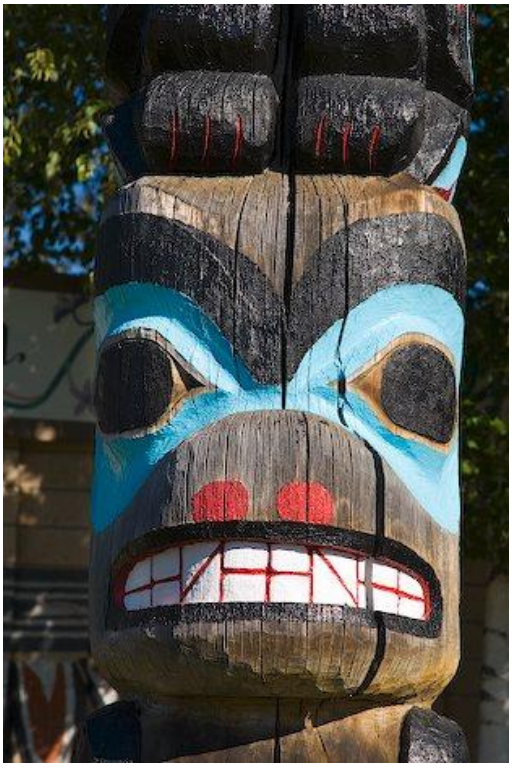


A man's cloth of the Asante peoples, Ghana, c. 1960. Photo: E. G. Schempf
http://www.csudhnews.com/2011/08/wrapped-in-pride-sept-7-oct-18/

Third Grade – Haida Indian Animal Totem Poles



Sample made by Lisa Servatius



Haida Totem Pole - http://www.mahalo.com/answers/what-does-the-alaskan-totem-pole-mean

Fourth Grade – Kuna Indian Animal Molas

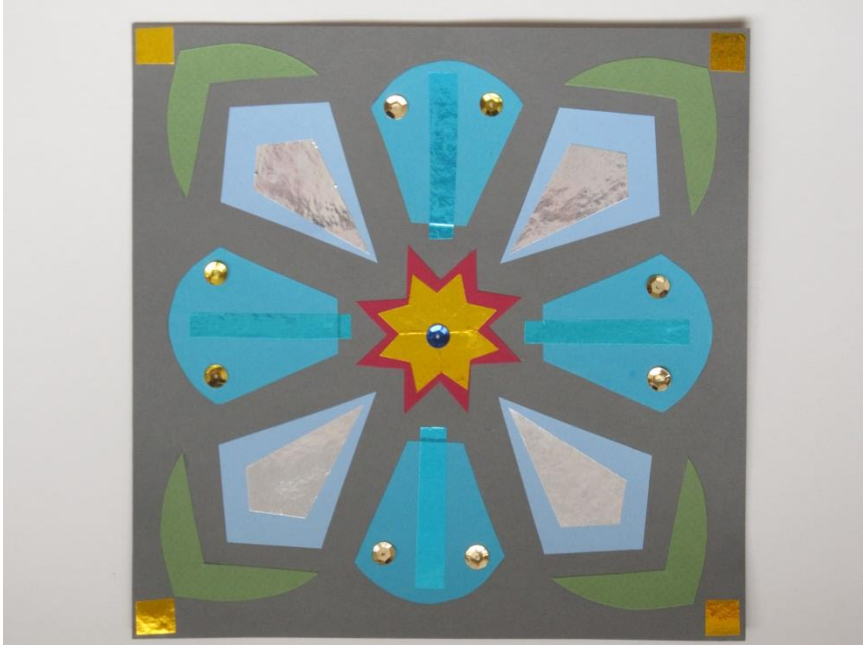


Sample made by Lisa Servatius

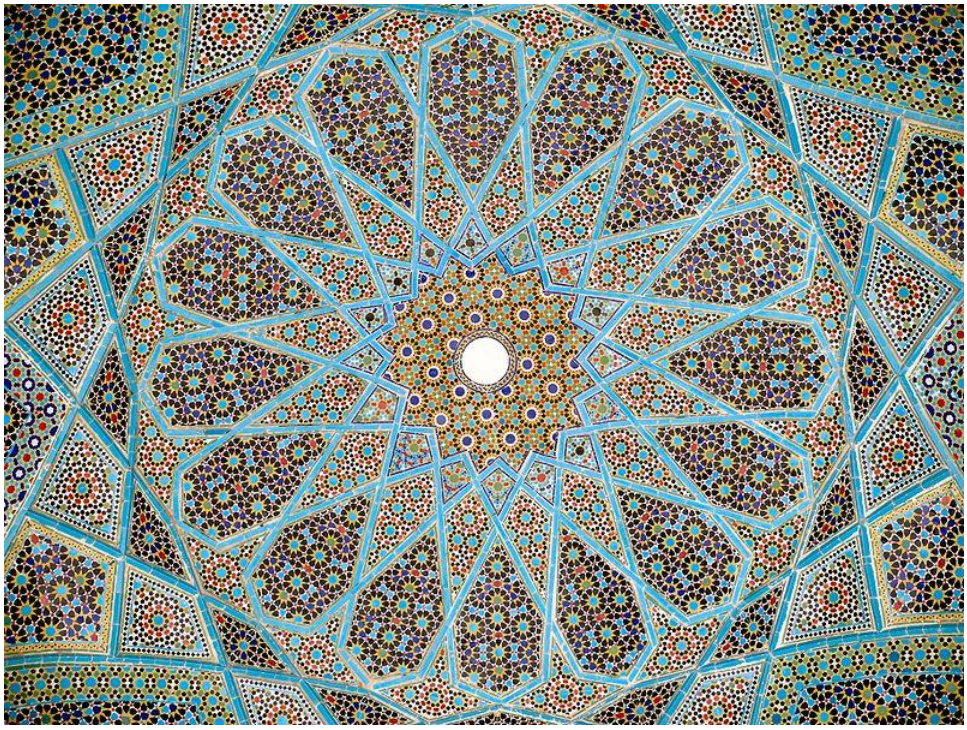


From the personal collection of Lisa Servatius.

Fifth Grade – Middle Eastern Paper Mosaic Tiles



Sample made by Lisa Servatius



Roof Hafez Tomb

http://en.wikipedia.org/wiki/File:Roof_hafez_tomb.jpg

AGENDA ITEM: Non-Renewal of Probationary Licensed Staff

MEETING DATE: May 13, 2013

SUGGESTED DISPOSITION: Operational Item

CONTACT PERSON(S): Christina Picha, Director of Human Resources

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Attached is a copy of a resolution that the District uses to terminate the contracts of probationary teachers in accordance with Minnesota Statute 122A.40, subd. 5. The individuals listed are probationary teachers whose contracts are to be terminated effective June 7, 2013, due to financial limitations, teachers returning from leave, reduction in need, contractual or other issues. **In some instances, contracts of the same or less f.t.e. will be recommended to fill future vacancies.**

Name	Position	Building	Seniority Date
Sarah Gustafson	**Language Arts**	**Central Middle School**	**08/26/2010**
Marjorie Hay	**Spanish**	**North Campus**	**08/22/2012**
Tonya Murchy	**.70 Vocal Music**	**Central Middle School**	**08/22/2012**
***Brian Perry**	**.40 Art**	**Central/Sunrise/North**	**08/26/2010**
Caleb Romoser	**.90 Spanish**	**Sunrise MS/North Campus**	**08/22/2012**
Theresa Stender	**Special Education**	**Otter Lake Elementary**	**08/22/2012**

***Correction from April 8, 2013 Board Meeting**

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACTS OF THE FOLLOWING TEACHERS, WHO ARE PROBATIONARY TEACHERS.

Sarah Gustafson, Marjorie Hay, Tonya Murchy, Brian Perry, Caleb Romoser, Theresa Stender.

WHEREAS, THE ABOVE NAMED TEACHERS ARE PROBATIONARY TEACHERS IN INDEPENDENT SCHOOL DISTRICT NO. 624,

BE IT RESOLVED by the School Board of Independent School District No. 624, that pursuant to Minnesota Statutes 122A.40, subd. 5, the teaching contracts of the above named teachers, are probationary teachers in Independent School District No. 624, are hereby terminated at the close of the current 2012-2013 school year and are not renewed for the 2013-2014 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of the contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION

TEACHER X
School Location

Dear **TEACHER X,**

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 624, held on May 13, 2013, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2013-2014 school year. Said action of the Board is taken pursuant to M.S. 122A.40, subd.5.

Your termination is due to financial limitations, teachers returning from leave, reduction in need, contractual, or other issues. To receive a separate, official reason stating the afore-mentioned reasons for termination, you must submit your request within ten days after the receipt of this notice.

School Board of Independent School District 624

_____
Chair or Clerk of the School Board

The motion for the adoption of the foregoing resolution was duly seconded by Member, and upon vote being taken thereon, the following voted in favor thereof: and the following voted against the same: none. Whereupon said resolution was declared duly passed and adopted.

AGENDA ITEM: **Meal Price Increase for Food Service Fund**

MEETING DATE: **May 13, 2013**

SUGGESTED DISPOSITION: **Operational Item**

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

Background:

Increasing costs within our Food Service Fund, including food, transportation, labor and necessary equipment upgrading, have caused administration to recommend a price increase.

The increase would be $.05 per meal for all breakfast and lunch prices except the reduced lunch price which is set by the federal government. The increase would become effective with the beginning of the 2013-2014 school year.

The proposed prices are similar to slightly higher with comparable neighboring districts.

Prices for the current year are; breakfast $1.65, elementary lunch $2.50, secondary lunch $2.85 and adults $3.85.

Prices for the 2013-14 would be; breakfast $1.70, elementary lunch $2.55, secondary lunch $2.90 and adults $3.90.

Recommendation:

Administration recommends that the above outlined price increases be approved for the 2013-2014 school year.

AGENDA ITEM: **Action on Award of 2013-2014 Paper Bid**

MEETING DATE: **May 13, 2013**

SUGGESTED DISPOSITION: **Operational Item**

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

Background:

Bids for next years paper requirements were received and administration is recommending that the low bid submitted from Duffy Paper Company be approved. The analysis is attached.

The competition was very close again this year. All of the bids submitted were within $6,000.

For next year, our overall case order has decreased by more than 10%. Factoring in the reduction in case orders, the average price per case is very comparable with this year's price, creating an overall cost reduction of almost $16,000.

Recommendation:

It is recommended that the Board approve the 2013-2014 paper bid award in the amount of $91,118.40 to Duffy Paper Company.

INDEPENDENT SCHOOL DISTRICT #624
PAPER BID RESULTS 2013-014 SCHOOL YEAR

EXACT INDEX STOCK 250 SHEETS/PKG 8PK/CTN	UNIT	# OF CAR TONS	ANCHOR	DUFFEY	WILCOX	CPG	ANCHOR TOTAL	DUFFEY TOTAL	WILCOX TOTAL	CPG TOTAL	DUFFEY last year's price	DUFFEY last year's total
BLUE	CARTON	21	$45.46	$40.50	$23.63	$46.46	$954.66	$850.50	$496.23	$975.66	$40.50	$891.00
CANARY	CARTON	21	$45.46	$40.50	$23.63	$46.46	$954.66	$850.50	$496.23	$975.66	$40.50	$891.00
CHERRY	CARTON	9	$45.46	$40.50	$56.00	$46.46	$409.14	$364.50	$504.00	$418.14	$40.50	$283.50
GREEN	CARTON	14	$45.46	$40.50	$23.63	$46.46	$636.44	$567.00	$330.82	$650.44	$40.50	$526.50
MANILA	CARTON	2	$45.46	$40.50	$23.63	$46.46	$90.92	$81.00	$47.26	$92.92	$40.50	$121.50
SALMON	CARTON	6	$45.46	$40.50	$56.00	$46.46	$272.76	$243.00	$336.00	$278.76	$40.50	$243.00
BUFF	CARTON	7	$45.46	$40.50	$56.00	$46.46	$318.22	$283.50	$392.00	$325.22	$40.50	$162.00
GRAY	CARTON	1	$45.46	$40.50	$56.00	$46.46	$45.46	$40.50	$56.00	$46.46	$40.50	$81.00
WHITE	CARTON	43	$45.46	$38.50	$35.90	$44.34	$1,954.78	$1,655.50	$1,543.70	$1,906.62	$38.50	$2,040.50
ASTRO BRIGHTS COVER STOCK 65# - 8 1/2 x 11 250 SHEETS/PKG 8 PKG/CTN	**UNIT**	**# OF UNITS**	**ANCHOR**	**DUFFEY**	**WILCOX**	**CPG**	**ANCHOR TOTAL**	**DUFFEY TOTAL**	**WILCOX TOTAL**	**CPG TOTAL**	**DUFFEY last year's price**	**DUFFEY last year's total**
RADIANT RED	CARTON	3	$52.62	$45.25	$52.80	$50.57	$157.86	$135.75	$158.40	$151.71	$46.00	$46.00
GLIMMERING GOLD	CARTON	5	$52.62	$42.65	$52.80	$50.57	$263.10	$213.25	$264.00	$252.85	$50.20	$200.80
GLOWING GREEN	CARTON	6	$52.62	$42.65	$52.80	$50.57	$315.72	$255.90	$316.80	$303.42	$46.00	$92.00
LUMINOUS LIME	CARTON	2	$52.62	$42.65	$52.80	$50.57	$105.24	$85.30	$105.60	$101.14	$46.00	$92.00
BRILLIANT BERRY	CARTON	3	$52.62	$45.25	$52.80	$50.57	$157.86	$135.75	$158.40	$151.71		
BEAMING BLUE	CARTON	2	$52.62	$42.65	$52.80	$50.57	$105.24	$85.30	$105.60	$101.14		
ARTIC ORANGE	CARTON	8	$52.62	$42.65	$52.80	$50.57	$420.96	$341.20	$422.40	$404.56	$50.20	$200.80
NIGHT SKY PURPLE	CARTON	2	$52.62	$42.65	$52.80	$50.57	$105.24	$85.30	$105.60	$101.14		
SUNSHINE YELLOW	CARTON	4	$52.62	42.65	$52.80	$50.57	$210.48	$170.60	$211.20	$202.28	$46.00	$230.00
PRISTINE WHITE	CARTON	3	$52.62	33.45	$34.60	$46.00	$157.86	$100.35	$103.80	$138.00	$38.50	$133.80

ASTROBRIGHTS PAPER 60# COPY STOCK 8 1/2 X 11 10 REAMS/CARTON	UNIT	# OF UNITS	ANCHOR	DUFFEY	WILCOX	CPG	ANCHOR TOTAL	DUFFEY TOTAL	WILCOX TOTAL	CPG TOTAL	DUFFEY last year's price	DUFFEY last year's total
RADIANT RED	CARTON	8	$64.58	$57.15	$54.85	$62.70	$516.64	$457.20	$438.80	$501.60	$58.00	$464.00
GLIMMERING GOLD	CARTON	2	$64.58	$53.85	$54.85	$62.70	$129.16	$107.70	$109.70	$125.40	$62.25	$62.25
GLOWING GREEN	CARTON	8	$64.58	$53.85	$54.85	$62.70	$516.64	$430.80	$438.80	$501.60	$58.00	$116.00
LUMINOUS LIME	CARTON	14	$64.58	$53.85	$54.85	$62.70	$904.12	$753.90	$767.90	$877.80	$58.00	$812.00
BRILLIANT BERRY	CARTON	4	$64.58	$57.15	$54.85	$62.70	$258.32	$228.60	$219.40	$250.80	$62.25	$622.50
BEAMING BLUE	CARTON	11	$64.58	$53.85	$54.85	$62.70	$710.38	$592.35	$603.35	$689.70	$58.00	$406.00
TURQUOISE	CARTON	16	$64.58	$53.85	$54.85	$62.70	$1,033.28	$861.60	$877.60	$1,003.20	$62.25	$62.25
ARTIC ORANGE	CARTON	1	$64.58	$53.85	$54.85	$62.70	$64.58	$53.85	$54.85	$62.70	$62.25	$871.50
SUNSHINE YELLOW	CARTON	15	$64.58	$53.85	$54.85	$62.70	$968.70	$807.75	$822.75	$940.50	$58.00	$812.00

XEROGRAPHIC COLOR PAPER LONG GRAIN 20# 8 1/2 X 11 10 RMS/CTN	UNIT	# OF UNITS	ANCHOR	DUFFEY	WILCOX	CPG	ANCHOR TOTAL	DUFFEY TOTAL	WILCOX TOTAL	CPG TOTAL	DUFFEY last year's price	DUFFEY last year's total
BLUE	CARTON	45	$35.48	$32.00	$34.25	$34.15	$1,596.60	$1,440.00	$1,541.25	$1,536.75	$32.00	$1,568.00
BUFF	CARTON	8	$35.48	$32.00	$34.25	$34.15	$283.84	$256.00	$274.00	$273.20	$32.75	$196.50
CANARY	CARTON	51	$35.48	$32.00	$34.25	$34.15	$1,809.48	$1,632.00	$1,746.75	$1,741.65	$32.00	$1,440.00
GOLDENROD	CARTON	23	$35.48	$32.00	$34.25	$34.15	$816.04	$736.00	$787.75	$785.45	$32.00	$832.00
GRAY	CARTON	1	$35.48	$32.75	$34.25	$34.15	$35.48	$32.75	$34.25	$34.15	$32.75	$131.00
GREEN	CARTON	44	$35.48	$32.00	$34.25	$34.15	$1,561.12	$1,408.00	$1,507.00	$1,502.60	$32.00	$1,280.00
IVORY	CARTON	14	$35.48	$32.00	$34.25	$34.15	$496.72	$448.00	$479.50	$478.10	$32.00	$96.00
PINK	CARTON	29	$35.48	$32.00	$34.25	$34.15	$1,028.92	$928.00	$993.25	$990.35	$32.00	$1,184.00
SAND/TAN	CARTON	5	$35.48	$32.75	$34.25	$34.15	$177.40	$163.75	$171.25	$170.75	$32.75	$163.75
SALMON	CARTON	23	$35.48	$32.00	$34.25	$34.15	$816.04	$736.00	$787.75	$785.45	$32.75	$982.50
LIGHT LAVENDAR	CARTON	20	$35.48	$32.00	$34.25	$34.15	$709.60	$640.00	$685.00	$683.00	$32.75	$818.75

HIGH SPEED PAPER 20# NO 4 COPY MINIMUM BRIGHTNESS 84 10 REAMS/CARTON ORDER CARTONS ONLY	UNIT	# OF UNITS	ANCHOR	DUFFEY	WILCOX	CPG	ANCHOR TOTAL	DUFFEY TOTAL	WILCOX TOTAL	CPG TOTAL	DUFFEY last year's price	DUFFEY TOTAL
8 1/2 X 11 WHITE	CARTON	2682	$23.80	$22.72	$23.95	$24.84	$63,831.60	$60,935.04	$64,233.90	$66,620.88	$24.20	$77,294.80
8 1/2 X 11 WHITE THREE HOLE PUNCHED PAPER	CARTON	140	$27.88	$24.80	$26.50	$28.85	$3,903.20	$3,472.00	$3,710.00	$4,039.00	$26.75	$4,333.50
8 1/2 X 11 YELLOW THREE HOLE PUNCHED PAPER	CARTON	22	$37.98	$37.37	$37.30	$34.15	$835.56	$822.14	$820.60	$751.30	$34.50	$586.50
8 1/2 X 11 BLUE THREE HOLE PUNCHED PAPER	CARTON	21	$37.98	$35.50	$37.30	$34.15	$797.58	$745.50	$783.30	$717.15	$34.50	$276.00
8 1/2 X 11 GREEN THREE HOLE PUNCHED PAPER	CARTON	11	$37.98	$35.50	$37.30	$34.15	$417.78	$390.50	$410.30	$375.65	$34.50	$276.00
8 1/2 X 11 PINK THREE HOLE PUNCHED PAPER	CARTON	11	$37.98	$37.37	$37.30	$34.15	$417.78	$411.07	$410.30	$375.65	$34.50	$241.50
8 1/2 X 11 GOLDENROD THREE HOLE PUNCHED PAPER	CARTON	7	$37.98	$37.37	$37.30	$34.15	$265.86	$261.59	$261.10	$239.05	$34.50	$345.00
8 1/2 X 14 WHITE	CARTON	10	$40.98	$31.70	$34.50	$37.15	$409.80	$317.00	$345.00	$371.50	$33.35	$533.60
8 1/2 X 14 BLUE	CARTON	1	$53.73	$47.55	$48.25	$46.15	$53.73	$47.55	$48.25	$46.15		
8 1/2 X 14 WHITE	CARTON	1	$53.73	$47.55	$48.25	$46.15	$53.73	$47.55	$48.25	$46.15		
11 X 17 WHITE	CARTON	77	$27.56	$24.80	$26.50	$29.15	$2,122.12	$1,909.60	$2,040.50	$2,244.55	$26.20	$1,519.60
TOTALS							$95,178.40	$88,618.49	$92,606.44	$97,339.61		$104,562.90
DELIVERY CHARGE		3487						$2,500.00			3975	$2,500.00
							$95,178.40	$91,118.49	$92,606.44	$97,339.61		$107,062.90

Agenda Item E-7
May 13, 2013
School Board Meeting

AGENDA ITEM: **Rejection of Bids – Lakeaires and Willow Lane**

MEETING DATE: **May 13, 2013**

SUGGESTED DISPOSITION: Operational Item

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

Bids were opened for the Lakeaires and Willow Lane secure entrance projects on April 25, 2013. The main parameter under which a bid award could be made was that the total award for each project is under $500,000.

With the totaling of the bid packages completed, each project total was in excess of $800,000. Therefore, the District must reject all bids.

The process for addressing both the secure entrance and physical education/performing arts additions is currently being reviewed by administration and a plan to accomplish this will be forthcoming.

Recommendation:

It is recommended that the Board reject all bids related to this project.

KRAUS-ANDERSON®
CONSTRUCTION COMPANY

Innovative Construction Solutions

8625 Rendova Street NE
P.O. Box 158
Circle Pines, MN 55014
O 763.786.7711
F 763.786.2650
www.krausanderson.com

May 1, 2013

Phil Fisher
Independent School District 624
4855 Bloom Avenue
White Bear Lake, MN 55110

Re: Lakeaires Elementary School
Office Addition – Phase 1

Dear Mr. Fisher:

This letter is concerning the bid award for the above referenced project that was bid on April 25, 2013.

Based on the current information we have, it is our recommendation to reject all bids.

If you should have any questions, please contact me at 763-786-7711.

Very truly yours,

KRAUS-ANDERSON® CONSTRUCTION COMPANY

Jon M. Kuenstling
Project Manager

c: Tim Rabbitts, Hallberg Engineering
Kevin Holm, LHB

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CONSTRUCTION COMPANY

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www.krausanderson.com

May 1, 2013

Phil Fisher
Independent School District 624
4855 Bloom Avenue
White Bear Lake, MN 55110

Re: Willow Lane Elementary School
Office Addition – Phase 1

Dear Mr. Fisher:

This letter is concerning the bid award for the above referenced project that was bid on April 25, 2013.

Based on the current information we have, it is our recommendation to reject all bids.

If you should have any questions, please contact me at 763-786-7711.

Very truly yours,

KRAUS-ANDERSON® CONSTRUCTION COMPANY

Jon M. Kuenstling
Project Manager

c: Tim Rabbitts, Hallberg Engineering
Kevin Holm, LHB

AGENDA ITEM:	Resolution Establishing School District Polling Locations
MEETING DATE:	May 13, 2013
SUGGESTED DISPOSITION:	Operational Item
CONTACT PERSON:	Dave Guenther

BACKGROUND:

In preparation for the upcoming school district elections, the Ramsey County Elections Office has the following recommendations for consideration by the school board.

As a matter of policy, the Elections Office believes that it is best for the voters to vote in the same location for all elections, state and local, even-year and odd-year.

Consequently, the Elections Offices recommends that the regular polling places for all 26 precincts in the school district should be open for use by the voters. If approved by the school board, such a resolution would remain in place and apply to all school district elections unless amended at some point in the future.

The effect of this proposal would be to eliminate the following combined polling places from the 2011 school district elections.

1. White Bear Township P1 and North Oaks P2
2. White Bear Township P4 and Gem Lake P1
3. Vadnais Heights P1 and P2
4. Vadnais Heights P3 and Little Canada P2
5. Hugo W2-P2B and Hugo W3-P3A

It should be noted that the regular polling places for Vadnais Heights P1, P2 and P3 are all now located at the Vadnais Heights Commons. The polling places for both White Bear Township P4 and Gem Lake P1 are located at Heritage Hall.

RECOMMENDATION: The administration recommends the School Board to pass the resolution to establish School District polling locations as recommended.

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 624
(WHITE BEAR LAKE AREA PUBLIC SCHOOLS)
STATE OF MINNESOTA

May 13, 2013

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 624 (White Bear Lake Area Public Schools), State of Minnesota, was duly held in said district on the 13th day of May, 2013, at 7 o'clock p.m. for the purpose in part, of establishing polling places for school district elections not held on the day of a statewide election.

The following members were present:

and the following were absent:

Member _____ moved the adoption of the following resolution:

RESOLUTION ESTABLISHING POLLING PLACES AND DESIGNATING HOURS DURING WHICH THE POLLING PLACES WILL REMAIN OPEN FOR VOTING FOR SCHOOL DISTRICT ELECTIONS NOT HELD ON THE DAY OF A STATEWIDE ELECTION

BE IT RESOLVED by the School Board of Independent School District No. 624, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. The following polling places are hereby established to serve the precincts specified for all school district elections not held on the same day as a

statewide election. The polling places will be the same locations designated by the municipalities for the state elections, as listed below:

White Bear Lake Area Public Schools
2013 Polling Place Locations

Birchwood

P1	Birchwood City Hall	207 Birchwood Ave 55110

Gem Lake

P1	Heritage Hall	4200 Otter Lake Road 55110

Hugo

W1 P1	Hugo Fire Hall	5323 140th St N 55038
W2 P2B	Oneka Elementary School	4888 Heritage Parkway N 55038
W3 P3A	Rice Lake Centre	6900 137th St N 55038

Lino Lakes

P1	Lino Lakes Senior Center	1189 Main St 55014
P4	Lino Lake City Hall	600 Town Center Parkway 55014
P6	Living Waters Lutheran Church	865 Birch St 55014

Little Canada

P2	Little Canada Elementary School	400 Eli Rd 55117
P3	Little Canada City Center	515 Little Canada Rd E 55117

Maplewood

P8	Ramsey County Library	3025 Southlawn Dr 55109

North Oaks

P2	Presbyterian Homes/Waverly Gardens	5919 Centerville Road 55127

Vadnais Heights

P1	Vadnais Heights Commons	655 County Rd F E 55127
P2	Vadnais Heights Commons	655 County Rd F E 55127
P3	Vadnais Heights Commons	655 County Rd F E 55127
P4	Vadnais Heights South Fire Station	3595 Arcade St 55127

White Bear Township

P1	Otter Lake Elementary	1401 County Rd H2 E 55110
P2	Eagle Brook Church	2401 Buffalo St 55110
P3	South Shore Trinity Church	2480 South Shore Blvd 55110
P4	Heritage Hall	4200 Otter Lake Rd 55110

White Bear Lake

W1	P1	White Bear Lake City Hall	4701 Highway 61 55110
W2	P1	White Bear Lake Armory	2228 Fourth St. 55110
W3	P1	Sunrise Park Middle School	2399 Cedar Ave 55110
W3	P2	Sunrise Park Middle School	2399 Cedar Ave 55110
W4	P1	Golfview Building	2449 Orchard Ln 55110
W4	P2	Golfview Building	2449 Orchard Ln 55110
W5	P1	St. Stephen's Lutheran Church	1965 County Rd E E 55110

3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places and combined polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

4. The clerk is directed to file a certified copy of this Resolution with the county auditor of each county in which the school district is located in whole or in part within 30 days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to all registered voters in the school district whose school district polling place locations have been changed. The notice must be a non forwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate County Auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

The motion for the adoption of the foregoing resolution was duly seconded by _____. On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS
COUNTY OF RAMSEY)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 624 (White Bear Lake Area Public Schools), Ramsey County, Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said district duly called and held on the date therein indicated, so far as such minutes relate to the establishment of polling places and combined polling places and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this 13th day of May, 2013.

_____
Clerk

Agenda Item E-9
May 13, 2013
School Board Meeting

AGENDA ITEM:	Policy 421, Gifts to Employees and Classrooms
MEETING DATE:	May 13, 2013
SUGGESTED DISPOSITION:	Operational Item
CONTACT PERSON(S):	Chris Picha, Director of Human Resources

BACKGROUND:

The purpose of policy 421, Gifts to Employees and Classrooms, is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees or gifts given to school classrooms.

School Board Policy 421 was reviewed by the School Board Policy Committee, had a first reading in April, and is recommended for a second reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION:

The administration recommends the School Board to approve of Policy 421, Gifts to Employees and Classrooms, as recommended.

421 GIFTS TO EMPLOYEES AND CLASSROOMS

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees or gifts given to school classrooms.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. It is the policy of the school district, however, to discourage gift-giving to employees and classrooms, and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude ~~as memorabilia~~. Any gifts accepted, that are not of nominal value, shall become property of the District.

B. It shall be a violation of this policy for any employee to solicit, accept, or receive either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.

C. It shall be a violation of this policy for any employee to solicit, accept or receive gifts or donations, of greater than nominal value, to fund classroom items, by any means, including the use of a website, without prior approval of the building principal and compliance with Policy 706: Acceptance of Gifts.

D. It shall be a violation of this policy for any employee to solicit, accept, or receive a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is "insignificant."

E. Teachers may accept from publishers free samples of textbooks and related teaching materials.

F. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.

III. DEFINITION

"Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given without something of equal or greater value being received in return.

IV. PROCEDURES

Any employee considering the acceptance of a gift, individually or for their classroom, shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References: Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: WBLASB Policy 209 (Code of Ethics)
WBLASB Policy 210 (Conflict of Interest – School Board Members)
WBLASB Policy 306 (Administrator Code of Ethics)

Agenda Item E-10
May 13, 2013
School Board Meeting

AGENDA ITEM:	Policy 618, Assessment of Student Achievement
MEETING DATE:	May 13, 2013
SUGGESTED DISPOSITION:	Operational Item
CONTACT PERSON(S):	David Law, Assistant Superintendent

BACKGROUND:

School Board Policy 618, Assessment of Student, was reviewed by the School Board Policy Committee, had a first reading in April, and is recommended for a second reading. The changes recommended are consistent with those recommended by MSBA.

The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to monitor student achievement of the Minnesota Academic Standards.

RECOMMENDATION:

The administration recommends the School Board to approve Policy 618, Assessment of Students, as recommended.

Adopted: May 26, 1998 *White Bear Lake*
Revised: August 27, 2001 *School District #624 Policy 618*
Revised: July 18, 2005
Revised: January 11, 2010
Revised: December 12, 2011

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete the 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 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 in which state standards are not specified.

C. "Graduation-required assessment for diploma" or "GRAD" means the assessment that measures the reading, writing, mathematics, and science proficiency of high school students.

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

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

A. The Assessment Coordinator shall establish criteria by which student performance of the 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, the criteria shall be deemed part of this policy.

B. The Superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program 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 continued improvement of the 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~~ assessments 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. 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 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;

   b. ~~annual~~ science assessments in one grade in the grades three through five span, the grades six through ~~nine~~ eight span, and a life science assessment in the grades ten through twelve span (a passing score on high school science assessments is not a condition of receiving a diploma);

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

   d. GRAD assessments as defined per state guidelines.

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 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.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rule Parts 3501.0010 - 3501.0180 (Graduation Standards-Mathematics and Reading)
Minn. Rule Parts 3501.0200-3501.0290 (Graduation Standards-Written Composition)
Minn. Rules Parts 3501.0505-3501.0550 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation -Required Assessment for Diploma)
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 E-11
May 13, 2013
School Board Meeting

AGENDA ITEM:	Policy 801, Equal Access to Facilities of Secondary Schools
MEETING DATE:	May 13, 2013
SUGGESTED DISPOSITION:	Operational Item
CONTACT PERSON(S):	Dave Guenther, Director of Community Services and Recreation Chris Picha, Director of Human Resources

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BACKGROUND:

School Board Policy 801, Equal Access to Facilities of Secondary Schools, was reviewed by the School Board Policy Committee and is recommended for a first reading. The changes recommended are consistent with those recommended by MSBA.

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during non-instructional time.

RECOMMENDATION:

The administration recommends the School Board to approve School Board Policy 801, Equal Access to Facilities of Secondary Schools, as recommended.

801 EQUAL ACCESS TO FACILITIES OF SECONDARY SCHOOLS

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during non-instructional time.

II. GENERAL STATEMENT OF POLICY

A. ~~It is the policy of this~~ The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against~~, any~~ students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

B. ~~A~~ The School Board has created a limited open forum ~~exists~~ for students enrolled in secondary schools during which non-curriculum related student groups shall have equal access and a fair opportunity to conduct meetings during non-instructional time.

C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.

D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

E. In adopting and implementing this equal access policy, the school district will NOT:

1. influence the form or content of any prayer or other religious activity;

2. require any person to participate in prayer or other religious activity;

3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;

4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;

5. sanction meetings that are otherwise unlawful;

6. limit the rights of groups of students based on the size of the group;

7. abridge the constitutional rights of any person.

III. DEFINITIONS

A. "Limited open forum" means that the school grants an offering to or opportunity for one or more non-curriculum related student groups to meet on school premises during non-instructional time.

~~B.~~D. "Secondary school" means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.

~~C.~~E. "Sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.

~~D.~~B. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.

~~E.~~C. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

IV. FAIR OPPORTUNITY CRITERIA

Secondary schools in this school district shall uniformly provide that:

A. A meeting held pursuant to this policy is voluntary and student-initiated;

B. There is no sponsorship of the meeting by the school or its agents or employees;

C. Employees or agents of the school are present at religious meetings only in a non-participatory capacity:

D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and

E. Non-school persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:

1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.

2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.

B. Student groups meeting under this policy must comply with the following rules:

1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.

2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.

3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.

C. Students applying for use of school facilities under this policy must provide the following information to the principal: 1) time and date of meeting; 2) estimated number of students in attendance; and 3) special equipment needs.

D. The building principal has responsibility to:

1. Keep a log of application information;

2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.

3. Note the condition of the facilities and equipment before and after use.

4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.

5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.

E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.

F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.

G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.

H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. Of Westside Community Schools v. Mergens, 496 U.S. 226, 1105 S.Ct. 2356 (1990)
Good News Club v. Milford Central School, 553 U.S. 98, 1215 S.Ct. 2093 (2001)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

Cross References: WBLASB Policy 902 (Use of School District Facilities and Equipment)
MSBA Service Manual, Chapter 13 (School Law Bulletin "O") (Equal Access Act)

Agenda Item E-12
May 13, 2013
School Board Meeting

AGENDA ITEM:	Policy 902 Use of School District Facilities and Equipment
MEETING DATE:	May 13, 2013
SUGGESTED DISPOSITION:	Operational Item
CONTACT PERSON(S):	Dave Guenther, Director of Community Services and Recreation

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BACKGROUND:

The purpose of School Board Policy 902, is to provide guidelines for community use of school district facilities and equipment. This includes establishing the process, rules and fees for facility use.

This policy has been reviewed by the School Board Policy Committee, had a first reading in April, and recommended for a second reading. The changes recommended are consistent with those recommended by MSBA.

RECOMMENDATION:

The administration recommends Policy 902, Use of School District Facilities and Equipment, be approved by the School Board as recommended.

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The school board encourages maximum use of school facilities for community groups and individuals during the non-academic day.

III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES

A. The school district administration shall be charged with the process of scheduling rooms and ~~special~~ other areas for community services classes and activities ~~planned to be offered during each session~~.

B. Procedures for providing publicity, registration and collection of fees shall be the responsibility of the school district administration.

C. Registration fees may be structured to include a pro-rata portion of costs for custodial services that may be needed.

IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES

A. Request for use of school facilities by community groups or individuals shall be made through the school district's Community Services ~~administrative~~ office.

B. Requests for use of school facilities for student meetings pursuant to Policy 801 shall be made through the building principal.

~~B~~C. A rental fee schedule and payment policy shall be presented for review and approval by the school board. The fee may include the cost of custodial and supervisory service if deemed necessary.

~~C~~D. After a date, time and facility have been scheduled, groups can be assured that they are entitled to the use of the facility as agreed upon. Exceptions may occur because of emergencies or unusual circumstances that necessitate rescheduling of school activities. In that event, every effort will be made to find acceptable alternative meeting space.

V. USE OF SCHOOL EQUIPMENT

The administration will present a procedure to the school board for review and approval regarding the type of equipment that is available for community use, the extent to which it may be utilized and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.

VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment.

Legal References: Minn. Stat.~~123.36~~ *123B.51*
(Schoolhouses and Sites; Access for Non-curricular Purposes)

Cross References: WBLASB Policy 801
(Equal Access to Facilities of Secondary Schools)
WBLASB Policy 901 (Community Education)

Attachment: *Addendum A for Policy 902*

Adopted: November 11, 1996 *White Bear Lake Area*
Revised: June 11, 2001 *School Board Policy 902*
Revised: May, 2005 ***Addendum A***
Revised:

Procedures for Scheduling School District Facilities and Equipment

White Bear Lake Area School District facilities are available to all community members. Requests are scheduled according to these prioritized guidelines:

~~1. Regularly scheduled school activities~~
~~(*as identified on individual school calendar by Sept. 1 of current school year*).~~
~~2. Political Caucuses as required by law.~~
~~3. Federal, state, municipal and school district elections.~~
~~4. School/PTA/PTO events.~~
~~5. Community Services sponsored events/classes.~~
~~6. Youth service organizations/Municipal Recreation youth programming.~~
~~7. Municipal Recreation Department adult programs.~~
~~8. Public hearings conducted by federal, state, municipal agencies and political conventions.~~
~~9. Meetings of school district personnel organizations.~~
~~10. Non-profit/community organization activities.~~
~~11. For profit in-district/all out-of district activities.~~

1. District activities, including curricular, extracurricular and Community Education, shall have priority use of school facilities and equipment.
2. Political caucuses, as required by law, and federal, state, municipal and school district elections.
3. School PTA/PTO events.
4. Activities sponsored by other groups or organizations shall be scheduled as time and space permit on a first come, first served basis subject to the terms of these guidelines.

Applications for District 624 building usage are placed into one of the following fee categories:

~~**No rental fee**~~

~~Pre K through 12 school activities; Community Services programs; public meetings and hearings; elections; caucuses; PTA/PTO activities; recreation programs sponsored by municipalities within I.S.D. #624; school district sponsored public classes offered by area colleges and universities; youth programs; youth services organizations (scouts, athletic associations, Parent~~

~~Involvement, etc.); activities and meetings sponsored by non-profit, non-religious service organizations.~~

District Events

No room rental fee will be charged for:

- meetings or facility use for any school activity;
- school events;
- student meetings qualifying under District Policy 801; and
- political caucuses, required by law, federal, state, municipal and school district elections.

Community Group Events

No permit fee or room rental fee for classrooms, conference rooms, gymnasiums, and/or the theaters shall be required for community groups, including: non-profit youth groups, youth service organizations, non-profit adult groups made up of at least 90% residents of the District, non-profit community groups and groups in established partnerships with the District. However, these groups must pay the rental fee outlined in the cost scale below (see Section E) for the use of the following: Indoor ice rinks, stadiums, AV equipment, and kitchen areas. As used herein, non-profit means an entity exempt from state/federal income taxes.

~~**Rental fee required/permit fee required**~~

~~Any organization or activity not covered by definition above is subject to a rental fee according to the cost scale. (See section E).~~

All Other Events

Any organization or activity not covered by the definitions above is subject to a rental and permit fee, according to the cost scale. (See section E).

A. Procedures for Scheduling Activities

Use of facilities shall be granted for programs or activities which are of an educational, cultural, civic or recreational nature and are suited to the requested facility.

1. School District Sponsored Activities

School district sponsored after-school, evening and weekend activities are scheduled with the Community Services Office prior to ~~Labor Day weekend~~ June 1st. School calendars shall be submitted to Community Services for computer entry by ~~June 15~~ June 1st. ~~and reconfirmed by the following Labor Day~~. School activities scheduled after ~~Labor Day~~ June 1st are subject to space availability. School activities must be scheduled before space allocations can be made for community use. Community group applications received prior to ~~the opening of school~~ August 1st may be kept pending until the school activities have been scheduled.

2. Applications for Use

All applicants must make arrangements to use facilities through the Community Services Office. Requests must be made at least seven (7) days prior to date of use. An application form will be provided to indicate the facilities, equipment and personnel required. All applications received in the Community Services Office are dated and processed according to priority and handled as promptly as possible. When an application is approved by the Director of Community Services or designee, a Facility Reservation ~~Contract~~ permit is issued to the applicant and distributed to the appropriate school personnel.

Outdoor facilities will be scheduled through the same process as indoor facilities. Community Services will work with the High School Activities Director and the Building Operations Department to determine areas that are suitable for community use. Community use of designated outdoor facilities may be restricted based on criteria determined by Community Services, the Activities Director, and Building Operations. All White Bear Lake Area School District fields will be evaluated yearly to determine seasonal availability.

Principals shall schedule all daytime school activities for which permits are not necessary. Permits are required for after-school and weekend use of all school space.

3. Facility Use Permits

a. Permits will be issued to organizations/groups upon compliance with the rules for application.

(1) ~~Contracts~~ Permits are not transferable and are restricted to the stated dates and hours.

(2) Changes, additions or cancellations must be scheduled through the Community Services Office. Amended ~~contracts~~ permits will be sent to the applicant and district personnel involved.

b. ~~Contracts~~ Permits are issued for a specific area and include access to the nearest drinking fountain and lavatories.

c. Only equipment specified on the ~~contract~~ permit will be made available to the user.

d. Organizations/groups using their own equipment must get prior approval and remove the equipment immediately after the use. The district will not assume liability in connection with the use or, loss of or damage to the organization's equipment.

e. The email distribution ~~of copies~~ of each ~~contract~~ permit will be as follows:
~~--the group supervisor~~ Group Supervisor
~~--file copy kept in~~ Community Services Office
--Building principal, administrative assistant and head custodian
--optional ~~copies~~ notice may be sent to others as needed.

4. Cancellation

a. When White Bear Lake Area Schools are closed due to inclement weather or building emergencies, all facility reservation ~~contracts~~ permits are canceled.

b. Facility Reservation ~~Contracts~~ permits for scheduled community events may be canceled to accommodate unforeseen events or emergency changes of school functions. If such a conflict occurs, every effort will be made to relocate activities and keep cancellations to a minimum.

B. Supervision

1. All activities must be under competent and responsible adult supervision, with the organization/group using the facilities assuming full responsibility for any damage.

2. School personnel on duty (custodian or building supervisor) will ~~supervise~~ monitor the operation of facilities, but are not required to supervise the group or its activities.

3. Organizations using kitchen facilities must have a district nutrition service employee on duty to supervise food preparation in conformance with recognized health department standards.

4. Outdoor activities may require a district grounds staff to be in attendance.

C. Liability

1. Users of school facilities shall agree to indemnify the school district for any damage to the school or other property by any person or persons attending the activity.

2. Applicants agree to assume full responsibility for injury or death of activity participants and damages to property that may occur in the facility they are using.

3. An insurance policy may be required by the district, as it deems necessary at its sole discretion. ~~based on group size or activity.~~

4. If a group brings in its own equipment, the district assumes no liability in connection with the use, loss or damage of that equipment.

D. Rules for Use of School Facilities

The following rules must be observed by all ~~user~~ organizations/groups. Failure to do so may be grounds for cancellation of the Facility Reservation ~~Contract~~ permit and ~~denying~~ denial of future facility use.

1. School district facilities may not be used for illegal purposes.

2. All school buildings and grounds are tobacco free. Any use or possession of tobacco on school property is prohibited by law.

3. Alcohol and illegal chemicals cannot be available or consumed on school district property as prohibited by law.

4. Weapons and firearms in any form are not allowed on school district property except for authorized instructional programs and by authorized ~~/or~~ law enforcement personnel.

5. Meetings/activities must be confined to areas reserved in advance.

6. Disorderly conduct of any kind is prohibited and may result in ejection from school facilities.

7. If deemed necessary by district administration, law enforcement supervision may be required and charged to the user.

8. Damage to facilities or equipment must be reported immediately to authorized school personnel and the Community Services Office.

9. No one shall operate mini-bikes, motorized go-carts, snowmobiles, or any other motorized recreational vehicles on school property except as part of a class authorized by the school district.

10. Flammable substances may not be used within school buildings unless they meet State Fire Marshall regulations.

11. Areas used must be left in an orderly condition. If extra effort is required for clean-up following the use of facilities, an additional charge for personnel costs shall be added to the facility use fee. If no fee was charged, groups are still responsible for personnel charges.

E. Costs Schedule for School District Facilities

Rental fees are based on a two hour minimum with charges assessed proportionately thereafter. Groups will be charged an additional amount for building supervision, custodial services, and AV technical services when needed exclusively for that event. Any facility not listed is subject to a rental fee as approved by school district administration. Rental fees for school district facilities are based on the following schedule:

CLASSROOMS	
Typical Classrooms	$27 per hour
CONFERENCE ROOMS	
District Center Conference Rooms	$36 per hour
GYMNASIUMS	
Secondary and Oneka Large Gym	$90 per hour
Secondary and Oneka 1/2 Large Gym	$54 per hour
Secondary Small Gym (wrestling, gymnastics)	$36 per hour
Elementary Large Gym (Otter, Vadnais, and Birch)	$54 per hour
Elementary 1/2 Large Gym (Otter, Vadnais, and Birch)	$36 per hour
Elementary Gym (excluding Otter, Vadnais, and Birch)	$36 per hour
ICE RINKS	
Hippodrome (ice time - per hour only)	
WBL Hockey & Skating Association	$65 per hour
Other Groups	$95 per hour
STADIUMS	
Price Field (Central)	$180 per hour
THEATERS	
Central Auditorium (no stage lights)	$90 per hour
Senior High Theater	~~$72~~ 90 per hour
Stage Lights and/or Sound System (must use school district technician)	$36 per hour
AV EQUIPMENT	$36 per ~~use~~ day
CAFETERIA (No kitchen)	
North, South, Sunrise, Central, Otter	$54 per hour
All other schools	$36 per hour

KITCHEN *see Section F: Nutrition ~~Food~~ Service~~s~~ Information ~~– Sec. F~~

F. ~~Food~~ Nutrition Services Information

Any use of an I.S.D. #624 kitchen facility must be arranged through the School ~~Food~~ Nutrition Services Office, 651-407-7524. Any rental of an I.S.D. #624 kitchen facility must include a ~~Food~~ Nutrition Services Employee on site for the duration of the event or a minimum of two hours whichever is greater. The ~~Food~~ Nutrition Services Employee will supervise the operation of equipment and use of kitchen facilities.